

NATIONAL YOUTH LEADERSHIP TRAINING

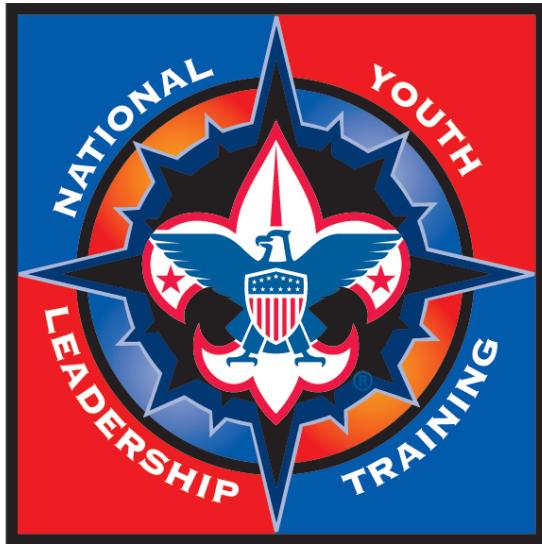
**Administration of the NYLT Course | Staff Development Guide |
Syllabus | Participant Notebook**



SCOUTING U
Learn. Challenge. Lead.™

NATIONAL YOUTH LEADERSHIP TRAINING (NYLT) COURSE

2021 Edition (with 2024 updates)



ADMINISTRATION OF THE NYLT COURSE

National Youth Leadership Training (NYLT) is a training program developed, owned, and authorized by the National Council, Scouting America. Local councils serve as the representative of the National Council in conducting this program in accordance with these policies and procedures. It is the duty of the local council to promote NYLT as a part of the Scouting program and to provide leadership and support to deliver NYLT in a manner that is consistent and ensures compliance with the policies, procedures, direction and support material contained herein. Consistent delivery of the NYLT program nationwide is an expectation of all courses.

Leadership for Scouting—Leadership for America

Scouting  **America**™

Scouting America's Commitment to Safety

In Scouting, we will not compromise the safety of our youth, volunteers, and employees. Safety is a *value* that must be taught and reinforced at every opportunity. We are all responsible and must hold each other accountable to provide a safe environment for all participants.

We are committed to abuse prevention by utilizing:

- Mandatory youth protection training.
- Criminal background checks.
- Banning one-on-one adult and youth interactions.
- Mandatory reporting of suspected abuse to law enforcement.
- A volunteer screening database.

We are committed to injury and illness prevention by integrating safety measures in our handbooks, literature, and training materials including the *Guide to Safe Scouting*. We expect leaders to use the four points of **SAFE** when delivering the program. **SAFE** Scouting measures include:

- Youth are **Supervised** by qualified and trustworthy adults who set the example for safety.
- Activities are **Assessed** for risks.
- Pre-requisite **Fitness** and **skill** levels are confirmed before participation.
- Appropriate **Equipment** is utilized and **Environmental** conditions are monitored.

When incidents do occur, we expect a timely, clear, and complete incident report. We are committed to learning from the data and modifying program guidance for the prevention of future occurrence.



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Administration—Table of Contents

Administration—Table of Contents	i
Section 1—NYLT Training Overview	1
Youth Leadership Growth Opportunities	1
Staff Makeup	4
NYLT Staff Organization.....	4
NYLT Linked Troop Leadership Requirements	5
Troop Accommodation	7
Course Overview.....	8
A Month in the Life of a Scouts BSA Troop.....	9
Leadership Requires Vision, Goals, and Planning	10
A Toolbox of Leadership Skills	10
Consistent Leadership Modeling.....	10
Scouting Ideals	11
Have Fun.....	11
Section 2—Council Service Territory (CST) Support	12
Council Service Territory (CST) Support.....	12
Territory Training Coordinator (NYLT Responsibilities).....	12
Section 3—Council Support for a NYLT Course	13
Council Support for a NYLT Course	13
Council Responsibilities.....	13
Council NYLT Coordinator.....	14
Professional Advisor	14
Section 4—Multi-council Courses	16
Multi-council Courses	16
Responsibilities of Participating Councils in Conducting a Multi-council Course	16
Section 5—Scouting America Policies and Guidelines.....	17
Youth Protection and Required Adult Supervision	17
Buddy System	18
Section 6—NYLT Standards.....	19
National Standards.....	19
NYLT Wood Badge Bead Requirements	20
NYLT Participant and Age Requirements	21
Enabling Your Participants' Success	21
Section 7—Course Approval Process	22
Hosting a Course.....	22
NYLT Course Director	22

Section 8—Before Staff Development	23
Staff Recruitment.....	23
Staff Roles and Responsibilities	24
Section 9—Budget and Fees	31
Budget.....	31
Budget Goals of NYLT.....	31
Budget Considerations	31
Course Revenue	32
Media Usage	32
Budgeting for Meals.....	32
Section 10—Course Promotion.....	34
Course Promotion	34
Recruiting Participants.....	35
Scholarships.....	36
Section 11—Pre-course Responsibilities	37
Course Preparation and Staff Training.....	37
NYLT Planning Calendar	38
Recognition	40
Fundamentals of Training	40
Syllabus and Training Schedule Distribution.....	41
Equipment and Supplies.....	41
Worship Service	42
Uniforms.....	42
Pre-course Communication	42
NYLT Participant Notebooks	43
Best Practices: Course Apparel, Course Materials, and Pre-course Communication.....	43
Section 12—Conducting the Course	46
Camping Logistics	46
Shower and Toilet Facilities.....	46
Outpost Camp	47
When Participants Struggle	47
Best Practices: On-course Communication	48
NYLT Course Director's Pledge	51
NYLT Course Outline (Weeklong Format)	53
NYLT Course Outline (Two-Weekend Format)	55
NYLT Course Outline (Two-Weekend 4x2 Format)	57
Example Quartermaster Duties (Weeklong Format)	59



Sample Menus.....	61
NYLT Recognition Request	63
NYLT Course Closeout Report.....	65
Credits/Acknowledgments	67



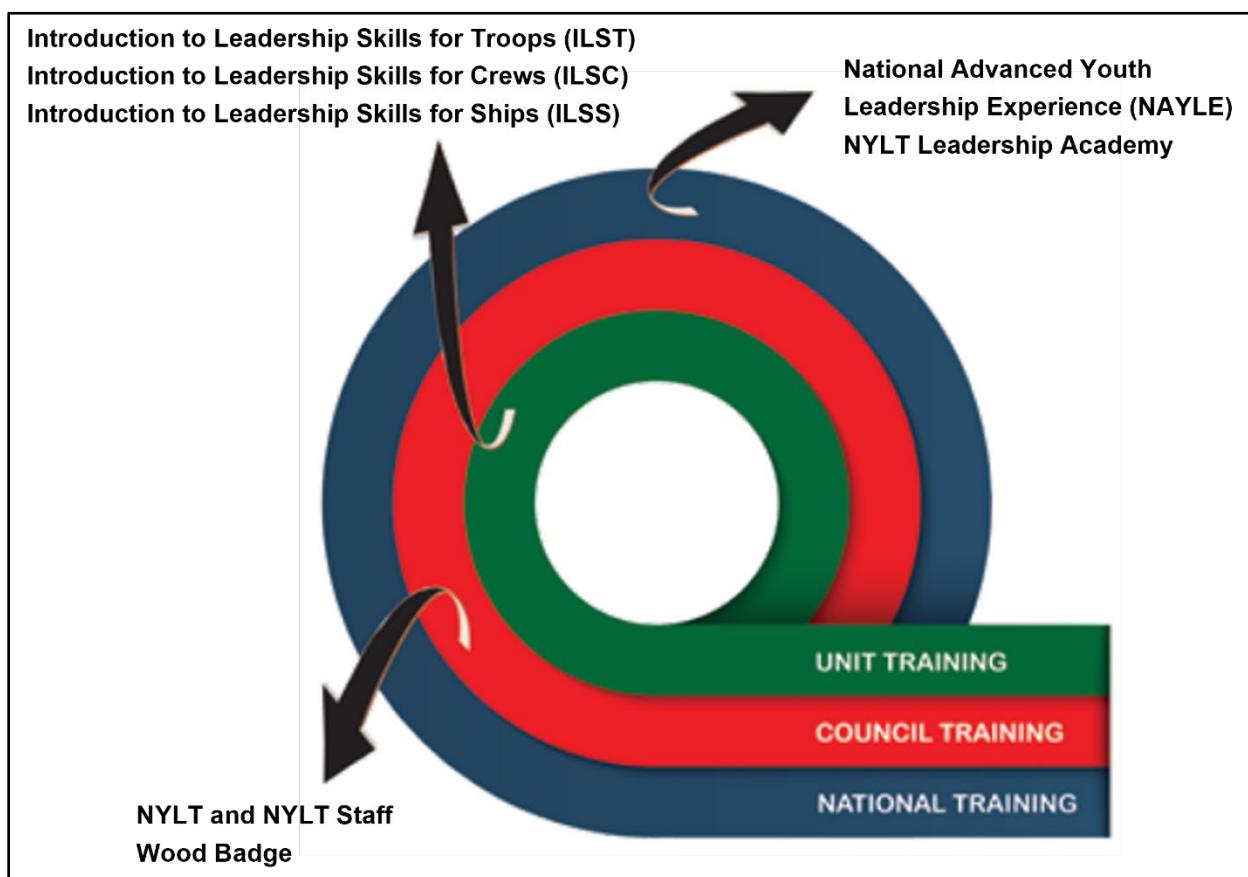
Section 1—NYLT Training Overview

Youth Leadership Growth Opportunities

National Youth Leadership Training is an exciting, action-packed program designed to provide 13- to 20-year-old youth members of Scouting America with leadership skills and experience they can use in their home units and in other situations demanding leadership of self and others.

Methods

The youth leadership training continuum represents the scope and sequence of leadership training courses available to youth members of Scouting America and hands-on experiential learning through actual leadership roles. Available courses are delivered in a range of engaging methods using case studies, games, discussions, and experiential education models.



Introduction to Leadership Skills for Troops (ILST), Introduction to Leadership Skills for Crews (ILSC), and Introduction to Leadership Skills for Ships (ILSS) provide an introduction to leadership skills for youth in Scouts BSA troops, Venturing crews, and Sea Scout ships. The training course is delivered to the youth of the troop, ship, or crew by older and more experienced youth as soon as a young person has been selected by their peers for a leadership

position. Youth are introduced to the skills of leadership and the tools they will use to implement their vision of adventure and leadership in their role as a youth leader in their troop, ship, or crew. The syllabus for each is available from Scouting America through the youth training link on Scouting America's training webpage: www.scouting.org/training/youth.

National Youth Leadership Training (NYLT)

The National Youth Leadership Training (NYLT) syllabus is designed to be delivered as a weeklong course. Councils may conduct the course in a two-weekend format, but they must ensure that all content is delivered in the proper order and that they don't cut anything out due to time constraints. The syllabus is delivered by the local council to help youth further develop their capacity as leaders. NYLT delivers advanced leadership skills while further developing the skills introduced in ILST, ILSC, and ILSS. NYLT delivers leadership skills through a combination of formal youth-to-youth presentations and hands-on, experiential learning by modeling a month in the life of a Scouts BSA troop. Youth who function in leadership roles in their troop, crews, or ships will benefit from the experiences developed in this course.

In order for a local council to host an NYLT course, the volunteer council training chair requests authorization from the territory training coordinator using the "Request for Authorization to Conduct a National Training Course" application. Territory training coordinators will coordinate among councils to deconflict planned courses, share information, and maximize opportunities for Scouts to attend or staff NYLT regardless of local council affiliation. The form should be filed at least one year prior to the scheduled start date of the planned course. The NYLT course director and backup course director are required to attend a course director conference within 24 months of the start of their course. They will receive access to the National NYLT Google Drive that contains all course documentation and supporting materials after registering for a conference.

NYLT Leadership Academy

The NYLT Leadership Academy is a national training course open to those who have completed NYLT and want to further grow and develop their leadership teaching skills. The NYLT Leadership Academy is intended to serve as a life-changing discovery about leading oneself and learning to be highly effective leading others.

Participants are trained by current and former NYLT youth staff from all across the country. The body of the syllabus focuses on teaching presentation and evaluation skills through giving and evaluating daily presentations. Participants also have ample opportunities to discuss how their fellow staff run their NYLT courses and practice key elements of the NYLT program such as Realistic First Aid and Geocaching. The courses are typically held during the summer at a variety of locations throughout the country. More information can be found on the following website: nylt-leadershipacademy.org.



National Advanced Youth Leadership Experience (NAYLE)

The National Advanced Youth Leadership Experience is an exciting weeklong program at Philmont and the Summit during which participants enhance their NYLT leadership skills. Scouts, Venturers, and Sea Scouts expand upon the team-building and ethical decision-making skills learned in NYLT. NAYLE utilizes elements of the Philmont ranger training as well as advanced skills to teach leadership, teamwork, and the lessons of selfless service. NAYLE will offer Scouts an unforgettable wilderness experience, where they live leadership and teamwork using the core elements of NYLT to make their leadership skills intuitive.

Wood Badge

The Wood Badge curriculum is available to all registered Scouting adults. It is a five-day or two-weekend, internationally recognized, leadership development course. Wood Badge serves as the basic leadership training program for all branches of Scouting, including the Cub Scout, Scouts BSA, Sea Scout, and Venturing programs. Wood Badge allows an in-depth exploration of leadership skills as well as a supervised implementation of the skills through a multi-part, post-course delivery plan referred to as a ticket. The Wood Badge leadership development program is offered through the local council or on a multi-council basis.

Resources

- Scouting America Adult Training: www.scouting.org/training/adult/
- Scouting America Youth Training: www.scouting.org/training/youth/

Scouting America Vision Statement:

Scouting America will prepare every eligible youth in America to become a responsible, participating citizen, and leader who is guided by the Scout Oath and Scout Law.

Scouting America Mission Statement:

The mission of Scouting America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.

Culture is the key to success in all NYLT courses. Look at the vision and mission statements of Scouting America. Our mission is to prepare young people; our vision is to prepare every eligible youth in America to become the best leader they can be.

The entire staff should embrace the culture of servant leadership, with a view to success for all. A culture of servant leadership means that all staff are committed to embracing a culture of inclusive service, ensuring all participants have a high-quality experience during the course. A culture of servant leadership also means that every staff member will be held and hold themselves accountable to pull their weight in executing the course and managing their on-course staff persona (emotions, mood, and mindset) in a positive manner.

All staff are chosen to be of the highest quality, each of whom will deliver an outstanding NYLT program to their participants. Each council should offer NYLT courses that are open to both males and females, and all courses will use the current syllabus in accordance with the NYLT Course Director's Pledge.

Staff Makeup

Every effort should be made to ensure that youth staff drawn from Scouts BSA, Venturing, and Sea Scouts, both male and female, are represented on the course. If the course has female youth staff or participants, there must be at least one adult female leader (age 21 or over) for each troop on the course that has female youth (staff or participants). It is recommended to have two adult female leaders over the age of 21 to ensure compliance to youth protection policies in a situation where one of the leaders may have to leave the camp property.

There must be at least two female youth staff to ensure a proper buddy system among the youth staff. There are no coed buddies among youth staff or participants, ever. Reference NCAP Standards HS-501, HS-511, and *Scouting's Barriers to Abuse*.

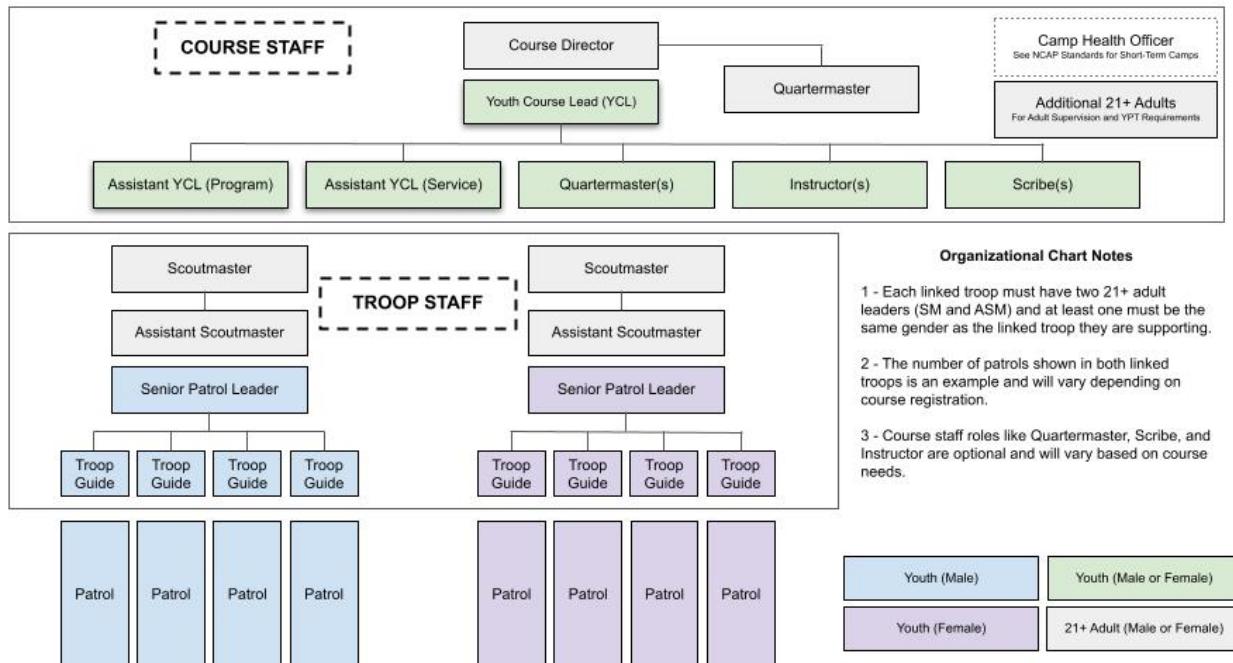
NYLT Staff Organization

Below is the new organizational chart for NYLT courses that provides course leadership with a structure to support the linked troop model. Having a course staff, in addition to a troop staff, provides for flexibility and additional youth leadership opportunities.

The course director is responsible for the following items before the course: staff recruiting and development, overall planning and coordination, participant recruiting (with the help of the staff), and ensuring youth protection requirements and adult supervision are properly implemented. During the course, the course director serves as the overall administrator, supports the course staff, and mentors the youth course lead. The Scoutmasters, assistant Scoutmasters, and senior patrol leaders should be in front of the participants demonstrating a youth-led troop being mentored and guided by the adults. Courses may utilize additional assistant youth course lead roles and others as needed, such as quartermaster(s), scribe(s), and instructor(s).



NYLT Organizational Chart



NYLT Linked Troop Leadership Requirements

NYLT courses are required to model the linked troop format utilized in the Scouts BSA program. Scouting U recognizes that while change is difficult, it is important that all NYLT courses are aligned with the Scouts BSA program.

In the Scouts BSA program, troops are either all boy or all girl, **never coed**. An NYLT program serving both male and female participants must have its own adult leadership structure, including two-deep leadership for each troop.

For example, an NYLT course with 34 male participants and 6 female participants will be conducted as two linked troops. Each linked troop must have two adult leaders age 21 or over (Scoutmaster and assistant Scoutmaster), and at least one must be the same gender as the linked troop they are supporting. All youth staff serving in a troop role (senior patrol leader or troop guide) must be of the same gender as the troop they are serving.

If you have a smaller number of female participants, you may have a troop of two girls on your course with their own Scoutmaster, assistant Scoutmaster, senior patrol leader, and troop guide. While different from previous NYLT operations, this is Scouts BSA policy. **There will be no coed patrols.**

As adult leaders, it is our responsibility to ensure we create an environment where all Scouts are safe, free from harassment, made to feel welcome, and included. Put simply, it is our

responsibility to make clear to all staff and participants that appropriate behavior is expected, and anything less will not be tolerated at NYLT.

Linked Troops in the Scouts BSA Program

When Scouting America decided to bring female youth into the Scouts BSA program, two options for organizing troops were approved: linked troops and stand-alone troops. Under both options, Scouts BSA troops are single gender.

Linked troops share a chartering organization, a chartered organization representative, and in many cases, a committee. They often meet at the same time and same place, and can share opening and closing ceremonies. Each linked troop has its own Scoutmaster, assistant Scoutmaster, senior patrol leader (SPL), and patrol leadership council (PLC) meetings. Linked troops are allowed to coordinate and jointly run activities. These linked activities can be jointly planned by the two PLCs, or one PLC can invite the other. Stand-alone troops are single gender and have their own chartered organization, chartered organization representative, and committee.

In all circumstances, proper adult supervision and youth protection policies must be followed. In any event where two troops participate, whether those troops are linked or not, a minimum of four registered adult leaders age 21 or over must be present at the event. If one of the two troops is female, one of the adults associated with that troop must be a registered female age 21 or older.

Linked Troops within NYLT Courses

Troops can join together for activities, assemblies, and presentations. In a well-run linked troop, the amount of coordination versus independence of the two troops is decided by the two PLCs. In an NYLT course, depending on their specific circumstances, the decisions regarding which activities the two troops will do jointly or independently should be made by the youth leadership with guidance from the adult leadership.

In order to effectively model a linked troop, NYLT staff need to understand how a linked troop should operate and the range of options available. It is recommended that this be covered during the first staff development session. You may find that most NYLT participants are not familiar with the operations of linked troops. We recommend that the structure and operation of a linked troop be covered at the model PLC meeting.

Troops come in all sizes. If you are at a camporee or summer camp, there will be troops who have five Scouts and others with 50 or more. They are all treated the same, and NYLT courses should model that behavior.

NYLT courses should set an example and be a model of how a linked troop can operate in Scouts BSA. By properly demonstrating the way linked troops can work, you will empower the participants to take charge in their home units in order to create a better and more equitable program. The linked troop concept and how it can be applied at the home units should also be



reinforced throughout the course. In NYLT, courses may consider referring to their linked troops as colors (i.e., blue troop or green troop) instead of by gender. If your course has at least two patrols of female participants, it is easier to do more activities like patrol leaders' council meetings or troop meetings separately. When choosing games, try to pick options that are more teambuilding-focused rather than strength-focused to create fairness between the linked troops.

How Is the Youth Leadership of a Linked Troop Organized?

Each troop must have a senior patrol leader (SPL) and troop guides who are the same gender as the troop they are supporting. The two SPLs will operate as equals even when one troop is significantly larger than the other. The assistant senior patrol leader roles that support program and service have been moved to the course staff as assistant youth course leads in order to serve both troops.

There are a variety of different ways that youth distribute the responsibilities. At NYLT, under the direction of the youth course lead, the two SPLs can take turns leading troopwide activities such as assemblies, activities, and presentations or the two SPLs can work together to co-lead. How the duties are distributed should be worked out by the youth leadership with adult leader guidance during staff development.

The chain of command for each troop goes through that troop's SPL up to the youth course lead. The degree to which the two PLCs meet together should be worked out during staff development by the youth leadership with adult leader guidance.

How Is the Adult Leadership of a Linked Troop Organized?

Each troop must have its own Scoutmaster and at least one assistant Scoutmaster. It is important for both Scoutmasters to be perceived as equal, regardless of the size of the troop. Even if one of the troops consists of only two Scouts, there must be a Scoutmaster and an assistant Scoutmaster who are age 21 or over, and at least one must be the same gender as the linked troop they are supporting.

The Scoutmasters can alternate delivering the Scoutmaster's Minute and any other responsibilities during the course. The assistant Scoutmasters for the two troops can also coordinate and share tasks. The sharing of duties should be worked out in advance of the course.

Troop Accommodation

Patrols within each NYLT "troop" should be made up of youth of similar age (refer to the *Guide to Safe Scouting*). Besides keeping the youth participants safe, organizing patrols in this manner maximizes the learning potential and leadership experience of the participants by giving patrol members equal footing with one another. An effort to maximize geographic, cultural, and program diversity will further enhance the ability of patrol members to experience, observe, and understand patrol dynamics.

Adult staff must pay appropriate attention to the camping arrangements. Regarding accommodations and per *Scouting's Barriers to Abuse*:

- Separate tenting arrangements must be provided for male and female youth.
- Youth sharing tents must be no more than two years apart in age.
- Linked troops may share a campsite if *Scouting's Barriers to Abuse* can be met, including privacy and separate accommodations.
- When using a large site, tents should be arranged so the male patrols are in one area of the campsite and female patrols are in another. There is no prescribed distance.
- All adults ages 18 and up, regardless of whether they are participants (registered in Venturing or Sea Scouting) or staff, must be treated as adults related to all youth protection policies, including housing and restroom/shower facilities.
- Appropriate male and female adult staff must be present in all course campsites per Scouting's two-deep leadership requirements.
- For Outpost Camp, the location of each patrol's overnight campsite must be determined in advance. **The course tradition of leaving participants alone in their outpost campsites is not acceptable.** Patrols should set up in a similar manner as their regular patrol sites, with male patrols in one area and female patrols in another. **There must be adult staff present at all times with tents within visual range and within earshot.** The participants need to know that the adults are there if needed.

Remember that NYLT is a leadership course, not an outdoor skills course. Venturers and Sea Scouts have no advancement that requires outdoor skills training and may have few or no outdoor skills.

Course Overview

NYLT is a six-day or two-weekend course where content is delivered in person and in an outdoor setting with an emphasis on immediate application of learning in a fun environment. Interconnecting concepts and work processes are introduced early, built upon, and aided by the use of mnemonics (memory aids), which allows participants to understand and more readily employ the leadership skills they have learned.

The leadership skills include:

- Communicating
- Finding Your Vision
- Setting Your Goals
- Planning
- Solving Problems
- Developing Your Team
- Servant Leadership
- Scouting EDGE
- Leading Yourself
- Ethics and Values in Decision Making
- Diversity and Valuing People



- Resolving Conflicts
- Embracing and Leading Change
- Resilience

The skills of visualizing success, setting goals to accomplish that vision, and developing a plan to achieve success are core to the leader's role. Other key course elements include leading yourself, communicating, developing a patrol, applying a leadership style that fits the patrol's stage of development, and teaching skills to others. Sessions on problem-solving, making ethical decisions, and valuing people are added as elements of a leader's toolbox.

The course schedule parallels the program month of a Scouts BSA troop. Throughout the course, the Scoutmaster models their role in delivering that program in a youth-led, adult-guided troop.

The NYLT syllabus integrates the best of modern leadership theory with the traditional strengths of the Scouting experience. Through activities providing hands-on, experiential learning; presentations; challenges; discussions; and audiovisual support, NYLT participants will be engaged in developing leadership that will give them the skills and confidence to lead well. Through a wide range of activities, events, games, and adventures, NYLT participants will work and play together as they put into action the best that Scouting has to offer.

It is important that the syllabus be followed in its entirety. Rearranging the order of presentations or activities within the course schedule is not permitted. Each element is in its particular place for a reason, and changing the order violates the intent of the course design.

A Month in the Life of a Scouts BSA Troop

An NYLT course is set up to represent the structure and an activity cycle of a Scouts BSA troop. The first three full days of the course represent the planning stages, complete with leadership council meetings, unit meetings, and planning for a larger event. Participants use the full range of Scouting America resources for planning and conducting meetings that are interesting, lively, and relevant—a skill they can incorporate with great effect when they return to their home units. NYLT participants put their preparations to the test with an NYLT Outpost Camp campout symbolizing the big event that culminates a typical unit's monthly activity program cycle.

NYLT participants are organized into patrols. It is highly desirable to maximize patrol performance by ensuring members within each patrol are not from the same troop and do not know each other. The purpose of this approach is to make the process of team development more authentic.

During an NYLT course, participants in each patrol move through the four stages of team development—Forming, Storming, Norming, and Performing—that all groups experience when brought together to accomplish a goal or develop a shared vision. Courses promote the team development process, enabling participants to use their awareness of the stages of team development in conjunction with new skills to build a high-performing team that can reach its full

potential. Following Scouting's principle of fun with a purpose, participants enjoy Scouting fellowship and fun on their leadership development journey.

Leadership Requires Vision, Goals, and Planning

NYLT participants discover that leading themselves and leading others requires a vision—a picture of future success. Each patrol develops a patrol vision for the course, and each participant prepares their own personal vision. A constant refrain of NYLT is “If you can see it, you can be it.” Through presentations and experiential application of goal setting, planning, and problem-solving, participants learn their importance, how to align them to achieve both their patrol and individual visions, and then how to put themselves in the center of those pictures of future success.

A Toolbox of Leadership Skills

Several NYLT presentations are designed to give participants a toolbox of effective leadership skills they can make their own. Added to the idea of developing a vision, the skills in the toolbox form the NYLT Memory Tips—a short list that encompasses the key course concepts:

- **Vision—Goals—Planning:** Creating a Picture of Future Success
- **SMART Goals:** Specific, Measurable, Attainable, Relevant, Timely
- **Planning and Problem-solving Tool:** What, How, When, Who
- **Assessment Tool:** Start, Stop, Continue (SSC)
- **EDGE:** Explain, Demonstrate, Guide, Enable
- **Stages of Team Development:** Forming, Storming, Norming, Performing
- **Conflict Resolution Tool:** Express, Address, Resolve (EAR)
- **Making Ethical Decisions:** Right vs. Wrong, Right vs. Right, Trivial
- **Communication:** Message, Sender, Receiver (MaSeR)
- **Valuing People:** Reach out, Organize, Practice, Experience (ROPE)

Consistent Leadership Modeling

The youth and adult staff members of an NYLT course are charged with providing participants with the best possible opportunity to learn effective leadership skills in a setting where the highest ideals of Scouting shine through. Essential to that effort is the fact that staff members use NYLT leadership skills and philosophies themselves, which provides them with an extremely effective means of sharing skills and leading teams. It also models the skills and leadership ideals that the NYLT program seeks to convey. The course adult and youth leadership should demonstrate these skills and philosophies throughout the course. This should be modeled by having “pre-discussed and agreed” open and public conversations throughout the course on a variety of topics such as activities, preparations, scheduling, and planned outcomes. Any discussions on program mistakes or failures should be conducted out of earshot of others while adhering to Scouting America Youth Protection Training (YPT) policies and guidelines.



NYLT has been designed to embody the culture of a true youth-led, adult-guided model Scouting unit. It is critical that adult staff help develop and enable their youth staff, then allow them to deliver the NYLT syllabus to course participants.

Just as in the model unit there are roles which only adults can fulfill (such as health and safety), there are likewise roles only youth can fulfill. Adults are strongly advised to use the model of “a grazed knee is ok; a broken leg is not” before taking over or interceding in a youth role. If not a direct youth protection or safety issue, overly enthusiastic adults who jump in too quickly deprive youth staff of valuable learning experiences. Adult staff should take great care, thought, and reflection to achieve balance in their roles so they are neither too distant and offer no advice to youth staff nor too involved, becoming overbearing and/or prescriptive regarding the program’s delivery beyond ensuring the syllabus of the program is delivered in its entirety.

Scouting Ideals

Every NYLT course operates according to the ideals of Scouts BSA, Venturing, and Sea Scouts. Each participant and staff member is welcomed, appreciated, and valued. There is no room for hazing, sexual innuendos, or any other activities that do not add to a positive learning experience for everyone.

Have Fun

Leadership, fun, challenge, adventure: NYLT offers all of those and much more. A well-run NYLT program can be a centerpiece of a council’s youth training opportunities, providing local units with outstanding youth leaders and giving NYLT participants the tools, leadership ideals, and skills that will serve them well in whatever they do.

This administrative section provides the staff with the essential tools needed to teach and learn leadership. Each presenter is charged with delivering the program syllabus while making the sessions fun and entertaining, while also bringing the material to life by incorporating experiences that fit the topic.

These efforts will maximize participant fun, enjoyment, and learning. Planning and executing an NYLT course requires a tremendous amount of time and hard work, which is founded in reading and understanding the NYLT syllabus. Youth and adult staff are encouraged to look out for each other’s well-being and to incorporate time or activities for the staff to have appropriate fun and to celebrate having accomplished their mission.

Section 2—Council Service Territory (CST) Support

Council Service Territory (CST) Support

The National Youth Leadership Training (NYLT) course director has a support network at the territory level to aid in developing and delivering a course. There is a territory training coordinator who is available for consultation to help ensure the success of each NYLT course. These individuals are expected to stay current on all national and NYLT-specific policies. Their roles and responsibilities in supporting NYLT courses are outlined below.

Territory Training Coordinator (NYLT Responsibilities)

- Establishes working relationships with each NYLT course director, council training chair, council program director, and Scout executive in the territory.
- Provides appropriate outreach and support to each council in the territory.
- Encourages each council in the territory to offer at least one NYLT course per year or participates in a multi-council course with an adjacent council.
- Ensures each council submits the “Request for Authorization to Conduct a National Training Course” form for each NYLT course being offered during the upcoming year.
- Reviews each “Request for Authorization to Conduct a National Training Course” form, takes action on the request, and maintains a copy for each approved course.
- Reviews each “Request for Waiver to Conduct a National Training Course” form submitted, takes action on the request, and maintains a copy of the form.
- Coordinates the scheduling, planning, and execution of territory course director conferences using the agenda and content provided by Scouting U.
- Obtains the “NYLT Course Director’s Pledge” from the NYLT course director of each NYLT course offered within the territory.
- Reminds all NYLT course directors in the territory that they, along with the individual who is the NYLT backup course director, are required to attend a course directors conference within 24 months prior to the start of their course.
- Secures the “NYLT Course Closeout Report” with supporting materials from each NYLT course offered in the territory within 30 days of course closure.

Contact Scouting U (NationalTraining.Course@scouting.org) to obtain contact information for your territory training coordinator.



Section 3—Council Support for a NYLT Course

Council Support for a NYLT Course

The council Scout executive appoints a member of the council professional staff to serve as the NYLT professional advisor. The professional advisor's duties include serving as liaison with the council service center, the camp, and vendors/suppliers. This person, where appropriate, also helps the council leadership training committee to select an appropriate NYLT course director.

It is important to note that providing leadership to the course is a *partnership* between the NYLT course director and the NYLT professional advisor.

Council Responsibilities

An NYLT course may be supported either by a single council or by a group of councils. If the course is supported by a group of councils, a host council needs to be designated, and the course must have the complete support of all councils involved. To meet the standards and specifications required for NYLT, each course must have the complete support of the host council's Scout executive, training chair, and training committee. Together, their responsibilities include the following:

- Recruit and select the NYLT course director. Following the procedures established in this Administration section, select staff members for the course.
- Communicate to the course director the importance of a professionally delivered, full, and exemplary course, the mission of which is to strengthen the program, units, districts, and council.
- Provide a Scouting America professional to serve as the advisor to the NYLT course.
- Promote the NYLT course by developing promotional and marketing materials and coordinating promotional efforts with other councils involved in a multi-council course.
- Supply a site that fulfills the requirements for an appropriate NYLT course location.
- Communicate policies and coordinate with the course director regarding physical facilities, use of Scouting America property, and any other facility issues, including matters of health and safety or particular property concerns.
- Offer direction through the Scouting America professional serving as advisor to the NYLT course director on budget preparation, fiscal responsibilities, council policies on financial accounting, and procedures for purchases, cash management, and reporting.
- Establish the cost of the course and the fee to be assessed to each participant.
- Arrange for illness and accident insurance coverage.
- Provide food, equipment, and other provisions and gear (including trading post stock) as agreed upon during planning sessions with the NYLT course director.
- Establish procedures to receive, store, and secure council training materials and equipment that will be used during the NYLT course.

- See that arrangements will be made for NYLT staff and participants to fulfill religious obligations while attending the course.
- Assist the NYLT course director in the final accounting of course finances and in preparing and submitting all required reports.

Council NYLT Coordinator

In larger councils, a council NYLT coordinator may be appointed by the council training chair. A council NYLT coordinator must be a registered Scouter who should have served as an NYLT course director and continues to be active with district or council training courses. This person will maintain the integrity of the current NYLT administration policies and syllabus and be prepared to offer feedback to the territory training coordinator and the director of volunteer program development at the Scouting America national office.

The council NYLT coordinator is appointed annually by the council training chair and council vice president for program, with the approval of the council Scout executive. The appointment is communicated to the territory training coordinator. Duties include the following:

- Serve on the council training committee and reports to the council training chair
- Evaluate council and district trainers for possible future service on NYLT staffs. Monitors the recommended staff prospect list and works through the territory training coordinator for further development, if needed, of council Scouters on neighboring NYLT courses.
- Attend course director conferences when possible and stays current on all changes to NYLT administration policies and syllabus
- Act as the interface with the territory training coordinator; coordinates with the council training committee and appropriate participating councils regarding scheduling in-council and multi-council courses. Ensures that appropriate paperwork is submitted according to the timelines in this Administration section.
- Assist the course director with staff approvals through the council Scout executive and council training chair
- Support the course director in staff recruitment as requested
- Assist with the promotion of the council course as well as multi-council and other out-of-council courses
- Ensure, through the course director, that staff development needs are met
- Monitor quality and scheduling of staff development sessions according to this Administration section
- Observe the course in action; ensures the quality of the course with attention to adherence to the NYLT administration policies and syllabus
- Work with the appropriate council office staff personnel to maintain records of NYLT participation, staff service, and any other council NYLT historical records

Professional Advisor

The professional advisor is appointed by the council Scout executive to work with the NYLT course director to ensure a successful course. It is recommended that the professional advisor



attend an NYLT course director conference prior to first serving and remain current with respect to the details of NYLT administration. Duties include:

- Keep the council Scout executive apprised of course developments
- Work with council and territory training coordinator to support multi-council courses and, when appropriate, taking on the responsibility of “host council representative.”
- Provide financial reports from previous courses and assisting the course director in establishing budgets and fee schedules within the guidelines of the *Local Council Accounting Manual* and all council budgeting procedures and policies
- Support the training committee, NYLT course director, and staff in preparing a promotion plan for the course, including articles for council newsletters and other council communications
- Coordinate correspondence and schedules with the council service center
- Establish and oversee the NYLT registration process conducted by the council service center and work with the NYLT course director to monitor registration and ensure that at least the minimum number of participants are registered
- Guide the course director in satisfying council requirements for acquiring accident and sickness insurance
- Reserve and secure council materials, facilities, and equipment
- See to it that the NYLT course finances are properly documented through the council accounting system
- Process orders to the National Supply Group for course materials and recognition items
- Assist the NYLT course director with course reports as needed
- Ensure that participants’ training records are updated and maintained

Section 4—Multi-council Courses

Multi-council Courses

Councils that cannot alone field a course may consider a multi-council course. Multi-council courses combine neighboring councils to share one course. The advantages of this format include the following:

- Increasing the pool of potential course participants, thus reducing the possibility that a course will be canceled because of lack of attendance
- Providing more frequent opportunities for Scouts BSA, Venturers, and Sea Scouts to attend NYLT training
- Expanding the geographical area from which to recruit a quality staff and enhancing the ability of councils to develop NYLT youth and adult staff members and future course directors
- Reducing individual council costs by encouraging the sharing of equipment, facilities, and other resources

Responsibilities of Participating Councils in Conducting a Multi-council Course

The host council is obligated to do the following:

- Submit the application for the course
- Provide a Scouting America professional to serve as advisor
- Accept financial responsibility for the course
- Recruit staff (youth and adult) members from all councils in the group
- Provide recognition items (those items to be decided by all councils involved) for all course participants (funding for which is to be drawn from the course budget)
- Submit to other councils the recommendations of staff and participants who complete the course and can be considered for staff roles in future NYLT courses

Other participating councils in the multi-council course are obligated to do the following:

- Promote the course to all eligible Scouts BSA members, Venturers, and Sea Scouts
- Provide the host council with a list of potential staff members
- At the request of the host council, provide a course director and/or a professional advisor for the NYLT course
- Assist in providing the course with necessary equipment and supplies



Section 5—Scouting America Policies and Guidelines

Youth Protection and Required Adult Supervision

Anytime a group of teenage youth comes together for an intensive learning experience, there is a degree of risk. As with all Scouting programs, being prepared is the key to minimizing these problems and addressing them effectively when they occur. Preparing properly provides us an opportunity to model appropriate ways for teens to interact. Scouting America teaches us to manage risk, and managing an NYLT course is no different.

A zero-tolerance policy for any youth protection, safety, and bullying infractions should be communicated and enforced, just as it is with other potential problem issues such as drugs or alcohol. Any infraction must also be reported per Scouting America's incident reporting guidelines and NCAP Standard AO-808.

All adult staff are responsible for the safety and well-being of staff and participants. Adult staff must be constantly vigilant of all activities occurring at the NYLT course site. Any behavior that is contrary to the Scout Oath and Law and *Guide to Safe Scouting* must immediately be brought to the attention of the course director and addressed.

During NYLT staff development, youth and adult staff will undergo the *Understanding and Preventing Youth-on-Youth Abuse Training for NYLT Staff*. The facilitator's guide and slideshow are available on the National NYLT Google Drive. As part of this training, a qualified adult will lead a discussion on the problems that could occur on the course and how they should be dealt with, using examples from past experience where possible. To ensure compliance with various state law requirements, all NYLT staff, regardless of age, must complete the online Scouting America Youth Protection Training and share their unexpired certificate of successful completion with the NYLT course director.

NYLT staff must be familiar with and follow the *Guide to Safe Scouting*. A digital or hard copy of the *Guide to Safe Scouting* should be available on site.

Timely, clear, concise, and complete incident reports allow for an appropriate response and an opportunity for analysis while promoting continuous improvement of our programs. You can report incidents, near misses, and youth protection/membership infraction incidents to your local council or enter them yourself. For details on submitting incident reports, please visit the following link: scouting.org/health-and-safety/incident-report/.

No harassment or hazing will be allowed by anyone or at any time. The Scouting America policy on hazing and harassment is as follows:

- Scouting America prohibits language or behavior that belittles or puts down members of the opposite sex, unwelcome advances, racial slurs, chastisement for religious or other beliefs, or any other actions or comments that are derogatory of people. Any form of

hazing, initiation, ridicule, or inappropriate teasing is prohibited. Reference NCAP Standard HS-501.

- Proper adult supervision for each troop is always required throughout the course and must meet Scouting America requirements, including two-deep leadership requirements. Two registered adult leaders 21 years of age or over are required, and there must be a registered female adult leader 21 years of age or over for NYLT troops with female participants. Reference NCAP Standards HS-501 and HS-502.
- Adult supervision is required in and around the youth staff campsite, patrol campsites, and during Outpost Camp. There must be adults camping in those areas in order to regularly monitor activity and behavior. This may be a challenge for some NYLT courses depending on their facility and may require the need for additional adult staff members in order to be in compliance. Reference NCAP Standard HS-502.

Buddy System

The buddy system is always required (see *Scouting's Barriers to Abuse* and NCAP Standard HS-511). Buddy pairs cannot be coed, including staff buddy pairs. Note that because the buddy system is one of *Scouting's Barriers to Abuse*, courses cannot have one female or one male in attendance as a participant or youth staff member. There must be at least two of a gender present as participants and as youth staff members. A youth staff member cannot effectively serve as a buddy to a participant given the nature of the staff role.



Section 6—NYLT Standards

National Standards

The NYLT syllabus is the intellectual property of the National Council, Scouting America. Local councils are responsible for delivering the syllabus; it is usually overseen by a council training committee. All courses shall comply with the following:

- All courses being offered across the country shall be referred to exclusively as National Youth Leadership Training (NYLT).
- NYLT youth and adult staff shall take Fundamentals of Training before staffing a course. This course may be stand-alone during NYLT staff development or offered through the council training committee. The “Facilitators Development Series Videos” are suggested for use during the staff development process. They are available at the following link: scouting.org/training/adult/learning-library/.
- NYLT course directors shall attend an NYLT course directors conference within 24 months prior to the start of their course. The individual who is listed as NYLT backup course director on the “Request for Authorization to Conduct a National Training Course” form shall also attend an NYLT course directors conference within 24 months prior to the start of the approved course for which they are the backup course director.
- The “NYLT Course Director’s Pledge” shall be completed at an NYLT course directors conference or independently and forwarded to your territory training coordinator.
- An individual should not serve as an NYLT course director more than two times. This policy allows other qualified Scouters the opportunity to lead.
- NYLT courses must have a minimum of 30 and no more than 48 fully paid participants as of 30 days before the course start date. Courses with larger or smaller participant populations must discuss the situation with their territory training coordinator ideally around 45 days out, especially if they cannot meet the minimum. The council training chair is responsible for making contact with the territory training coordinator in a timely manner. A territory training coordinator **may** approve an NYLT course with as many as 56 or as few as 24 participants upon the receipt of the “Request for Waiver to Conduct a National Training Course” form, which is available in the National NYLT Google Drive. A course will not be allowed to run with fewer than 24 participants and four patrols; the syllabus is not effective in smaller groups.
- The culture of NYLT shall be one of servant leadership versus staff elitism.
- The syllabus must be followed in its entirety with no deviations from the content or schedule.

For purposes of clarification, if the word **must**, **required**, or **shall** is used in this administration section or the syllabus, it must be followed exactly. If the word **should** or **recommend** is used in the administration section or the syllabus, the local council may choose to interpret accordingly.

NYLT Wood Badge Bead Requirements

The Wood Badge training recognition (training beads) is authorized for NYLT staff serving in adult staff roles. National Service Territories may authorize the awarding of Wood Badge beads for NYLT adult staff who have met the following requirements:

Three Beads for NYLT Scoutmaster/assistant Scoutmaster

- Completed Wood Badge and earned beads
- Attended a Fundamentals of Training course
- Staffed an entire NYLT course as Scoutmaster or assistant Scoutmaster providing both training and oversight to youth staff
- Course director and backup course director attended an NYLT course directors conference within 24 months prior to the start of the approved course for which beads are awarded

Four Beads for NYLT course director

- Completed Wood Badge and earned beads
- Staffed a Wood Badge course as a troop guide
- Attended a Fundamentals of Training course
- Staffed an entire NYLT course as course director
- Attended an NYLT course directors conference within 24 months prior to the start of the approved course for which beads are awarded
- Completed the NYLT Course Director's Pledge and provided a copy to the territory training coordinator

Note: The backup course director who is identified on the “Request for Authorization to Conduct a National Training Course” form will serve as a Scoutmaster or assistant Scoutmaster and is only eligible for the three-bead recognition.

There shall be NO exceptions for previous service; all requirements shall be completed **before** serving as NYLT course director. The requirements are similar to those for Scouters who staff Wood Badge. Scouting U encourages councils to develop their NYLT leaders through participation on council Wood Badge staff. The recognition, as in Wood Badge, assumes full service (all days) on the course and participation in the required course staff development sessions. Staff who only show up for a portion of a course do not warrant beads.

Bead presentations should be conducted in a solemn and meaningful manner at an appropriate time. There is no prescribed ceremony. If the beads are awarded to adult staff at the end of an NYLT course (for example, at the closing banquet or campfire), the ceremony should be brief. It is important to recognize the hard work and commitment of adult staff supporting the program, but their recognition should not eclipse recognition of the youth. Either the council training chair or the council NYLT coordinator is encouraged to present the course director with their beads. The course director can present the remaining adult staff with their beads.



NYLT Participant and Age Requirements

To attend an NYLT course, a youth shall have the following qualifications by the beginning of the course:

- Must be a registered member of a Scouting unit
- Must have a current Scouting America Annual Health and Medical Record form parts A, B, and C
- Scouts BSA members must be 13 years of age and fall within the maximum age allowance for their program registration. They must be ranked a First Class Scout or higher and have completed Introduction to Leadership Skills for Troops.
- Venturers and Sea Scouts must be at least 14, or 13 and have completed eighth grade, and fall within the maximum age allowance for their program. They must have completed Introduction to Leadership Skills for Crews or Ships. It is recommended that they have had at least one year of camping experience. While NYLT is not an outdoor skills course, it is important that each participant have basic camping and outdoor cooking experience.
- A unit leader recommendation

Enabling Your Participants' Success

Application of the skills learned at NYLT is usually based heavily on the environment of the home unit. The last E in EDGE is *Enabling*. The key to Enabling is to help create a positive environment for application of NYLT skills in the home unit.

It is suggested that you consider the following:

- Offer a course synopsis to participants' parents/guardians and home unit leaders.
- Invite the parents/guardians and home unit leaders to the course orientation meeting.
- Invite the home unit leaders to the closing feast and closing session. If it is your council's practice to include parents/guardians in the closing events, be sure to let them know they are invited to attend.
- Establish a follow-up system to receive feedback on participants' application of NYLT skills.
- Create a plan that communicates to parents/guardians and home unit leaders what to expect from an NYLT-trained youth. This youth will return to the unit a different person—more confident and skilled, with greater ability to communicate, to present ideas, and to lead. Unit leaders don't want to miss out on the opportunity to embrace the youth's new skills and abilities or the opportunity to better utilize this young person.

Section 7—Course Approval Process

Hosting a Course

Many councils find it practical to operate their NYLT course at a council camp or property. Courses may take place at any time of the year but are most often scheduled to occur just before or after the normal long-term camping season. The NYLT course, whether a week long or over two weekends, must conform to the NCAP Standards for a short-term camp. National training courses are subject to the short-term camp requirements, regardless of format or duration. Conformance to the applicable NCAP Standards is the responsibility of the council.

Preparing for an NYLT course begins with:

- Appointing a council professional advisor
- Recruiting an NYLT course director
- Establishing a course budget
- Developing a planning calendar
- Identifying potential locations
- The course director and backup course director attending an NYLT course director conference
- Selecting adult and youth staff
- Compliance with NCAP Standards for short-term camps

NYLT Course Director

The course director for an NYLT course is recruited by the council training committee with the advice of the council NYLT professional advisor and the approval of the council Scout executive. The course director and all other adult leaders shall set a positive example of modeling the ideals of Scouting including the Scout Oath and Scout Law in addition to demonstrating by their behavior an understanding of the servant leadership skills taught in NYLT.



Section 8—Before Staff Development

Staff Recruitment

Selecting qualified staff is vital to the success of every NYLT course. Recruiters should seek out potential staff members who possess enthusiasm, reliability, and a strong dedication to Scouting. Make a special effort to have diversity, including program and gender diversity.

The course director recruits adults to serve as Scoutmasters and assistant Scoutmasters. Together, they recruit the youth staff. Minimum requirements for youth staff members include:

- Be at least 14 years old
- Have held positions of leadership in their home unit
- Have attended NYLT
- Be a registered member of a Scouting unit

In order to keep NYLT fresh, half of the staff should be made up of youth who have not served on an NYLT staff before. Adults may serve on multiple courses; however, an individual should not serve as an NYLT course director more than two times. Councils need to be proactive in recruiting adults to serve on NYLT staff and develop future course directors. Commitment to the NYLT youth-guided concept should be a priority for any adult staff member. This course is not another version of Wood Badge; the youth should always be at the forefront. All adults asked to participate in the course should do so in support of that ideal. Adults on course are called upon to be coaches and mentors, but are not there to take over the running of the course once it begins. All staff members must hold a current registration with Scouting America, have a current Scouting America Annual Health and Medical Record form parts A, B, and C, and have completed Youth Protection Training.

Upon being chosen to serve on the NYLT staff, each youth staff member will be sent a staff application to be completed and approved by their parents/guardians and unit leader. There is no nationally used application form; councils are to design a form to fit their unique needs. Other topics that should be included in this communication involve setting realistic expectations with staff training dates, course dates, and course time commitments. It is important to remember that the NYLT youth staff are usually highly motivated and busy youth, often involved in other activities. Course directors should set realistic expectations for allowable absences for training activities without compromising the staff development process.

Councils with longstanding NYLT courses may find that some adult and youth leaders are deeply tied to old local traditions and outdated syllabus elements. Those individuals may have attitudes about their own roles as NYLT leaders that are in conflict with the philosophy of servant leadership that is essential to conducting modern NYLT courses. Change can feel threatening to them. Often with the best of intentions, they may resist implementation of some or all of the NYLT syllabus.

Councils should be proactive in helping those youth and adults understand that the new syllabus, while different from earlier versions, has the same goal of enabling each NYLT participant to become a more effective leader. If a former staff member is unwilling to buy into the syllabus fully and enthusiastically, the solution may be to thank that person for their former service and make room for fresh adults or youth to take their position on the NYLT staff.

Staff Roles and Responsibilities

The **minimum adult staff positions** for an NYLT course consists of:

- Course director
- Scoutmasters (one per linked troop)
- Assistant Scoutmasters (one per linked troop)
- Camp health officer
- Quartermaster

Each course is required to identify an individual to serve as backup course director on the “Request for Authorization to Conduct a National Training Course” form. This should be one of the Scoutmasters or assistant Scoutmasters who has potential to be course director for a future course. Additional adults age 21 or over may be utilized to provide extra supervision at night in participant campsites, youth staff campsites, and Outpost Camp campsites. Larger courses may also consider adding additional assistant Scoutmasters and quartermasters as needed.

The **minimum youth staff positions** for an NYLT course consists of:

- Youth course lead
- Assistant youth course lead for program
- Assistant youth course lead for service
- Senior patrol leaders (one per linked troop)
- Troop guides (one per patrol)

Additional assistant youth course lead roles may be added along with other youth positions such as quartermaster, instructor, and scribe as needed. The adult and youth leadership should determine what additional roles are needed, the number of each, and what their specific duties will be.

Patrols are made up of between six and eight youth participants of the same gender. It is possible to have a patrol with as few as two participants of the same gender under the linked troop model. If recruitment indicates an interest in NYLT that far exceeds the capacity of a planned course, the council may consider scheduling another course at a later date or developing a course that can run concurrent with, but separate from, the first course.

There can be benefits to running two courses concurrently, such as providing opportunities for a larger learning platform, dynamic morning assemblies, friendly troop interaction, and a broader opportunity for course connections and friendships. If two courses will be run at the same time,



both sets of staff should be in alignment so that the course material is delivered the same way and the course participants have the same experience.

Course Director

The course director is responsible for the overall planning and coordination of the NYLT course. They should have the same qualities of leadership as any good unit leader. The course director must be currently registered as a Scouting America adult leader, at least 21 years old, and a strong supporter of the local council. As the main purpose of the NYLT course is to teach leadership skills, the course director must have completed Wood Badge as a participant and should have served as a troop guide on a Wood Badge course.

Duties include:

- Working directly with the council-appointed NYLT professional advisor on all course logistics
- Ensuring council submits the “Request for Authorization to Conduct a National Training Course” form and identifies an individual to serve as backup course director
- Work with territory training coordinator to schedule council course that does not conflict with neighboring councils’ courses and to share promotional materials to ensure all Scouts in the territory have multiple opportunities (dates and locations) for attending an NYLT course.
- Recruiting quality adult and youth staff members
- Ensuring a qualified camp health officer is in place for the duration of the course
- Ensuring all youth protection and adult supervision requirements are met
- Attending an NYLT course directors conference with backup course director within 24 months prior to the start of their course
- Coordinating and conducting staff training before the course
- Modeling the core learning and leadership messages of the NYLT syllabus
- Assisting the staff in developing a course vision along with relevant goals and plans
- Conducting the course as written and all sessions in the order prescribed
- Serving as the overall course administrator and provide support to all staff before and during the course
- Serving as coach and mentor to the youth course lead and other course staff members
- Serving as a role model to all staff and participants
- Working closely with Scoutmasters and other adult staff to ensure their effectiveness in completing their assignments
- Overseeing staff in charge of course supplies to make sure that supplies are ordered and ready for the start of course and that all facility preparations are taken care of

Scoutmaster

The Scoutmaster should be in front of the participants demonstrating a youth-led troop being mentored and guided by the adults. They should have the same qualities of leadership as any good unit leader. The Scoutmaster must be currently registered as a Scouting America adult

leader, at least 21 years old, and a strong supporter of the local council. As the main purpose of the NYLT course is to teach leadership skills, the Scoutmaster must have completed Wood Badge as a participant and ideally served as a troop guide on a Wood Badge course.

Duties include:

- Assisting with the recruiting of quality adult and youth staff members
- Assisting with the delivery of staff training before the course
- Modeling the core learning and leadership messages of the NYLT syllabus
- Assisting the staff in developing a course vision along with relevant goals and plans
- Conducting the course as written and all sessions in the order prescribed
- Being well-versed on all content sessions and activities in order to act as a resource
- Serving as coach and mentor to linked troop senior patrol leader and troop guides
- Serving as a role model to all staff and participants
- Working closely with assistant Scoutmasters to ensure their effectiveness in completing their assignments

Assistant Scoutmaster

The assistant Scoutmaster should be in front of the participants demonstrating a youth-led troop being mentored and guided by the adults. They should have the same qualities of leadership as any good unit leader. The assistant Scoutmaster must be currently registered as a Scouting America adult leader, at least 21 years old, and a strong supporter of the local council. As the main purpose of the NYLT course is to teach leadership skills, the assistant Scoutmaster must have completed Wood Badge as a participant.

Duties include:

- Assisting with the recruiting of quality youth staff members
- Assisting with the delivery of staff training before the course
- Modeling the core learning and leadership messages of the NYLT syllabus
- Assisting the staff in developing a course vision along with relevant goals and plans
- Conducting the course as written and all sessions in the order prescribed
- Being well-versed on all content sessions and activities in order to act as a resource
- Serving as coach and mentor to linked troop senior patrol leader and troop guides
- Serving as a role model to all staff and participants

Quartermaster

The quartermaster should be behind the scenes overseeing the commissary, managing course equipment and supplies, and providing logistical support. The quartermaster must be currently registered as a Scouting America adult leader, at least 21 years old, and a strong supporter of the local council. It is desired, but not required, that the quartermaster complete Wood Badge as a participant.



Duties include:

- Being well-versed on equipment needed for all content sessions and activities
- Serving as coach and mentor to assistant youth course lead for service and youth quartermaster(s) to ensure their success supporting the NYLT program
- Modeling the core leadership messages of the NYLT program, such as servant leadership, planning, communicating, etc.
- Overseeing the management of the commissary and all course equipment/supplies
- Receiving, storing, and issuing course equipment and supplies
- Receiving, storing, and issuing food supplies
- Addressing any issues related to facilities
- Serving as a role model to all staff and participants
- Providing support for staff training

Camp Health Officer

NCAP Standard SQ-405 requires that the camp health officer is at least 18 years of age, lives on-site, is on property and on call at all times, and holds qualifications appropriate for the nature of the camp and its proximity to emergency medical care.

Specific requirements of the Standard are:

- A. When access to an emergency medical system (EMS) is 10 minutes or less, American Red Cross Standard First Aid and CPR/AED for Professional Rescuers and Health Care Providers, or equivalents, are required.
- B. When access to EMS is greater than 10 minutes, the camp health officer must be one of the following:
 - a. Licensed physician
 - b. Licensed nurse practitioner
 - c. Nurse (RN, LPN, or LVN). Nurse's aides, Certified Nursing Assistants (CNAs), and assistants do not qualify.
 - d. Licensed physician assistant
 - e. Paramedic
 - f. Emergency medical technician (basic, intermediate, or paramedic)
 - g. Emergency medical responder (i.e., current state license from the state in which the camp is located or current Nationally Certified First Responder listed on the National Registry of Emergency Medical Technicians (www.nremt.org) or, until 2017, eligible for certification on the National Registry)
- C. When access to emergency medical services (EMS) is greater than 60 minutes, the camp health officer must additionally have a current certification in American Red Cross Wilderness and Remote First Aid, Emergency Care and Safety Institute First Aid, or equivalent.
- D. The camp health officer has completed the Camp Health Officer's Training Course.

Duties include:

- Taking responsibility for the medical needs of the participants and staff
- Feeling comfortable working with youth in a camp environment
- Being well-versed in both general medical and “emergency” situations
- Being available at all times for medical needs that come up

Course directors should feel comfortable in asking council professionals for support in either procuring or hiring the medical professional for the duration of the course. Medical needs of participants and staff is not the responsibility of the course director.

Youth Course Lead

The youth course lead works closely with the course director, Scoutmasters, and senior patrol leaders in the planning, administration, and delivery of NYLT.

Duties include:

- Assisting in the recruitment of quality youth staff members
- Coordinating and conducting staff training before the course with the course director
- Modeling the core learning and leadership messages of the NYLT syllabus
- Assisting the staff in developing a course vision along with relevant goals and plans
- Conducting the course as written and all sessions in the order prescribed
- Being well-versed on all content sessions and activities in order to act as a resource
- Leading the effort to decide how linked troops will coordinate sessions, meetings, and activities throughout the course
- Serving as the youth course administrator and providing support to all staff before and during the course
- Providing leadership to all youth course staff and linked troop senior patrol leaders
- Delegating duties and responsibilities to other members of the NYLT youth staff
- Setting the tone for the NYLT course in order to make it an optimal environment for fun and learning

Assistant Youth Course Leads

The assistant youth course leads are part of the course staff and provide support to the linked troops. They work closely with the youth course lead in the planning, administration, and delivery of NYLT. One will take responsibility for program matters; another will accept responsibility for service.

Duties of the **assistant youth course lead for program** include:

- Providing mentoring and coaching to each day’s program patrol
- Supporting NYLT presenters with preparations for sessions, meetings, and activities
- Ensuring that all presenters or facilitators are prepared
- Being well-versed on equipment needed for all content sessions and activities



- Overseeing audiovisual support for NYLT sessions
- Overseeing the preparation of campfires
- Modeling the core learning and leadership messages of the NYLT syllabus
- Completing other assignments as determined by the youth course lead

Duties of the **assistant youth course lead for service** include:

- Managing the commissary and all course equipment/supplies
- Receiving, storing, and issuing course equipment and supplies
- Receiving, storing, and issuing food supplies
- Ensuring all youth quartermasters are prepared and empowered to ensure course success
- Providing mentoring and coaching for each day's service patrol
- Overseeing preparations of the model campsite on the Day One orientation trail
- Guiding patrols in complying with the Daily Campsite Inspection Checklist
- Conducting daily campsite inspections
- Managing presentations of the daily campsite inspection recognitions
- Being well-versed on equipment needed for all content sessions and activities
- Completing other assignments as determined by the youth course lead

Senior Patrol Leader

The senior patrol leader is the top youth leader in one of the linked troops. They oversee all troop guides and patrols in their troop and work closely with the youth course lead and assistant youth course leads in the delivery of NYLT. The youth and adult leadership will decide how the linked troops will coordinate sessions, meetings, and activities throughout the course.

Duties include:

- Running troop meetings, events, and activities
- Chairing meetings of the patrol leadership council
- Delegating duties and responsibilities to other members of their troop
- Assisting with staff training
- Modeling the core learning and leadership messages of the NYLT syllabus
- Being well-versed in all core content sessions and activities
- Completing other assignments as determined by the youth course lead

Troop Guides

The role of a troop guide in NYLT is similar to that of the troop guide in a Scouts BSA troop. They are the key to facilitating the NYLT syllabus and advancing each patrol's development.

Duties include:

- Serving the patrol to which they are assigned
- Coaching and mentoring each day's patrol leader

- Presenting selected sessions and activities of the NYLT course
- Modeling the core learning and leadership messages of the NYLT syllabus
- Being well-versed on all core content sessions and activities
- Completing other assignments as determined by the senior patrol leader



Section 9—Budget and Fees

Budget

The council training committee, course director, and NYLT council professional advisor work together to prepare a course budget and to determine the participant and staff fees. All funds and financial details should be handled in accordance with the local council's standard accounting procedures. The budget must be approved by the host council Scout executive before any commitment of funds or expenditures for the course.

Only after the total costs of the course have been determined can the fees be finalized; therefore, budgeting needs to be done very early in the planning process.

Budget Goals of NYLT

A goal of NYLT is to keep the cost to the participants as reasonable as possible. To this end, several general principles shall be followed when developing the course budget:

- The course expenses must not exceed the course revenue.
- Staff members should be responsible for their own expenses and not pass on the cost of staff expenses to course participants.
- Items such as custom tote bags, shirts, hats, belt buckles, etc., may be included in the course budget; however, all items should be available to both the staff and participants.

Budget Considerations

Before preparing a course budget, the course director should work with their professional advisor to understand the local host council's policies and procedures relating to the following financial matters:

- What is the council policy on liability insurance? A fee is usually charged for staff development days, pre-course staff preparation days, and the actual days of the course. All adult Scouters are covered by liability insurance as part of their registration fee.
- Does the council purchase a yearly policy covering accident and sickness of its youth and adult leaders during council events?
- What fees, if any, will be assessed by the NYLT course for the use of council camps or other facilities?
- What is the council policy for a contingency reserve? The contingency reserve is at least 10 percent of the budget. Confirm with your council the percentage to be used in the course budget.
- Does the council require a specific budget form?
- Does the council require the use of specified categories for revenues and expenditures?

- How are orders to be placed? Specifically:
 - Is there a purchase order system?
 - Is a purchase order number required?
 - Who must approve the purchase order?
- What is the council account number for this specific NYLT course?
- How is the value of donated materials, goods, or services to be recorded in order to indicate them as revenue with the appropriate offsetting expenditure in accordance with the gifts-in-kind directive in the *Local Council Accounting Manual*.

Course Revenue

Participant and staff fees should cover all course expenses.

Like staff expenses, staff costs are not to be passed on to the participants. The staff fee must include all costs directly associated with the staff, such as meals, daily charges for insurance, lodging, staff beads and certificates, etc. In addition to fees, other sources of revenue may include the following:

- Scholarships
- Donations or gifts in kind (shall be approved in advance by the professional advisor)
- Trading post sales
- Sales of custom items
- Sales of course photos

In projecting potential revenue, estimate it as realistically as possible. Course directors should not overestimate profits expected from trading post sales, gifts in kind, or other variable sources.

Every NYLT course should be self-supporting. The course should not make a significant profit or incur a loss.

Media Usage

Several of the videos, songs, and teaching sessions involve intellectual properties. Scouting America has secured the appropriate permissions to use these materials

Budgeting for Meals

In budgeting for meals, the following should be considered:

- Beverages and snacks are usually provided during staff development sessions.
- If a staff development session includes an overnight stay, all meals should be provided.
- If staff members are required to be on site before the program for camp setup, meals should be provided and should include breakfast on Day One of the course.
- In most courses, the patrols will be preparing the majority of their meals, and this needs to be accounted for.



- Cracker barrels should be provided during the course.
- The closing banquet should also be built into the budget and inclusive of any potential guests, such as unit leaders, parents/guardians, or council representatives.

Section 10—Course Promotion

Course Promotion

A National Youth Leadership Training course is ideal leadership training for youth leaders. It is an invaluable experience for Scouts, Venturers, and Sea Scouts.

Promoting an NYLT course is critical to its success. It is the responsibility of the council and all staff to distribute course information to potential participants and to generate interest and enthusiasm. Course dates should be selected and announced as early as possible to allow for annual planning by potential participants. Ideally your council will list the course date(s) on their website's council and territory calendars and place a banner promotion on the council website with a link to the registration page. Promotion for your course is a marathon, not a sprint, and should be selectively targeted, aggressive, and timely. Every opportunity should be made to deconflict courses and share promotional materials with neighboring councils to ensure every Scout has multiple opportunities to gain the benefits of attending NYLT and bringing those lessons back to their home units. Territory training coordinators offer an outstanding resource for sharing course dates, contact information, and promotional materials among neighboring councils in the territory.

You have three target audiences to reach:

- Youth participants
- Parents/guardians of youth participants
- Unit leaders and committee members from prospective units

While potential youth participants and their unit leaders are very important audiences, it has been shown it is the parents/guardians of potential youth participants who make the final decision if their Scout will attend NYLT; as such, every effort should be made to target and reach them directly. After all, who, as a parent/guardian, wouldn't want the advanced leadership training for their Scout that NYLT provides and the unique, life-changing skills they will gain?

Your Message

Develop your message from the inside out—why, how, what.

An example may look like the following:

Why: NYLT transforms the lives of the youth who attend, turning leaders of others into dynamic leaders of leaders, creating the leaders of tomorrow that today so desperately demands.

How: Intensive course where youth teach youth leadership lessons and skills of leadership covering 14 core modules.



What: A training course that models the ideal unit where each day is a week in the life of a unit. Youth see youth modeling the leadership tools they are teaching, and the participants get to practice and hone the skills they are learning.

Recruiting Participants

In Person

Recruiting participants is a responsibility of each staff member:

Youth staff have a unique opportunity to deliver persuasive marketing messages to the parents/guardians of the youth in their units. There is no better recruiting approach than having each staff member personally talk to the youth and parents/guardians of youth in their unit and to the local unit leaders of troops, crews, and ships in their council to point out the advantages of NYLT for the unit's youth leaders and for the youth who may soon serve in unit leadership positions. Staff members should then make a point of following up with those unit leaders. District roundtables are also a great venue for youth staff to present the case for and market NYLT.

Invitations from the council Scout executive, council training chair, or council NYLT coordinator may also be effective in reaching some prospects. Other recruitment tips include the following:

- Encourage staff members to consider other avenues for course promotion (e.g., roundtables, district and council meetings and events, training courses, etc.).
- Prepare a flier with pertinent course information, and provide copies to NYLT staff and council/district training committees for distribution to unit leaders and potential course participants.
- Promote the course through personal contacts. The greater the staff's effort to do this, the higher the likelihood that a course will be fully attended.

As a staff, you will want to be purposeful in your recruiting of participants and focus on trying to increase the number of female participants attending your course. Work with your council professional advisor to secure information about the girl troops in your council, and proactively promote to those units specifically. Many girl troops have existed for several years, and NYLT can be an important part of increasing the Scouts BSA program in their unit. Make contact with each of these units, and discuss with their adult leaders the benefits of sending participants to NYLT. Have members of your youth staff give a presentation to the youth on the course itself and engage them with team building activities.

Council Website and Promotions

Publish monthly articles in the council's newsletter and other council electronic media platforms explaining NYLT and giving pertinent information about the course. Include dates, times, location, costs, a contact person, and how to register.

Online Social Media

- Consider the range of social media platforms available and the demographics they serve.
- Develop demographic-specific advertising for each platform and consider pushing out one message a week, every week.

Remember, you need at least 30 registered and paid-in-full participants, 30 days before the start of a course, or the course will be cancelled unless a waiver is approved by the territory training coordinator.

Scholarships

Scholarships can be an important part of the process of recruiting NYLT course participants.

- Units may be encouraged to pay a portion of the course fees for these youth leaders—an investment that will be repaid many times over in the quality of leadership skills that youth who have completed NYLT can bring to their home units.
- Serious consideration should be given to the percentage of a participant's fee covered by a scholarship. Experience suggests that scholarship contributions greater than 50 percent of the fee tend to result in low commitment to the course.
- Some councils have scholarship funds or are aware of individuals interested in providing NYLT scholarships through the council.

Check with the local council Scout executive for further information on the availability of scholarships in a council and the procedures that participants are expected to follow to apply for those scholarships.



Section 11—Pre-course Responsibilities

Course Preparation and Staff Training

The outcome of successful pre-course preparation and staff training is the delivery of a quality National Youth Leadership Training (NYLT) course. Conducting a participant-centric NYLT course takes a great deal of planning, plenty of inspiration, and the enthusiastic participation of many dedicated people. The rewards for participants, staff, and the Scouting movement are tremendous.

The purpose of staff training is to help the youth and adult staff of an NYLT course reach the Performing stage of team development and to enable each staff member to carry out their responsibilities for the course with competence, confidence, and enthusiasm.

Staff training has six specific objectives:

- To set the tone and standards for the course
- To give staff the confidence and knowledge to conduct an NYLT course
- To provide staff with a clear understanding of team and personal development and how those elements relate to being a leader
- To guide the youth staff through stages of team development
- To allow adult and youth staff to practice modeling the core learning and leadership messages of the NYLT syllabus
- To create an environment of Scouting fellowship and fun, guided by the Scout Oath, the Scout Law, and the Outdoor Code

The development of a participant-centric culture, which is grounded in the concept of servant leadership, is critical for a successful NYLT course. All staff members need to be part of the development of a positive staff culture that they live throughout the course. It is important that youth and adult staff members understand the participant journey, have a clear understanding of the course structure, and become very familiar with the syllabus. Staff should be extremely conscious of modeling behaviors consistent with the Scout Oath and Law and use appropriate language at all times. Staff is always the role model.

During the staff training process, NYLT leadership should ensure that all staff members become efficient in a variety of delivery techniques and become proficient in the delivery of their assigned course elements through practice. They should also be able to conduct effective reflection sessions to ensure key elements of the learning modules are reinforced after applicable course elements. Understanding course connectivity—in other words, how the sessions relate to and build upon one another—is everyone's responsibility. Discussions on topics such as how and when personal cell phones will be used by staff and participants should be had during staff training. Staff should always model appropriate and agreed-upon use of all electronics.

The NYLT course is Scouting America's most effective means of providing its members with the skills, attitudes, and confidence to serve as leaders in many settings, including being youth staff members of future NYLT courses. Most importantly, youth participants who employ the skills learned during NYLT will strengthen their home units. Maintaining and following Scouting America's Youth Protection Guidelines must be done at all times.

Staff training serves as a refresher for all staff members familiar with the syllabus. It provides an environment of cooperation and contribution that allows the NYLT adult and youth staff to prepare the details of the course and come up with solutions for any problems that may arise.

NYLT Planning Calendar

Preparations for an NYLT course should begin 12 to 24 months in advance. This sample calendar shows the major steps to be accomplished and the time frame for completing them.

- 12–24 months before the course opens:
 - The council training committee confirms the course dates and location and places the course on the council calendar.
 - Recruit the NYLT course director.
 - Recruit the NYLT backup course director (one of your Scoutmasters or assistant Scoutmasters).
 - Complete and submit the “Request for Authorization to Conduct a National Training Course” form to your territory training coordinator for approval at least one year prior to the scheduled start date of the planned course.
 - NYLT course director and backup course director make plans to attend the required NYLT course director conference within 24 months of the start of their course.
- 9–12 months before the course opens:
 - The course director, Scoutmasters, assistant Scoutmasters, and professional advisor meet to review the course syllabus, refine the budget, prepare the promotion plan, and begin recruiting and selecting other adults and youth staff.
 - The course director and youth course lead review the *Staff Development Guide* and develop their staff training schedule.
 - The council training committee approves the course budget and determines the participant fee and staff fee. Those appointed by the council training committee prepare the plans and promotional materials to advertise the course.
- 8 months before the course opens:
 - Open course participant registration site.
 - Continue recruiting youth staff.
 - Develop a suggested personal equipment list specific to their camp.
 - Prepare a master equipment list based on the needs of your council that is then broken down by days to be sure materials are available when and where needed.



- 6 months before the course opens:
 - Finish recruiting youth staff.
 - Share staff development schedule with staff.
 - Utilize council website, electronic communication methods such as email and social media, as well as traditional mail (if appropriate) to communicate with the leaders of local units, asking them to encourage the qualified youth in their units to attend NYLT training. The NYLT adult staff members and council staff are prepared to respond to questions from potential NYLT participants and their leaders.
 - Monitor registration activity.
- 4 months before the course opens:
 - Continue electronic promotion and send additional promotional materials to the head of each chartered organization and the chairperson of each unit committee.
 - Conduct staff development session.
 - The promotion team begins making personal contact with units. The promotion team consists of the adult and youth staff, district training teams, and any others asked to help promote the course.
 - The NYLT quartermaster and other adult staff prepare equipment lists (see Quartermaster List for NYLT Courses available on the National NYLT Google Drive), determine the course menus, and order provisions.
 - Monitor registration activity.
- 3 months before the course opens:
 - Conduct staff development session.
 - Continue course promotion efforts.
 - Monitor registration activity.
- 2 months before the course opens:
 - Conduct staff development session.
 - Check registration numbers. If there are fewer than 30 registered participants, the council must cancel the course OR initiate a conversation with the territory training coordinator about a potential waiver; a course will not run with fewer than 24 participants in four patrols.
 - Begin preparing course materials, food orders, and shirts; printing course materials; and reviewing existing council course materials.
- 1 month before the course opens:
 - Conduct staff development session.
 - The quartermaster and other staff ensure that printing of course materials is completed and that equipment and supplies have been delivered to the course location.
 - Check registration numbers. If there are fewer than 30 registered participants, the council must cancel the course OR use the "Request for Waiver to Conduct a National Training Course" form to initiate a conversation with the territory training coordinator about a potential waiver. A course will not run with fewer than 24 participants in four patrols.

- 1–3 days before the course opens:
 - The staff arrives to make final preparations for the course.
- 0 days:
 - The course opens.
- +7 days:
 - The course closes.
- 30 days after the course closes:
 - The staff wraps up financial matters, ensures that equipment has been returned and/or stored, and sends any remaining letters of thanks to those who helped make the course possible.
 - The course director submits their NYLT Course Closeout Report to the territory training coordinator. A copy should be sent to the council training chair, council Scout executive, and Scouting U (NationalTraining.Course@scouting.org AND NationalNYLTCordinator@gmail.com).

Recognition

The national recognition for participant completion of an NYLT course is a locally developed NYLT patch, certificate, and an NYLT Trained Strip Emblem (#622630 available through the National Supply Group) worn on the left shoulder below the position patch. Please note that any NYLT patch (whether locally produced or ordered from National Supply Group) is a temporary patch that goes on the right pocket of the uniform shirt and not above it.

Councils may supplement these recognitions with other local traditional items. The NYLT logo and fillable certificate are available in the National NYLT Google Drive. In order for a participant to receive a completion certificate, patch, and any other recognition items, they must have been present throughout the entire course.

Some NYLT courses have created a process for the participants to take the teaching from their NYLT experience back home to the unit by encouraging them to write a simple commitment or statement of goals to take home. This is allowed, but **is not required** for any participant to “graduate” or to wear any recognition for having attended NYLT.

Fundamentals of Training

Fundamentals of Training is a prerequisite for NYLT staff members. The course introduces teaching techniques and skills to new Scout trainers but is also designed to help all Scouters, regardless of their experience, present effective training. Intended for both youth and adult staff, the course will help those who might have trained for other organizations learn Scouting America’s training techniques, and it will help freshen up the skills of current Scouting America trainers. An NYLT staff member will only be required to attend Fundamentals of Training once.



This training takes approximately four hours to complete and may be incorporated into the staff training plan. The current syllabus can be found in the National NYLT Google Drive or by clicking the following link: filestore.scouting.org/filestore/training/pdf/511-037WB.pdf.

The “Facilitators Development Series Videos” are available for use during the staff development process. They are available at the following link:
<https://www.scouting.org/training/adult/learning-library/>.

Syllabus and Training Schedule Distribution

As soon as selected staff members have accepted the offer to serve, send each a hard copy or an electronic link to the following materials:

- NYLT syllabus section
- NYLT participant notebook section
- The staff development schedule

All staff members are expected to read and study the NYLT syllabus, noting areas that are unclear so that their questions can be addressed during staff training.

Ask each person to compile a list of the sessions they would like to present and to arrange the list in order of preference.

Each staff member should verify that they can attend all meetings, staff training sessions, and the entire NYLT course and that the appropriate time and effort is devoted to fulfilling their responsibilities. Staff members should alert the course director and youth course lead of any scheduling conflicts so that they can be addressed well in advance of the course.

Staff Development Guide

The NYLT *Staff Development Guide* is now a separate section in this course guide. The course director and youth course lead should use it to develop the staff development schedule and session agendas. There is flexibility on the format of your staff development session (i.e., in a single day, in one night, or over two nights) to meet your staff needs.

Equipment and Supplies

- Councils should develop a suggested personal equipment list specific to their camp.
- The equipment needed for the course can be found in the syllabus section on the first page of each lesson plan. A Quartermaster List for NYLT Courses can be found in the National NYLT Google Drive.
- A master equipment list should be prepared based on the needs of your council and then broken down by days to be sure materials are available when and where needed.
- Large quantities of paper and a number of simple office supplies are required for an NYLT course.

- All materials for distribution to participants are provided in the National NYLT Google Drive in printer-ready form. The council service center can recommend the best and least expensive method of producing these materials. Be sure the reproductions are of good quality.
- Determine promotional course materials to offer staff and participants. See additional information on promotional course materials in the Best Practices section below.

Worship Service

- During communication with NYLT participants in advance of the course, determine whether the religious obligations of each participant can be met by the Scouts' worship service.
- When that is not the case, involve those participants and their families in arranging for them to attend a service of their own faith.
- Remember that this is an interfaith service and as many aspects of worship as possible should be taken into consideration.

Uniforms

- NYLT staff and participants should have both their Scouts BSA or Venturer field uniforms and activity uniforms as clothing for a course.
- The adult and youth leadership will determine the uniform appropriate for each NYLT activity. Field uniforms are normally worn for course assemblies, evening meals, and evening activities. Switching to activity uniforms for any event is encouraged when temperatures are extreme during the summer months.
- Since the course supports the local roles of Venturers and Scouts, NYLT staff and participants should wear the uniforms of their home units.
- Temporary emblems of offices held during the course can be pinned to the uniform or worn as armbands.
- Some councils also may make available special uniform items—NYLT neckerchiefs, t-shirts, and/or hats, for example—to be used as part of the official uniform during an NYLT course. See additional information on promotional course apparel in the Best Practices section below.
- Uniforms worn by youth and adult staff should follow the same standards as those of participants. Staff may elect to wear identical staff hats.

Pre-course Communication

- The council should send each participant a letter acknowledging their acceptance to the NYLT course, with information on dates, directions to camp, forms to complete, and equipment needed.
- Hold a pre-course meeting for both participants and their parents/guardians as a way to eliminate anxiety and allow for smoother registration and check-in. See additional information on pre-course communication in the Best Practices section below.



- Designated youth staff should send participants a last-minute note prior to the course to let them know how excited the staff is to meet them.
- If the course staff has opted to invite families to the course's closing event, make sure that information is shared ahead of time.

NYLT Participant Notebooks

- Upon arrival at the course, each participant will be issued a notebook with a basic set of course materials. Be sure all materials to be distributed at the course are three-hole punched. See additional information on the Participant Notebook in the Best Practices section below.

Best Practices: Course Apparel, Course Materials, and Pre-course Communication

Promotional Course Apparel and Materials

NYLT is a national-level training course for youth that teaches concepts and ideas that are bigger than what most participants are used to. Upon entering the course, they should feel like this training is elevated. Having materials that are polished and professional looking can immediately set NYLT apart. We want them to bring these concepts, ideas, and materials back to their home units in order to serve as a reference to the course and reinforce the learning path that they are on.

Promotional items allow for the NYLT brand to get out there and spark conversation about the course, which sets a foundation for recruitment and staff retention. Here is a list of items to consider:

Course Apparel

- **T-shirt:** Consider the color: do you want to have the same color for participants and staff, or do you want to have different colors for patrols and staff to help identify everyone more easily? Do you have a course slogan that you want to put on your shirts? Do you want to include the council and/or camp name? Consider offering both cotton and dry-fit versions to allow for more usage after the course. If hosting a winter course, you may want to consider a sweatshirt or jacket if your budget allows.
- **Hat:** Hats can be a great way to distinguish between patrols and staff, brand your course, and provide a much-needed health and safety item to your participants. Styles can include baseball caps or bucket hats for summer courses and knit or fleece beanies for winter courses.
- **Neckerchief:** The neckerchief is part of the official field uniform. Why not make it an NYLT neckerchief? This item can promote course spirit, unity, and respect for the uniform.

Course Materials

- **Participant Notebook:** It is highly recommended to use a preprinted notebook to help reinforce the learning points, give the participants a place to take notes, and allow each participant to expand their knowledge by having access to support materials that tie into the lessons learned in NYLT. You may elect to assemble the Participant Notebook in a three-ring binder or have it printed and spiral bound. A template is provided as its own section in this course guide.
- **Pen:** We ask them to take notes; let's give them a pen! Course pens are an easy way to brand NYLT and make sure that everyone always has a writing implement to take notes in the Participant Notebook.
- **Songbook:** Course songbooks are a great way to add spirit to your course and help support the program and service patrols. Preapproved songs, yells, grace for meals, flag ceremonies, and campfire skits are all helpful things to put in a songbook and can make your course run a bit smoother. Consider making the songbook "pocket sized" so that participants can carry it with them at all times.
- **Lanyard and nametag:** Nametags are crucial for getting to know each other and everyone's roles on the course. By having a convention-style nametag on a lanyard for everyone, your job just got a whole lot easier!
- **Memory tips card:** A credit card-sized memory tips card is a very helpful tool for all of the course acronyms that we provide. It can be placed in the nametag holder.
- **String bag or tote:** With all of the course materials you can provide, why not consider providing an inexpensive string backpack or tote in which to carry it all? This is probably the most useful item and one that will get the most longevity post course. Put the NYLT logo on it, and you have instant advertising for your course!
- **Water bottle:** It goes without saying that a water bottle is a Scout's best friend! Brand your bottle with the NYLT logo, and make sure that your participants and staff stay hydrated. A branded water bottle is a good investment. Don't forget to provide a carabiner, too!
- **Course patches and certificates:** Outside of the NYLT Trained strip, your course may want to provide additional patches to provide recognition and help with retention. These can be pocket patches (add the button loop) or council shoulder patches. Don't forget to provide certificates to your participants and staff, as well.

Pre-course Communication

Course communication with parents/guardians and participants is vital to the success of your NYLT course. It is important to remember that not all families understand what lies ahead during the NYLT week. Many challenges that might be encountered during the course can be eliminated by setting forth clear-cut expectations way ahead of time.

Written communication—Written communications should be thorough, detailed, and frequent. Families want to know that they are being thought of. Provide them with an acknowledgement when they register. Provide them with detailed packing lists, directions to



camp, forms to fill out, etc. ahead of time. Finally, provide them with a last-minute note prior to the course to let them know how excited you are to meet their Scout, as well as an invitation to attend the course's closing event (if you choose to open it to families and others).

Pre-course meeting—Holding a pre-course meeting for both participants and their parents/guardians can be vital to eliminating anxiety and allow for smoother registration and check-in. Content of this meeting can include a brief overview of NYLT, as many people don't actually know what occurs on the course. This is also a great time to go over the packing list, review the emergency procedures plan, collect necessary participant forms (if meeting in person), go over the menu, address how you will deal with any dietary needs or restrictions, and show them how prepared you are for the course. Having your youth staff take the lead on this meeting will help put parents/guardians at ease and give the participants faces to see so that when they arrive, they are already familiar. Take a moment to have youth staff talk about how NYLT has benefited them outside of the course, both in their units, their school, their jobs, or other activities. This meeting can be done at your facility, off site, or virtually if needed. Record this meeting so it can be shared with those who cannot attend. Your course will be remarkably smoother if you add this into your staff development schedule.

See additional best practices for communication during the course at the end of Section 12—Conducting the Course.

Section 12—Conducting the Course

Camping Logistics

Appropriate attention to camping arrangements is one of the important details necessary to ensure a successful course. Experience has shown that this can be achieved by using a common-sense approach in adhering to youth protection guidelines and *Scouting's Barriers to Abuse*.

The following points summarize the necessary steps to accomplish this:

- Separate tenting arrangements must be provided for male and female youth.
- Youth sharing tents must be no more than two years apart in age.
- Linked troops may share a campsite if *Scouting's Barriers to Abuse* can be met, including requirements for privacy and separate accommodations.
- When using a large site, tents should be arranged so that male patrols are in one area of the campsite and female patrols are in another. There is no prescribed distance.
- All adults aged 18 and up, regardless of whether they are participants (registered in Venturing or Sea Scouting) or staff members, must be treated as adults with regard to all youth protection policies, including housing and restroom/shower facilities.
- Adequate male and female adult staff (21 years or older) must be present in all course campsites per Scouting's two-deep leadership requirements.

Remember, youth are more likely to misbehave when they feel you do not trust them. Lay out the rules and expectations early and clearly, along with the reason and consequences if poor choices are made and rules are broken.

Shower and Toilet Facilities

If shower facilities must be shared, hours for youth and adult females and youth and adult males must be posted. Solutions include shower times, clearly labeled signage of who is using the facility, and separate facilities.

If toilet facilities need to be shared, appropriate male/female protocols must be developed and followed, such as using male/female flip signs. Latching doors should also be provided, as it is all too easy to forget to read the sign.

Youth and adult staff should be consulted on the restroom facilities and logistics to ensure nothing is being overlooked that might make them feel uncomfortable. Course leadership should consider building in an organized participant shower time during the day, where possible or before bedtime.



Outpost Camp

Outpost Camp is an opportunity for members of each patrol to organize and carry out their plans for an overnight campout. It is intended as a means for patrols to practice the leadership skills they have learned during the NYLT course and to enjoy the spirit of Scouting as members of an NYLT patrol. The quality of a Scout's experience will be heightened by providing an effective NYLT course leading up to Outpost Camp and then allowing them to apply the team development and leadership skills they have learned. For more information, see the applicable section on Day Five.

The *Guide to Safe Scouting* requires adult supervision (age 21 and over) for overnight activities. Adults must be present during Outpost Camp. Adults should position their tents slightly removed from the actual patrol site but within sight and sound of every patrol. The number of registered adults required for the overnight varies by venue and course participant and staff makeup. Ideally, patrols will be in sites around a large circle or smaller circles with adults located in the center of the circle(s).

The features and layouts of the physical sites where NYLT courses are conducted are different from each other. Some sites may already be fully utilized prior to Outpost Camp, and other sites may allow for Outpost Camp to be held distant from the main campsite. When planning the location for Outpost Camp, the purpose of this element of the course should be kept in mind. The term "Outpost Camp campsite" is intended to refer to a campsite separate from the main campsite if the site's physical layout permits. The term is NOT intended to mean that the Outpost Camp campsite should be remote or primitive and, as such, require advanced outdoor skills.

When Participants Struggle

NYLT participants are existing or prospective leaders in their home units. Nevertheless, attending a NYLT course may move them outside of their comfort zones and struggles can happen. Struggles may occur if a participant is not attending the course by choice and feel they were "forced" to attend. Every situation is different, and all staff need to use their judgment and collective resources to manage the course in the best interest of all the participants. It is always best for issues to be flagged to the adult staff early so effective strategies for corrective intervention can be implemented before the situation gets out of control.

Homesickness

Attending NYLT may be the first Scouting experience that a participant attends without a parent/guardian or adult leader whom they know. It will also likely be their first experience being put into a group (patrol) with people they do not know. These circumstances can lead to participants disengaging and generally experiencing feelings associated with homesickness. Staff is encouraged to have a plan for providing support to participants who need it. Encourage homesick participants to set a goal of making it through Day Three; if they can make it through Day Three, chances are good that they can finish the course.

Dehydration, Eating, and Bathroom Issues

Some participants who may be acting disengaged may not have been drinking enough water, may not have eaten enough, may not have gotten a reasonable amount of sleep, or may not be using the bathroom.

Sending Participants Home

Despite everyone's best efforts, some youth will make poor decisions. Experience has shown that setting very clear expectations early in the program with very clear consequences for poor decision making helps to dramatically reduce the likelihood of behavior issues during the course.

Unfortunately, from time to time, if a participant behaves in a way that contradicts the course behavior expectations or poses a threat to themselves or to others, adult staff will need to decide if all involved would be best served by the participant being removed from the course. In some extreme cases, youth protection violations will also involve notifying both the council Scout executive and local authorities.

Setting expectations in advance of the course and explaining consequences can help to avoid misunderstandings and problems during the course. Adult staff should collaborate with their council professional advisor on an action plan well prior to course and advise course participants and their parents/guardians prior to the course.

Best Practices: On-course Communication

Day One Drop-off Touchpoint

Consider carving out a few moments during Day One drop-off to have one last check-in with participants' parents/guardians. This doesn't have to be long and can fit easily into a staggered check-in process. Some parents/guardians may have forgotten to tell you about a behavioral issue; some may fill you in on how their participant is feeling about NYLT. Others just want to get a glimpse of what their participant is going to be doing for the week. This will put parents/guardians at ease and provide them a personal touch that will resonate with them when their participant returns home.

Communication During the Course

The use of social media, an NYLT website, or a shared drive can be your best friend during the course. Posting daily photos or updates makes those at home feel much better and will eliminate many phone calls or texts throughout the week. Pick happy photos and large group activity photos, and try to make sure every participant is shown at least once. As a bonus, this yields a visual reference to all of the amazing things occurring at NYLT, which can be used in future recruitment and advertising! (Note: Photos shared via social media or the internet should comply with all Scouting America Youth Protection policies as well as Social Media Guidelines



available at <https://scoutingwire.org/social-media-guidelines/>. When in doubt, check with your local council for guidance.)

Invite Families to the Closing Event

If you choose, make the course's closing event open to families. NYLT is an investment in the future, and to help that last, let families feel the energy and enthusiasm at the end of the course. This is a good time to invite unit leaders, council professionals, council board members, and other notable guests, as well. If others don't know what we do, how can our Scouts put it into practice in their home units? Consider making the photos taken throughout the week into a "week in review" slideshow that can be shown during the ceremony.



NYLT Course Director's Pledge

Date: _____ Council Service Territory: _____

Host Council Name: _____ Host Council Number: _____

Course Location: _____ Course Dates: _____

Course Director/Backup Course Director Name: _____

Course Director/Backup Course Director Email: _____

Recognizing that NYLT training is a national program and that in accepting the role of NYLT Course Director/Backup Course Director of the course listed above, I will be representing the National Council, Scouting America, I enter into the following covenant:

1. I will present the content and activities in the current NYLT syllabus, without additions, deletions, or shortcuts.
2. I am responsible for the development of my entire training team.
3. The NYLT camping program is based on modeling a weekend camping experience using the principles of Leave No Trace. Extensive campsite improvements are thus not part of NYLT training, nor are extensive aquatic activities.
4. I will file the "NYLT Course Closeout Report" to the Territory Training Coordinator within 30 days of the course closure. A copy should be sent to the council training chair, council Scout executive, and Scouting U (NationalTraining.Course@scouting.org AND NationalNYLTCordinator@gmail.com).
5. My course will be conducted in accordance with the aims and methods of Scouting America. All staff members and participants will be informed that
 - a. NYLT is a positive learning experience, and its guiding principles are the Scout Oath and Scout Law. We will create an environment based on learning and fun.
 - b. We will create a positive learning environment at NYLT and provide a setting where everyone should feel physically and emotionally secure. We will not tolerate any kind of put-down, name-calling, or physical aggression.
 - c. We will set the example for others and ourselves by always behaving as Scouts should and modeling servant leadership. To the best of our abilities, we will live the Scout Oath and Scout Law each moment of each day.
 - d. We will communicate our acceptance of each participant and each other whenever possible through expressions of concern and by showing our appreciation.
 - e. We will seek the best from each participant and do our best to help each person achieve it.
6. I will maintain the integrity of the course content, including the administration guide, syllabus, and all supporting materials.

Accepted by:

NYLT Course Director/Backup Course Director
Date: _____

Council Training Chair
Date: _____



NYLT Course Outline (Weeklong Format)

National Youth Leadership Training – Weeklong Format (2021 Edition)						
Stages of Team Development	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Module Delivery	Forming = TG Leadership Behaviors – Explaining			Storming = TG Leadership Behaviors – Demonstrating		Norming = TG Leadership Behaviors – Guiding
Module Delivery	Performing = TG Leadership Behaviors – Enabling			Resilience		Stages of Team Development
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NYLT Course Outline (Two-Weekend Format)

National Youth Leadership Training – Two-Weekend Format (2021 Edition)						
Stages of Team Development	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	Forming = TG Leadership Behaviors – Explaining					
		Storming = TG Leadership Behaviors – Demonstrating				
			Norming = TG Leadership Behaviors – Guiding			
				Performing = TG Leadership Behaviors – Enabling		
Module Delivery	Communicating #1	Communicating #2	Developing Your Team	Communicating #4	Ethics and Values in Decision-making	Communicating #6
	Finding Your Vision	Setting Your Goals	Scouting EDGE	Servant Leadership	Communicating #5	Embracing and Leading Change
		Planning		Leading Yourself	Diversity and Valuing People	Resilience
		Communicating #3			Resolving Conflicts	
		Solving Problems				
6:30 AM						6:30 AM
6:45 AM						6:45 AM
7:00 AM						7:00 AM
7:15 AM		Breakfast	Breakfast			7:15 AM
7:30 AM		Troop Assembly	Troop Assembly			7:30 AM
7:45 AM		Communicating #2	Developing Your Team			7:45 AM
8:00 AM		Setting Your Goals	PLC Meeting			8:00 AM
8:15 AM		Model Patrol Meeting	Patrol Games Challenge			8:15 AM
8:30 AM		Planning	Troop Meeting			8:30 AM
8:45 AM		Model PLC Meeting				8:45 AM
9:00 AM		Lunch	Lunch			9:00 AM
9:15 AM		Model Troop Meeting	Patrol Meeting			9:15 AM
9:30 AM			Scouting EDGE			9:30 AM
9:45 AM		Transition Time	Patrol Activity			9:45 AM
10:00 AM		Team Project (Building Pioneering Projects)	LEGO® Challenge and Realistic First Aid			10:00 AM
10:15 AM		Transition Time	Time for Cracker Barrel or Pack-up			10:15 AM
10:30 AM	Registration	Communicating #3	Weekend Closing Assembly			10:30 AM
10:45 AM						10:45 AM
11:00 AM						11:00 AM
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4:15 PM						4:15 PM
4:30 PM						4:30 PM
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5:00 PM						5:00 PM
5:15 PM	Orientation Trail		Dinner			5:15 PM
5:30 PM		Campsite Setup				5:30 PM
5:45 PM						5:45 PM
6:00 PM	Opening Troop Assembly		Solving Problems			6:00 PM
6:15 PM						6:15 PM
6:30 PM	Communicating #1					6:30 PM
6:45 PM						6:45 PM
7:00 PM	Finding Your Vision		Solving Problems Round-robin			7:00 PM
7:15 PM						7:15 PM
7:30 PM	Expectations for NYLT Staff and Participant Conduct		Model Scouts' Own Worship Service			7:30 PM
7:45 PM						7:45 PM
8:00 PM	"Getting to Know You" Team Games					8:00 PM
8:15 PM						8:15 PM
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9:00 PM						9:00 PM
9:15 PM	Model Campfire		Movie Night and Reflection			9:15 PM
9:30 PM						9:30 PM
9:45 PM	Cracker Barrel and Song Fest					9:45 PM
10:00 PM						10:00 PM
10:15 PM						10:15 PM
10:30 PM	Lights Out		Lights Out			10:30 PM



NYLT Course Outline (Two-Weekend 4x2 Format)

National Youth Leadership Training – Two-Weekend 4x2 Format (2021 Edition)					
Stages of Team Development	Day 1	Day 2	Day 3	Day 4	Day 5
	Forming = TG Leadership Behaviors – Explaining				
	Storming = TG Leadership Behaviors – Demonstrating				
			Norming = TG Leadership Behaviors – Guiding		
				Performing = TG Leadership Behaviors – Enabling	
Module Delivery	Communicating #1	Communicating #2	Communicating #3	Communicating #4	Communicating #5
Finding Your Vision	Setting Your Goals	Solving Problems	Servant Leadership	Ethics and Values in Decision-making	Embracing and Leading Change
	Planning	Developing Your Team	Leading Yourself	Diversity and Valuing People	Resilience
		Scouting EDGE		Resolving Conflicts	
6:30 AM		Breakfast	Breakfast	Breakfast	
6:45 AM					6:30 AM
7:00 AM					6:45 AM
7:15 AM					7:00 AM
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5:45 PM					5:30 PM
6:00 PM	Registration				5:45 PM
6:15 PM					6:00 PM
6:30 PM	Orientation Trail				6:15 PM
6:45 PM					6:30 PM
7:00 PM	Campsite Setup				6:45 PM
7:15 PM					7:00 PM
7:30 PM	Opening Troop Assembly				7:15 PM
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8:00 PM	Communicating #1				7:45 PM
8:15 PM	Finding Your Vision				8:00 PM
8:30 PM					8:15 PM
8:45 PM	Expectations for NYLT Staff and Participant Conduct				8:30 PM
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9:30 PM					9:15 PM
9:45 PM					9:30 PM
10:00 PM	Model Campfire				9:45 PM
10:15 PM					10:00 PM
10:30 PM	Lights Out				10:15 PM
					10:30 PM



Example Quartermaster Duties (Weeklong Format)

Daily

- Pick up food at kitchen at 10:30 a.m.
- Pick up ice blocks (two per patrol, four for staff).
- Inspect campsites after lunch.
- Pick up cooler/dry box after dinner.
- Pick up trash at 7:00 p.m.
- Choose winners of cooking and campsite awards.

In addition to daily duties, the following days have special duties related to the program.

Day One

- Make first food run.
- Set up for staff lunch.
- Distribute patrol staples.
- Provide materials for Orientation Trail.
- Ensure AV system is working.
- Set up for check-in.
- Set up for cracker barrel (before campfire).
- Set up troop campfire.

Dinner is on your own.

Day Two

- Set up for staff breakfast.
- Set up for staff lunch in staff area.
- Ensure that AV system is set up and working for Movie Night.

Day Three

- Ensure that the LEGO® Challenge is set up.

Day Four

- Ensure that Patrol Games Challenge is set up.
- Ensure that the geocaching activity is set up.

Day Five

- Prepare for Outpost Hike.
 - Ensure that patrol campsites are marked.
 - Ensure that water and meals are provided.
- Help monitor participants' arrival to campsites.

Day Six

- Set up staff breakfast.
- Monitor outpost camp cleanup.
- Set up course lunch.
- Prepare lunch, including dessert.
- Monitor campsite cleanup.



Sample Menus

Day	Breakfast	Lunch	Dinner	Cracker Barrel Snack
Day One	Cereal, sweet rolls, milk, juice	Cheese and meat sandwiches, PBJ, fruit cocktail, punch, cookies	Beef stew, apple sauce, bread, butter, punch, cookies	Cut fruit, cheese, crackers, punch, coffee, summer sausage
Day Two	Donuts, sweet rolls, beef sticks, milk, juice	Ham and cheese hoagies, PBJ, fruit, punch, cookies	Chicken and dumplings, salad, pudding, punch	Cut fruit, cheese, crackers, punch, coffee, mixed nuts
Day Three	Oatmeal, jerky, hot chocolate, milk, fruit juice, bread, butter, jelly	Tuna salad sandwiches, PBJ, corn chips, punch, fruit	Goulash, bread, butter, jelly, salad, fruit pies, punch	Cut fruit, cheese, crackers, punch, coffee, chips and salsa
Day Four	Hot/cold granola, beef sticks, bread, butter, jelly, juice, milk, hot chocolate	Cheese and meat sandwiches, PBJ, fruit cocktail, punch, cookies	Hamburger helper, salad, crackers, punch, brownies	Ice cream or popsicles
Day Five	Cinnamon toast, Vienna sausages, fruit, milk, hot chocolate	Turkey hoagies, apple slices, PBJ, crackers, punch, cookies	Noncook meal (TBD)	
Day Six	Oatmeal, beef sticks, bread, butter, jelly, fruit juice, milk, hot chocolate	Hot dogs, chips, fruit, cupcakes, punch	Taco casserole, salad, cobbler, punch	
Alternates	Granola bars, jerky, fruit leather, orange juice	Cheese and meat sandwiches, PBJ, carrot and celery sticks, fruit cocktail, punch, cookies		



NYLT Recognition Request

NATIONAL YOUTH LEADERSHIP TRAINING



National Youth Leadership Training Recognition Request

Council Service Territory and Council Information

CST: _____ Council Name: _____

Council Number: _____ Council Headquarters City: _____

Individual To Be Recognized

Name: _____

Address: _____

Email: _____ Phone Number: _____

Recognition Request

Select one of the following and complete all related sections in the table.

Three beads for NYLT Scoutmaster or assistant Scoutmaster

Item	Date (Month/Year)
Completed Wood Badge and earned beads	
Attended a Fundamentals of Training course	
Staffed an entire NYLT course as Scoutmaster or assistant Scoutmaster providing both training and oversight to youth staff	
Course director and backup course director attended an NYLT course directors conference within 24 months prior to the start of the approved course for which beads are awarded	

Four beads for NYLT course director

Item	Date (Month/Year)
Completed Wood Badge and earned beads	
Staffed a Wood Badge course as a troop guide	
Attended a Fundamentals of Training course	
Staffed an entire NYLT course as course director	
Attended an NYLT course directors conference within 24 months prior to the start of the approved course for which beads are awarded	
Completed the NYLT Course Director's Pledge and provided a copy to the territory training coordinator	

Note: The backup course director who is identified on the Request for Authorization to Conduct a National Training Course form will serve as a Scoutmaster or assistant Scoutmaster and is only eligible for the three-bead recognition.

Host Council Approval

Signed: _____ Date: _____
Host Council Training Chair

Signed: _____ Date: _____
Host Council Scout Executive

Council Service Territory Approval

This request has been reviewed and approved. (If not approved, the territory training coordinator should contact the local council.)

Signed: _____ Date: _____
Territory Training Coordinator

Upon approval by the territory training coordinator, the council may obtain and present the applicable recognition items:

NYLT Course Director Certificate (download in National NYLT Google Drive)

NYLT Assistant Course Director Certificate (download in National NYLT Google Drive)

4-Beads, No. 2177 (order from Scouting America National Supply)

3-Beads, No. 2176 (order from Scouting America National Supply)



NYLT Course Closeout Report



NYLT Course Closeout Report

To be filed with the territory training coordinator within 30 days from the end of the course. A copy should be sent to the council training chair, Scout executive, and Scouting U (NationalTraining.Course@scouting.org AND NationalNYLTCordinator@gmail.com).

Date: _____ CST: _____

Host Council Name: _____ Host Council Number: _____

Course Location: _____

Course Dates: _____

Course Director Name: _____

Course Director Email: _____

PARTICIPANT STATISTICS

Primary Registered Unit	Male	Female
Scouts BSA Troop		
Venturing Crew		
Sea Scout Ship		
Lone Scout		
Totals		

STAFF STATISTICS

	Youth Male	Adult Male	Youth Female	Adult Female
Totals				

COURSE DIRECTOR NARRATIVE QUESTIONS

1. Is there content in the syllabus that needs to be corrected/updated?

2. What changes should be made to enhance/improve this program?

3. What "lessons learned" and "best practices" would you share with other NYLT course directors?

Signature of Course Director: _____ Date: _____



Credits/Acknowledgments

Scouting America

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Mark Nelson, Team Lead, Leadership Development, Scouting U

Steve Yackel, Director, Scouting U

2021 National Pilot Course Council

Hawk Mountain Council (Reading, PA)

2021 Regional Pilot Course Councils

Atlanta Area Council (Atlanta, GA)

Connecticut Yankee Council (Milford, CT)

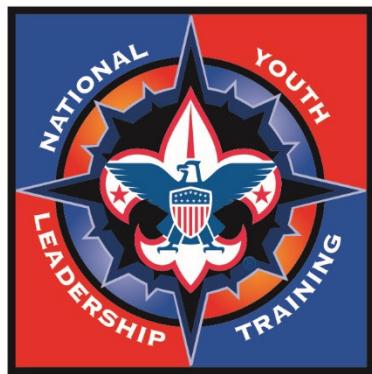
Glacier's Edge Council (Madison, WI)

Great Southwest Council (Albuquerque, NM)

Greater St. Louis Area Council (St. Louis, MO)

North Florida Council (Jacksonville, FL)

Western Los Angeles County Council (Van Nuys, CA)

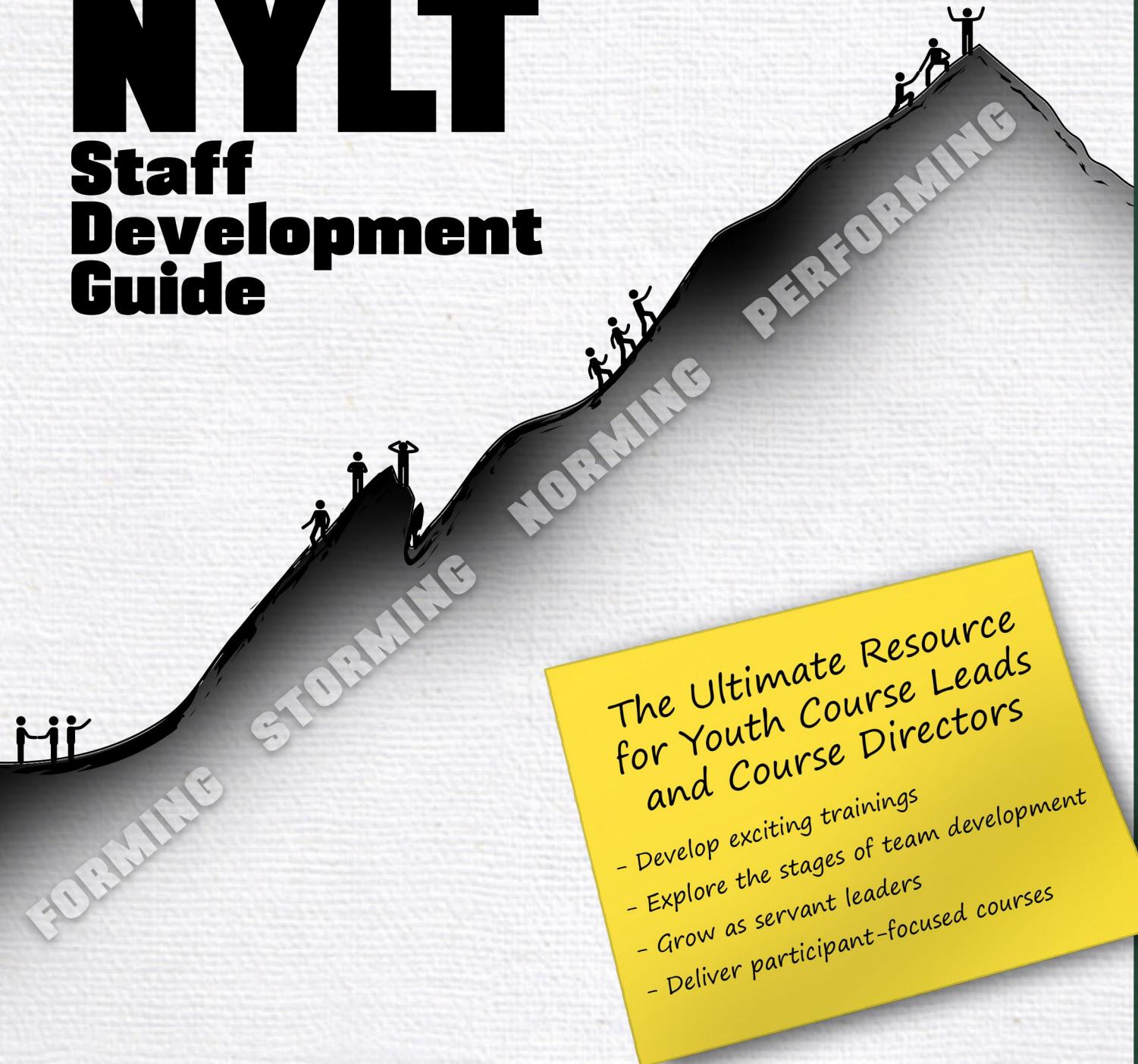


2021 Edition (with 2024 updates)



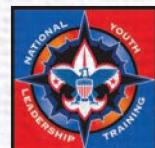
NYLT

Staff Development Guide



The Ultimate Resource
for Youth Course Leads
and Course Directors

- Develop exciting trainings
- Explore the stages of team development
- Grow as servant leaders
- Deliver participant-focused courses



Scouting America

May 2024
v202307.02

Contents

Course Culture	4
Finding Your Course Vision	9
Staff Development Schedule.....	10
Planning the Staff Development Agenda	12
First-time Staff	16
Adults at NYLT	17
SD1	18
SD2.....	30
SD3	38
SD4	46
Pre-Course Participant Meeting.....	54
Pre-Course	56
Appendix	58
Staff Development Modules.....	69
Agenda Templates and Examples	70

Terms/Acronyms

Course Roles

CD: course director

YCL: youth course lead

AYCL: assistant youth course lead

SM: Scoutmaster

SPL: senior patrol leader

ASM: assistant Scoutmaster

AYCL: assistant youth course leads

Course Leadership: Can include all of the above

TG: troop guide

QM: quartermaster

AQM: assistant quartermaster

Other Acronyms

PLC: patrol leader's council

SD: Staff Development

SSC: Stop, Start, Continue

YPT: Youth Protection Training

This document is dedicated to those who serve as course directors and youth course leads. It has been created by fellow Scouts and Scouters who understand the hard work and commitment required to lead a course.

We'd like to give special recognition to the volunteers who have made this volume possible, including David Ehrlich, Jessica Pazdernik, Aroon Narayanan, Anna Fineberg, Wm. Cullen Bengtson, Rory McAlevy, Lynn Francis, Francis Gillis and Kathleen Narayanan.

Scouting U is always open to suggestions to improve this guide. Forward suggestions to Scouting U at NationalTraining.Course@scouting.org.

This guide is for YOU ...



As a youth course lead (YCL), you're going to help your staff deliver an outstanding NYLT course. Training them is a big job, but don't worry—you won't have to do it alone.

The magic happens during Staff Developments (SDs), where you'll bring your team together and turn them into a well-oiled machine. During these trainings, your staff will learn exactly what's expected of them and get the skills and confidence they need to excel in their roles. You'll also show everyone that NYLT is a place where leaders are made and fun is had! So, buckle up; it's going to be a wild and rewarding ride!



What ideas do you have to make your SDs fun, effective and memorable?



As the course director (CD), you'll collaborate with the youth course lead (YCL) to plan and execute Staff Developments. It will be important to closely monitor your team's progress through the stages of team development.

Good communication and the ability to ask effective questions will be key factors in your success.



**How will you make sure the SDs are well-attended?
What skills will the staff need?
How will new and returning staff bond to become a team?**

At NYLT you can deliver an unforgettable mountaintop experience for everyone involved. Staff and participants will walk away with new skills, knowledge, and memories that will last a lifetime!

Course Culture

Begin developing your course culture at your first Staff Development.
Dedicate time to explore these four key components.

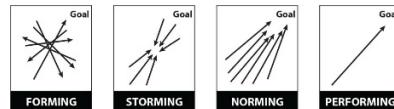
Safety and Respect



Servant Leadership



Stages of Team Development



Facilitation Skills



Use SDs to establish a culture of

Safety and Respect

Building a culture everyone will embrace

CD

As course director, ensuring everyone embraces a culture of safety and respect is your most important job. This guide includes a series of discussions to get your staff working together to deliver this critical aspect of NYLT.

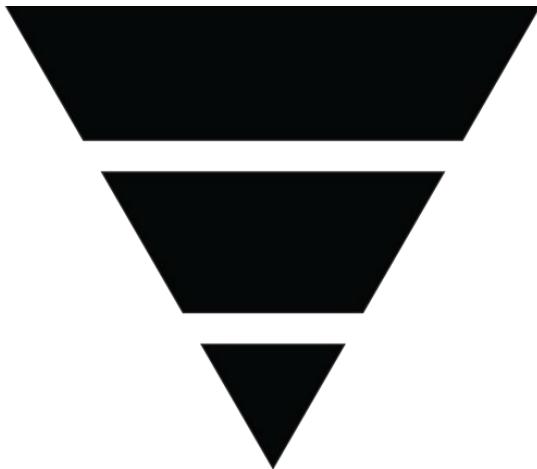


How will we create a culture of safety and respect?

Use SDs to develop a better understanding of

Servant Leadership

Helping others grow and succeed



While most hierarchies use a top-down power structure with only a few on top, **servant leadership** uses an *upside-down* pyramid to represent a leader's responsibility to *support* those they serve.

Talking about what servant leadership is and what it looks like on course is an important part of your staff's understanding of their role at NYLT.

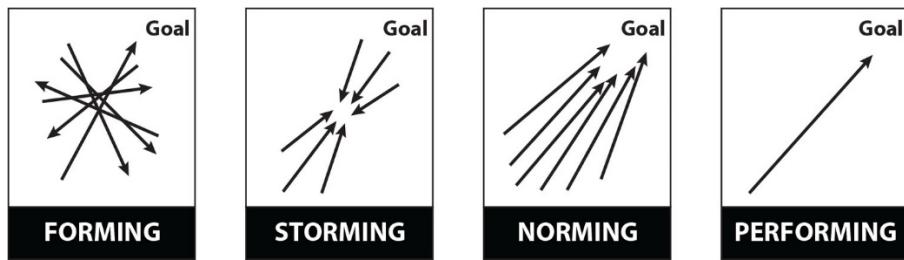
What will servant leadership look like on our course?

A light gray rectangular box containing horizontal ruling lines, intended for participants to write their responses to the question above.

Use SDs to observe the

Stages of Team Development

Understand the participants' experience.



YCL

Understanding the **stages of team development** helps leaders become more in tune with their teams.

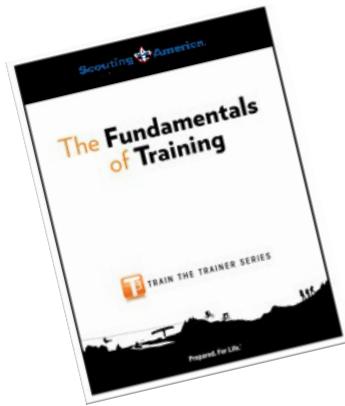
As your staff move through the stages themselves, help them understand this concept so they are ready to guide the participants more effectively.

How will the staff's progression through the stages of team development help them serve the participants?

Use SDs to improve your staff's

Facilitation Skills

Use Scouting America's The Fundamentals of Training course to help your staff deliver top-notch NYLT presentations.



Syllabus link:

<https://filestore.scouting.org/filestore/training/pdf/511-037WB.pdf>

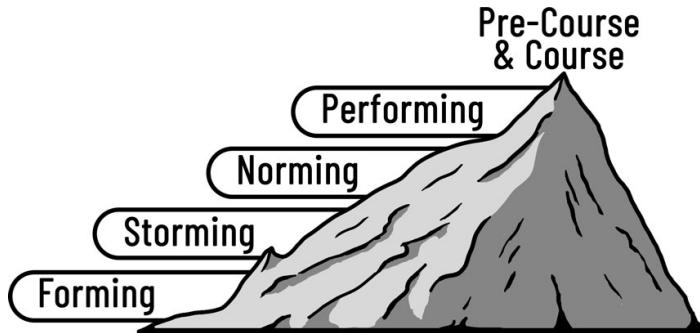


Everyone on staff must complete *The Fundamentals of Training*. It can be offered as a stand-alone course; however, splitting it into smaller pieces to cover at SDs may make it more effective. This guide recommends ways to divide the material into four parts.

Trainer's EDGE is no longer required to staff NYLT.

How will we deliver engaging presentations?

A large, light gray rectangular area with horizontal ruling lines, intended for staff members to write their responses to the question above.



Finding Your Course Vision

What Is Your Course Vision?

Before your staff is recruited, the course director and YCL should ensure they have compatible course visions.



Think about what you want to see on the course. What do you want your participants to say about NYLT after they're done? What do you want your staff to get out of their experience?



In addition to running a safe course that follows National guidelines, what is your vision? How will this course improve the council's NYLT program? How will it set up future courses to be successful?



Want help discussing course vision and culture?

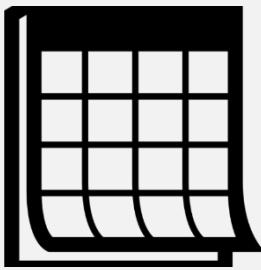
Run the *Course Culture* exercise, found in the appendix, to frame a productive discussion with small or large groups.



**Can you support each other's visions?
What can you do during Staff Developments to promote these visions?**

Your Staff Development goals should be ambitious and focused on preparing your staff to deliver a successful course:

- Bring new and returning staff together to work as one team .
- Give staff skills and experience to confidently carry out their roles .
- Provide a deeper understanding of the NYLT program .
- Use your time wisely, and make each SD productive and valuable .
- Clearly communicate expectations and what each person needs to do .



SD Schedule

Dates and Locations

Finalize your Staff Development (SD) schedule before recruiting staff so they understand the time commitment. Prepare more effectively by conducting some or all SDs at the same location as where the course will be held. This guide is flexible and will help you assemble your training however works best for your schedule.

How many SDs should you plan?

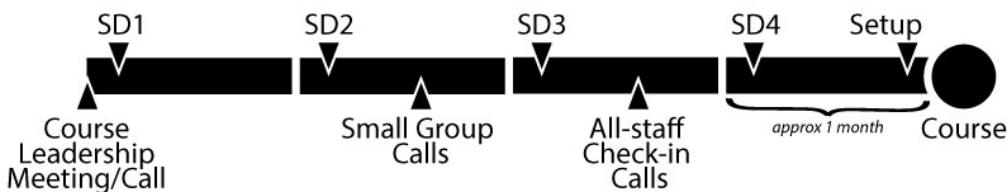
The number of SDs is up to you, but plan ahead to make sure your team has enough time to prepare and grow together. Hands-on, in-person training is crucial for success.

Never talk through it when you can walk through it.

Your SD schedule should work for everyone, taking into account the needs of the course and the busy schedules of your staff. Advanced course planning might start a year or more ahead, and a suitable SD program can be completed in three to four months.

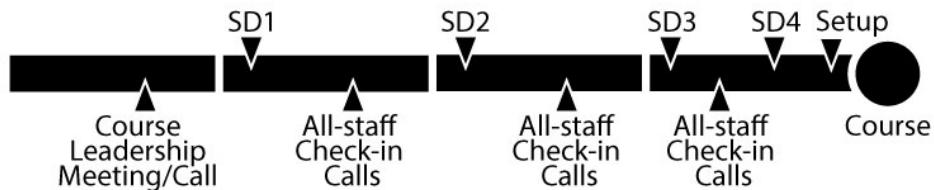
Sample 4-Month Plan

Monthly SDs evenly spread out



Sample 3-Month Plan

SDs ramp up closer to the course with regular check-in calls.



Daylong vs Weekend SDs

Teams may plan different combinations of daylong or weekend SDs.

Daylong SDs	Weekend SDs
Fewer logistical considerations Easier on busy schedules	Unmatched team building Plenty of time to socialize Accomplish more



A common frustration many CDs face is poor communication with their busy YCLs.

Establishing weekly calls or check-ins via online messaging creates a predictable routine. Follow proper YPT procedure on all calls, chats, and messaging between adults and youth.



Establishing Urgency

Effective use of urgency to motivate a team involves clear communication of its purpose, positive framing, and avoiding overuse to prevent burnout.

For example, “We have eight weeks until our participants arrive, and that time will go quickly! Please incorporate the feedback you received on your presentations so we are prepared for our next SD.”



Communication Platform

What communication platform will your staff use? Email works for many adults, but there might be a better option your youth staff can recommend.

Make sure it's an approved way to communicate and the end-user agreement meets Scouting America's YPT requirements.

Types of NYLT Staff Meetings

CD/YCL calls	Set up regular (weekly) calls as soon as YCL is identified.
Course Leadership Meetings/Calls	Can include CD, YCL, SMs, SPLs, AYCLs, and others. Think of it like a patrol leader’s council in a troop.
SDs	These are the key to growing as a staff. Make sure they’re fun and productive.
Small Group Calls	Meet with different staff groups to focus on specific tasks like presentation practice or admin. coordination.
All-staff Check-in Calls	Keep everyone accountable and on the same page.

Run-on

I’m only friends with twenty-five letters of the alphabet. I don’t know “why.”



Virtual Meetings



Virtual meetings can be convenient and easily coordinated; however, they deliver reduced engagement and limited team-building potential compared to in-person meetings.

When creating your Staff Development plan, consider incorporating virtual meetings for specific tasks such as small group planning or initial presentation practice. Work with your staff to find the best balance between virtual and in-person meetings.

Can you delegate?

This skill is easily learned but difficult to master. Planning an NYLT course is the perfect opportunity to develop your delegation skills. Be clear with expectations, provide all necessary resources, agree on deadlines, and be available to help. For some, the biggest hurdle is the decision to delegate.

Getting It Done

- Establish a sense of urgency
- Develop a compelling vision
- Communicate that vision
- Remove obstacles
- Create short-term wins
- Don’t declare victory too soon

Planning the SD Agenda

Your course will follow the nationally developed NYLT schedule. But your SDs Agendas are flexible and can adapt to support the needs of your course.



Staff Attendance at SDs

Staff members should commit to attending every SD to get the most out of their staffing experience. If staff need to miss this training, the YCL and CD should discuss how to handle the absence.

How will the staff make up the missed material?

Will the staff be prepared to perform their intended role, or should they switch to a different role?

If multiple absences would cause an unfair disruption to the whole team, perhaps the Scout should find a future course when they can set aside the time necessary to have a meaningful experience.



This is your chance to create a schedule that covers all the essential material and makes the most of your time together. Work with your course director and other leaders to make a plan that everyone is excited about.

This guide is broken down into four sections, each matching a stage in team development. Mix and match the modules to create the perfect plan for your staff. And don't be afraid to delegate tasks and get your team involved in the process.



This guide is flexible. Build your agendas to meet the unique needs of your staff. Regularly conduct assessments and evaluations to determine if the training is effectively meeting the needs of your staff, and adjust your plans as needed.

Consider delegating the responsibility of agenda planning to your YCL. Ensure a realistic amount of material is being scheduled and that effective communication and delegation are taking place. Allow the YCL to lead the SD, while always being available to address any issues or questions.

SD planning is an opportunity for you to use the "Train Them, Trust Them, Let Them Lead!" model of Scout leadership that is so important in Scouting and specifically at NYLT.

Effective SDs will

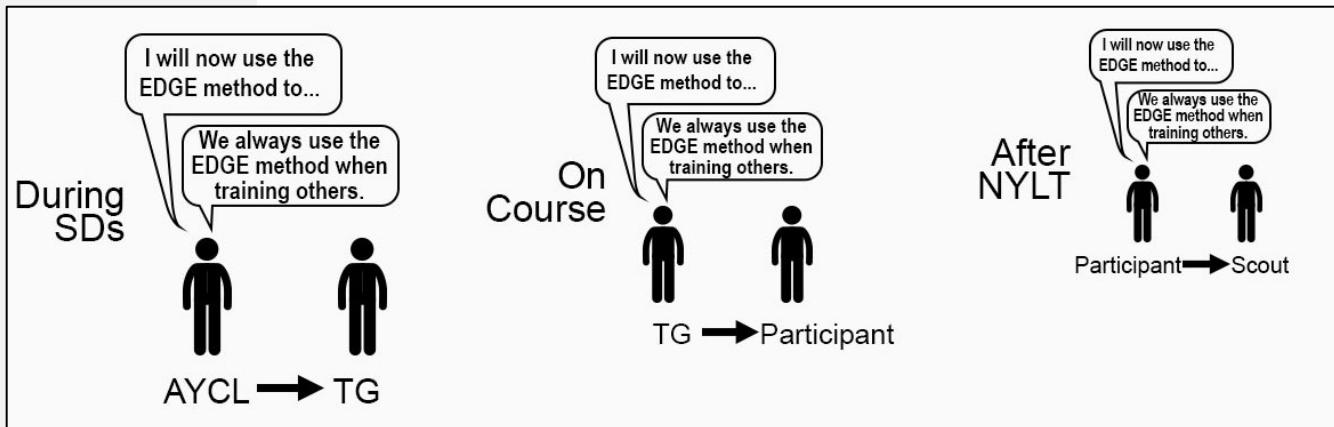
- Teach staff skills to confidently execute their roles.
- Help staff understand the NYLT program on a deeper level.
- Respect staff's time by being well-planned and productive.
- Give clear expectations of what individuals need to accomplish.
- Prepare new and returning staff to work together as one team.

Your staff will become more confident and enthusiastic over time as they work together and prepare for the course.

Modeling the EDGE Method

The EDGE method is one of the most powerful tools we have in Scout training. Make sure everyone uses it effectively without skipping steps.

Model this behavior at SDs so staff will use it properly on course. If they do that, participants may start using it more in their home units.



Optional Exercise: Avoiding problems at your SD

To make sure your Staff Development meetings are well-attended and effective, it can be helpful to think about what not to do.

Ask your Course Leadership Team



"What could we do to ensure poorly attended Staff Developments?"

Write down the group's answers of worst practices, which might include:

Poor communication

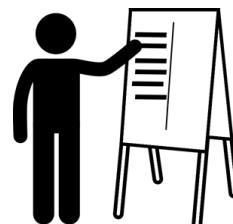
- Bury important information in long messages
- Don't invite everyone
- Change the date/time/location several times
- Announce meetings at the last minute

Waste people's time at SDs

Model low energy

Create an unwelcoming atmosphere

Overuse lectures in place of activities



How will we avoid these mistakes?

By avoiding the mistakes listed above, staff will look forward to the opportunity to grow as a team and develop the skills they need to be successful at NYLT.



Give 'em a Break

Plan breaks throughout the day to keep everyone's energy up.

Presentations: “Practice Makes Progress”

Make every moment count at your SD! Rehearsing presentations is an important part of your development cycle, but what's even more important is effectively using the limited time you and your staff spend together.

Presentation Practice Best Practices

- Virtual Practice:** Staff receive initial feedback early on.
- Office Hours:** Host weekly meetings so anyone who's ready to rehearse can get feedback.
- Divide and Conquer:** When practicing presentations as a staff, divide into several groups so you can run multiple presentations at once!
- Live Practice:** Practice in the same space you'll use on course. This will help staff get comfortable with this space and test sound levels.
- Delivering Feedback:** Scouts and adults who have experience delivering feedback should model this skill for new staff.

If something is important, don't practice until you get it right; practice until you can't get it wrong.



Maybe you've been to inspiring SDs at NYLT. What made them great? Work with your course director and other staff to plan SDs you'd enjoy attending.

Returning Staff and the Stages of Team Development

Returning staff will sometimes try to maintain the team dynamics they established on previous courses. If left unaddressed, this can result in inside jokes and cliques.

Encourage your staff to be open to new experiences and new team members, and emphasize the importance of building new relationships and dynamics.

This helps create a positive and inclusive environment for all staff, where everyone feels valued and heard. By setting this tone from the start, you can ensure a successful and memorable NYLT experience for everyone involved.

All staff should commit to the new team by acknowledging they are all starting over at the Forming stage of team development and working to meet as many new faces as possible.



Short-term failure is an option.

If you're going to run into problems, it's great to work through them during SDs.

Make sure your YCL doesn't get too frustrated by these problems. Address them and monitor for improvement.

Be tough on problems and gentle on people.

Reflecting on SDs for Improvement

Course directors and YCLs should hold a closing reflection at each SD to collect staff feedback.

In the days following your SD, the CD and YCL should schedule another reflection to identify what went right and if anything could be improved.

Continuously evaluate and make changes to ensure your staff is receiving the best training possible and that they are excited to attend and learn.

- Did we have a good plan?
- Was the plan properly communicated? Did staff know when to arrive and what to bring?
- Did we stay on schedule? Did anything unexpected happen?
- What feedback did we collect about the SD from staff?
- Could we have made better use of the time?
- Did any staff exhibit behaviors that should be addressed?
- Do we have a plan for our next SD?

Embrace a growth mindset and strive for continuous improvement in all aspects of your staff training.

Key Questions



Good questions, asked at the right time, will help your team understand each other better and move them through the stages of team development.

Answers are valuable, but sometimes the real treasure is the conversation that uncovered them.

Questions foster a deeper understanding. Questions play a crucial role in the development of servant leaders by promoting communication, understanding, and personal growth. Questions challenge team members to think more deeply about the NYLT program.

How will we communicate SD times and locations to the staff?

How will our team create accountability for assigned tasks?

How will you make the NYLT experience valuable for staff?

What resources do we need to ensure our SDs are effective and engaging?

How will we measure the success of our SDs and make improvements?

What activities can we include to make our SDs fun and interactive?

What specific skills and knowledge do our staff need to develop during the SDs?

How will we ensure equal participation and involvement from all staff members?

What are our goals for each SD, and how will we track progress towards achieving them?

First-time Staff

Recruiting new staff is vital to keeping your NYLT program strong. If they perform well and enjoy their staffing experience, these individuals could one day become YCLs and course directors.

What will their first impression be of SDI?

	<i>Discouraging</i>		<i>Inspiring</i>
Welcoming	They didn't seem to notice or care that I arrived. I felt awkward.	or	As soon as I arrived, someone welcomed me and told me what we were going to do.
Engaging	I was left on my own while others met. I'm not part of the group.	or	We immediately started an activity, and I was an important part of the whole day.
Fun	It was a lecture-heavy meeting. I mostly sat and listened.	or	We ran a mix of activities including course games and facilitated discussions.
Lively	I was bored and played on my phone for large amounts of time.	or	It was an exciting time with great people. I enjoyed the music, activity and energy.
Organized	I'm not sure they had a plan. It felt like they were making things up as they went along.	or	An agenda was clearly posted. We didn't get to everything, but there was a plan.
Productive	I think my time was wasted.	or	We got a lot done. There's more to do, and I'm excited to be part of this team.

Investing in the growth and development of new NYLT staff members is important.

Adults at NYLT

CD

Setting Adults Up for Success

Discuss your course expectations with adult staff. Unlike Wood Badge, where adults take on the youth roles such as TG and SPL, adults at NYLT perform the roles more typically found in well-run troops and are expected to mentor the youth.

Staying Engaged Without Interfering



What does “Train Them, Trust Them, Let Them Lead!” mean to the adults on our course?

Wood Badge Staff at NYLT

Adults with Wood Badge experience bring a wealth of knowledge to NYLT.



What characteristics of someone with Wood Badge experience can assist the NYLT program?

Are there any characteristics of a Wood Badge staffer that could hinder the youth-led NYLT program?

Build good adult/youth communication

Well-meaning adults sometimes overwhelm youth by offering too much feedback early on. At your first SD, hand out index cards to all adults and tell them ...

“While issues of health and safety are always addressed immediately, I want to practice communicating with our YCL on less serious matters. During this SD, if you see something the youth should address, please write it down for me to discuss with our YCL later on. This will help me practice working with the YCL, while not overwhelming the youth staff with too many adult comments.”

At later SDs, this request should loosen so all adults feel comfortable providing mentorship.

Unsure when to step in?

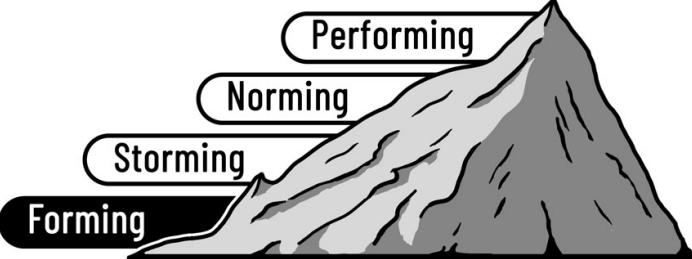
Hazing and bullying are serious offenses that must be immediately stopped, addressed, and reported.

However, what if you encounter a situation that isn’t as severe but is still heading in the wrong direction?

For example, if a staff member makes a joking reference to bullying or shouts across a room “That’s a YPT violation” for a laugh.

In such cases, making the Scout sign and having a brief conversation about the importance of our safety rules can set a positive tone.

Early intervention during the Forming and Storming stages of staff development can establish a better culture and prevent more serious incidents from occurring.



SD1

Bringing your team together

Deliver a welcoming, fun, and well-planned training, and your staff will look forward to the next SD.

Objectives

- Bring your team together.
- Explain staff expectations.
- Begin developing a course culture of safety and respect.
- Explore servant leadership at NYLT.
- Discuss Forming as a natural and healthy part of team development.
- The Fundamentals of Training—Part 1
- Get to know each other.
- Introduce the NYLT Syllabus.
- Define staff roles and how they interconnect with each other.

Gathering Game: “Getting to Know You” Team Games [Syllabus: Day One]

Make your staff feel welcome from the moment they arrive and begin building camaraderie by getting them involved in fun and interactive games from the syllabus such as the “Getting to Know You” Team Games or other icebreakers like the Name Game found in the appendix.

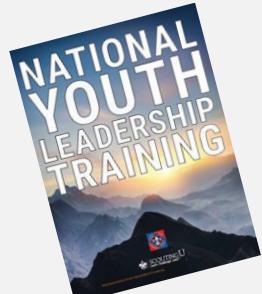
This not only adds a sense of excitement, but it also helps staff come out of their shells and become more comfortable. Plus, having a well-structured task reinforces the fact that you have a well-planned training, instilling confidence in your staff that their time will not be wasted.

Welcome and Introductions

It’s time to meet your staff!

Have everyone introduce themselves, including their roles on staff if they have already been assigned. This introduction is an important step to begin forming individuals into a team and making each individual feel valued.

If roles have not yet been assigned, see Speed Interviews found in the appendix.



Introduce Yourself

Ask everyone to say their name, district, role on staff, and...

Pick something light and easy such as:

Favorite ice cream, movie, or book
A hobby, sport, or other interest

“Either/Or” Questions

Morning or night?

Dogs or cats?

Adventure or relaxation?

Early bird or night owl?

Nature or city?

Summer or winter?

Beach or mountains?



Stadium Playlists

Quiet rooms can be awkward. Keep things lively by playing music during gathering activities and breaks.

Task someone with developing a Scout-appropriate playlist.

“Stadium Playlists” have typically been pre-screened and avoid explicit lyrics.



Course Overview and Syllabus Introduction

Deliver a quick rundown of what NYLT and SD training is all about.

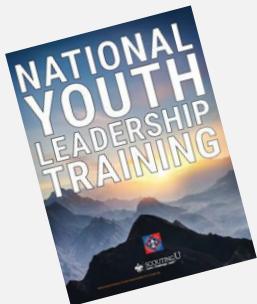
Make sure everyone has access to either a digital or printed version of the syllabus, and let them know it's important for them to read it and learn the material so they can be prepared for any presentations they have to give.

Remember that each part of the NYLT course is connected and builds upon the last, so the better they understand the whole syllabus, the better they'll get the deeper meaning behind the course.

It's important to follow the syllabus as it's written so every participant has the same great experience on NYLT!

Staff Role Discussion and Definitions

- Clarify the importance of understanding their role on course and how it relates to other roles.
- If the staff is large, talk about any expanded roles or newly created positions.
- If the staff is small discuss how the responsibilities of the roles will be shared.
- Discuss how adults and youth will communicate during the course and staff development.
- Ensure that everyone understands their responsibility and their assigned role.



Course Director Vision

[From Syllabus: Day One Opening Assembly]

I want to share with you my vision for this course. A vision is a picture of what future success looks like. If we can see it, we can be it.

My vision is that our course will be a model of how every Scouting unit can succeed. In the best tradition of Scouting, this will be a youth-run course. My vision of what success looks like has three parts.

First, as course director, I see myself fulfilling my responsibility for the safety of everyone and the general direction of the troop's program. I see the course operating according to the Scout Oath and the Scout Law and following the guidance of the National Council. Scouting has no room for hazing, bullying, or other inappropriate behavior. We are all here to help one another have the best possible experience. Our principles can guide us in that direction throughout the course.

Second, I see the adult leaders giving responsibility for leading the course to the senior patrol leader and the course's other youth leaders. We will always be available to coach and mentor them, but as much as possible, I see us staying on the sidelines while the youth leaders plan and carry out a great program. We will not hide that coaching and mentoring. In fact, now and then we will ask you to watch us doing it so you will know how it can work in your home units.

Third, my vision of success includes everyone on the staff, both youth and adult, seeing themselves here to help each of you learn as much as you can and enjoy the fellowship of other Scouts. We are here for you. I see us doing all we can to make it possible for you to get the most out of the NYLT experience.



The course director is the first person at NYLT to say, "If you can see it, you can be it." The YCL is the last person to use this phrase near the end of the Closing Event—Creating a Future.



Why does "vision" bookend the entire course?



Exploring Stages of Team Development—Overview

It's important for all members of staff, no matter how old they are or how much experience they have, to grow in their understanding of team dynamics. There's always something new to learn, especially when you get the chance to watch teams, like your staff or the participant patrols, go through different stages.

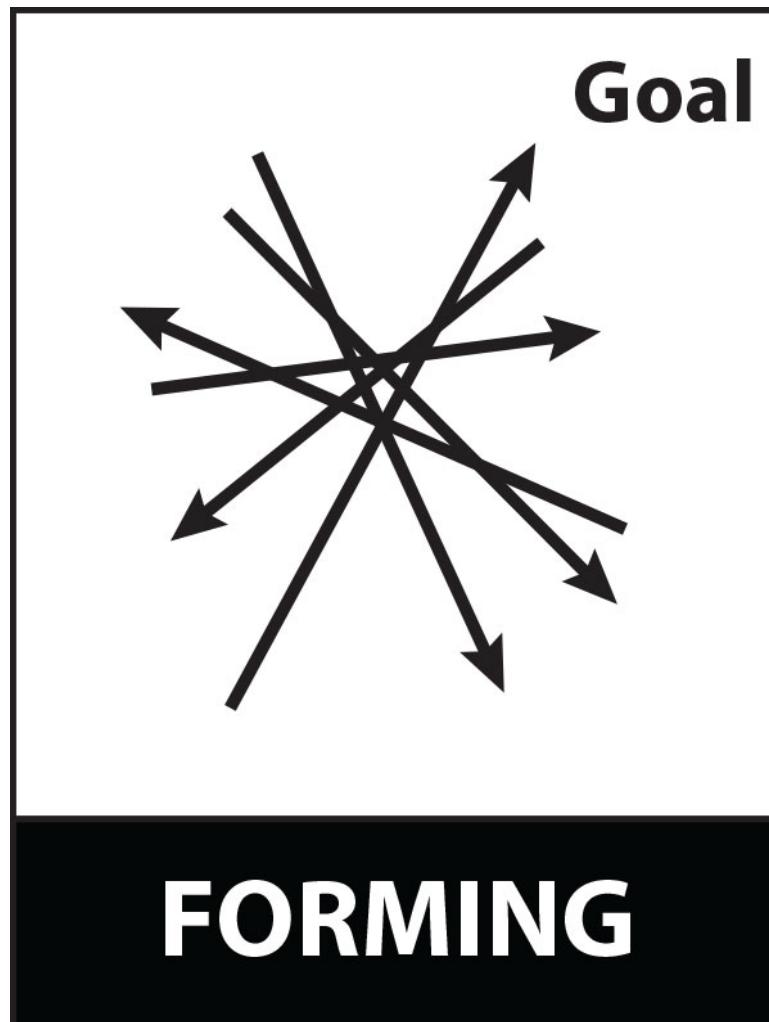


Exploring Stages of Team Development: Forming

Modeling Facilitation

Facilitating discussions means drawing out answers from the team instead of lecturing. It's about finding *a* right answer instead of *the* right answer.

Ask the group a question and try to get everyone to contribute.



[Show or redraw this diagram.]



How does this diagram represent Forming?

Additional Reflection

- When do we expect participants to start Forming?
- Is it reasonable to expect some participants to be nervous? Why?
- How do we help participants move through the Forming stage?

Conclusion

Starting out, you might be wondering if you're in the right place or if you can be yourself and fit in with everyone else. It's completely normal to feel a mix of excitement and nervousness when beginning something new. But don't worry; we'll all get to know each other and build a strong team bond. Remember these feelings and use them to your advantage when you're leading a new team.



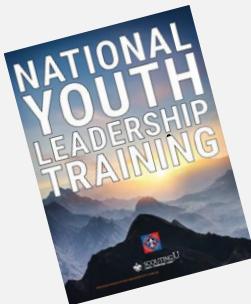
Creating a Culture of Safety and Respect 1

At all our Staff Developments, we'll talk about Youth Protection Training (YPT) and course conduct. It's critical that everyone understands how important it is to conduct ourselves properly, model behavior we want to see from participants, and create a safe and respectful environment.

While it is the job of every person on course to build a culture of safety and respect, adults have a special responsibility to ensure that issues are dealt with correctly. Therefore, it is appropriate for adults (CDs, SMs, ASMs) to be heavily involved in these discussions and research answers to questions that are raised.

The YCL will be involved in all discussions to help reinforce the importance of all staff embracing their responsibility to develop a healthy culture.

We will have transparent and honest discussions about the seriousness of problems such as bullying, hazing, and using electronics appropriately.



Deliver Syllabus Module

Expectations for NYLT Staff and Participant Conduct

[Day One]

Reflection

Pose these two questions to the entire staff.



What would happen to a participant who could not follow our rules?



What would happen to a staff member who could not follow our rules?

Conclusion

The best rules apply to everyone equally, are enforced consistently, and are agreed to by all concerned.



Facilitation Skills

Deliver The Fundamentals of Training Module

Characteristics of Good Trainers (pages 16–18)

Syllabus link: <https://filestore.scouting.org/filestore/training/pdf/511-037WB.pdf>

Objective: As a result of this session, the participant should be able to identify the qualities of a good Scouting America trainer.



Follow up this module with an example of an NYLT presentation such as the following:

Facilitation Video Series

This is a short series of videos Scouting America developed to help staff understand what facilitation is and how to use it effectively.

<https://www.scouting.org/training/adult/learning-library/facilitators-development-series-videos/>

Giving an NYLT Presentation

Asking experienced staff to deliver an NYLT presentation can model a number of important skills. Presenters will talk through the process of preparing the presentation; share tips on delivery and audience management; and begin practicing effective feedback sessions using the Start, Stop, Continue tool.



Large NYLT Programs

Councils running multiple NYLT courses might co-locate their SDs.

Combined SDs are a great way for staffers from different courses to meet and inspire each other.

Be sure to give each course ample time to develop by itself.

Sample “Presentation Presentation”

[See sample files in the National NYLT Google Drive]

This presentation is designed to introduce new staff members to the presentation skills expected of NYLT staff and provide YCLs/SPLs with an opportunity to practice their delivery skills. It is the first time that new staff will see presentations as staff members, rather than participants.

The SPLs/YCLs presenting this should approach this presentation with the same level of planning and preparation as they would for an actual course presentation.

Returning Staff on a New Team



It's common for returning staff members to have close relationships and shared experiences from previous courses; however, it's important to ensure that these relationships don't create cliques within the staff team. To prevent this, it's important for returning staff members to be mindful of the value they bring to the team, while also actively building relationships with all members of the current staff.

Using Cornell Notes

Taking notes helps us retain and understand important information. That's why after each presentation, we make sure to leave time for everyone to write down what they've learned using Cornell Notes. This effective note-taking method is outlined in the appendix and Participant Notebook, and by using it, your staff will be setting a great example for the participants to follow.



How could participants benefit from taking notes?

Key Words

This space can be used after the presentation to write down words and short thoughts that will "cue" your memory.

NATIONAL YOUTH LEADERSHIP TRAINING

Communicating—Part 5: The Story

KEY WORDS	KEY POINTS

TOP THREE TAKEAWAYS

1.
2.
3.

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Key Point
Note-taking area.

Top Three Takeaways
Once the presentation is done, take a few minutes to write down what you found most interesting.



Elevator Speeches

An elevator speech is a short pitch explaining why someone should attend NYLT.

Consider setting time aside for staff to brainstorm and develop their own elevator speeches and how they can deliver them at unit presentations, district roundtables, or other events.



Need more participants?

If you are concerned about having 30 registered and paid participants 30 days before the course, or about the diversity of your Scouts, take time to get your staff involved.

- Do you need to recruit more female Scouts?
- Are most of your participants coming from only a few units?
- Should you contact Venturing and Sea Scout units?
- Are some geographic areas consistently under-represented?



What can we do to address these shortfalls?

Keep in mind that even if you don't see the results right away, your hard work in promoting NYLT can pay off in the long run. You may end up attracting participants for future courses. So don't give up, and keep putting in the effort!



Exploring Servant Leadership at SDs—Overview

No one is a perfect servant leader, but we can all continue to grow in our understanding. At NYLT, we have the chance to work together as a group and have meaningful discussions about what it means to be a servant leader.



Exploring Servant Leadership 1

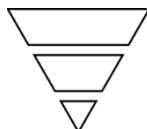
Helping others grow and succeed.

[Show the pyramid id in the Appendix or redraw with the triangle pointing up.]



Most organizational hierarchies use a top-down power structure with only a few at the top.

[Flip the page to represent an upside-down pyramid.]



Why is servant leadership represented by an upside-down pyramid?

Additional Reflection

What happens to people when they realize leaders are there to support and help them?

Why does servant leadership work well with the Scouting program?

What does the following Robert Greenleaf quote mean to you:

“[Servant leadership] begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead.” – Robert Greenleaf

Conclusion

Servant leaders support those they serve. Their primary goal is to help others grow and succeed.

What is your favorite part of NYLT?

So, you might not remember all the details from when you were a participant, but that's okay! During Staff Development, we'll go over everything together. But first, let's think back to your participant course.



What is the most meaningful or fun activity you remember from your participant course?



Change Lives at NYLT

Every part of NYLT can be a mountaintop experience for staff and participants.

If you're a new staff member, this could be easier for you to answer. This exercise shows that new staff members have important things to bring to the course because they have a fresh perspective from their participant experience.

Run-on

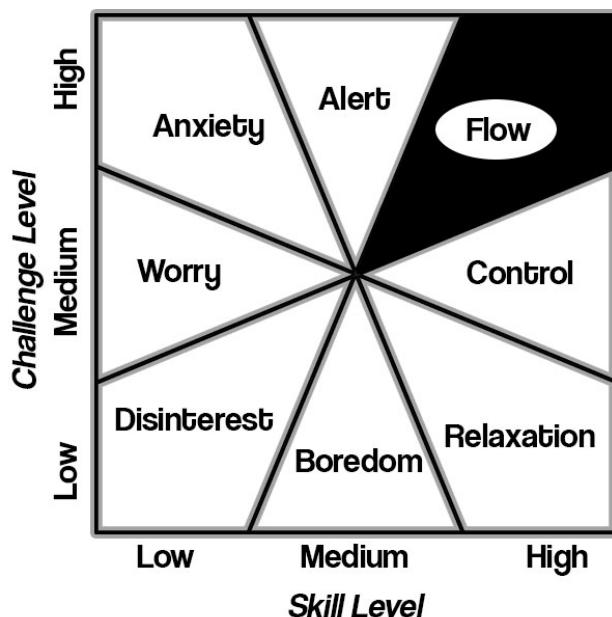
What do a tick and the Eiffel Tower have in common? They are both Paris sites.



Returning Staff: Finding the Right Challenge

Returning staff are valuable assets to any course. Their experience, confidence, and enthusiasm often inspire the whole team.

Talk with them to identify new challenges that will keep them engaged and interested. There is always something new to learn at NYLT, whether it's taking on a new role, understanding the syllabus better, or perfecting a skill like lashing or delivering effective feedback.



Flow Theory says that people have the most rewarding experiences when they find the right combination of skills and challenges.



EDGE Method

Never miss an opportunity to use the EDGE method at NYLT.

Start, Stop, Continue (SSC)

Set time aside to introduce this important tool to your staff. Make sure they understand SSC is a powerful tool that helps us reflect on our experiences and make improvements. At the end of your first Staff Development, take some time to talk with your staff about what you want to change.

1. Start: What new things should you start doing? These are actions and behaviors that will make our team work better and be more efficient.
2. Stop: What should you stop doing? What are we doing that isn't working well and could be improved?
3. Continue: What should you keep doing? These are actions and behaviors that have been successful and should continue.

Reflecting on what we do is a key aspect of personal development and is essential for success in any field.

Prepare for the Next SD

It's important to wrap up every SD with clear action items and next steps. Encourage your staff to keep preparing and practicing their presentations, and remind them of any virtual meetups or opportunities for practice before the next development. Assign tasks and make any announcements, such as the importance of reaching out to recruit a full course.

By taking these concrete steps, you can ensure everyone is ready to make the most of the next SD.



Course Director Moments

Great Course Director Moments come from the heart and speak to topics that need to be addressed.

Samples are included with each SD.

Suggested Course Director Moment

We've worked hard and gotten a lot done at this SD.

Think of climbing a mountain. At the bottom, you may feel unsure and nervous about what lies ahead. But as you start making your way up, you see the beautiful views and feel a sense of accomplishment with every step you take.

That's what this NYLT journey is like. We're all starting at the bottom, but we're here to help each other and make it to the top together. And when we get there, we'll be able to look back and see all the amazing things we accomplished along the way. So, let's climb this mountain together and make the most of this incredible opportunity.

After the SD

The CD and YCL, along with any other leaders, should take some time to talk about what went well and what could be improved. This can happen whenever works best for everyone.

Few SDs go perfectly. In fact, it's best to walk away from an SD with a list of things to improve.

SD Evaluation

Accomplished	Room for Improvement	Area of Concern	Evaluate your SD to see what went well and what could be improved. These topics can be talked through informally or distributed to a wider group of staff.
			Started on time
			Stayed on schedule
			Welcome d new staff and made them feel part of the team
			Included all staff in activities
			Made good use of time
			Because of this SD, the staff is better prepared
			Staff is progressing through the stages of team development
			Planned downtime and breaks
			Established a culture of safety and respect
			Had all necessary equipment available
			Used the EDGE method consistently when training
			Distributed cleanup work evenly
			Adults practiced “Train Them, Trust Them, Let Them Lead!”

Key Questions



Questions build teams. Asking questions shows that you're interested in what others have to say and care about their thoughts and opinions. It's a simple, yet powerful tool that can have a significant impact on building trust and boosting the confidence of team members.

Here are a few to consider.



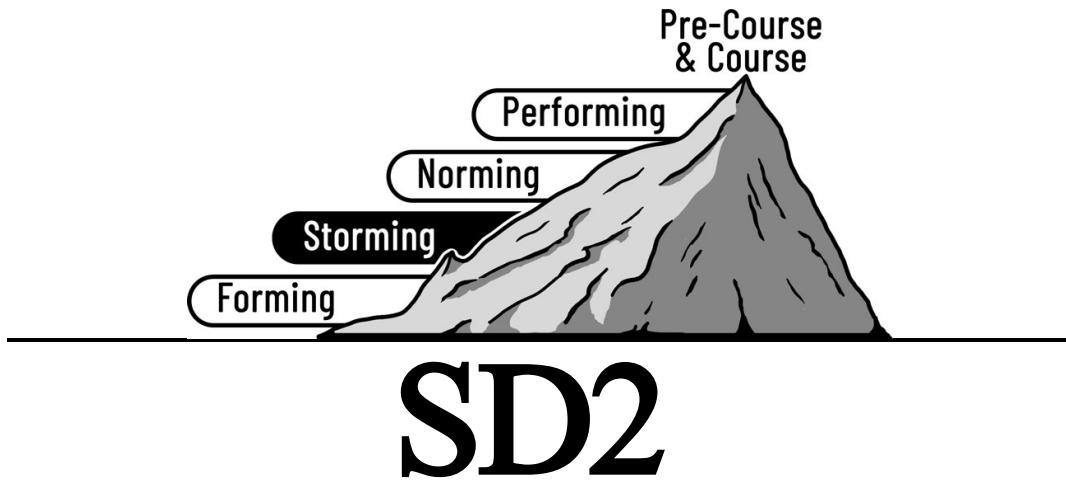
The Only Question You Need

Keep this gem in your back pocket and use it often.

After practicing a course module ask the staff:

Why is this module included in NYLT?

- What stage of team development is our staff in? How can you tell?
- Which challenges are you looking forward to in staffing?
- Which challenges are you not looking forward to?
- What do you hope to gain from your staffing experience?
- What does "Train Them, Trust Them, Let Them Lead!" look like at NYLT?
- How does service to others give you satisfaction?
- How can we stay focused on the needs of the participants?
- Do you agree that serving others requires community?
- Why is listening an important part of servant leadership?
- How do you interpret the statement that servant leaders don't begin with the answer?
- How well attended was this SD? Is there anything we should do to improve attendance at the next SD?
- What is the difference between staff elitism and staff enthusiasm?



Did you take the suggestions from SD1 into consideration when making your plan? Paying attention to what your staff has to say and talking about their feedback can bring everyone closer to being invested in your course.

Objectives



NYLT Vision Cheer

Leader explains this NYLT cheer requires everyone to assume a “power stance” with knees bent, hands on belt, head back, and ready to shout at the top of your lungs.

Leader: What is a vision?

Group: What future success looks like.

Leader: In other words...

Group: If you can see it, you can be it!



Morning Troop Assemblies

Warming up with morning troop assemblies as soon as you arrive will get everyone energized and ready to go. Perfect your widgets, show your excitement, and fine tune your presentation skills.

Flag Ceremony

Rehearse your flag ceremony often to work out all the kinks.



Why does staff perform the opening flag ceremony on Day Two of the course and not on Day One?

Exploring Stages of Team Development: Storming

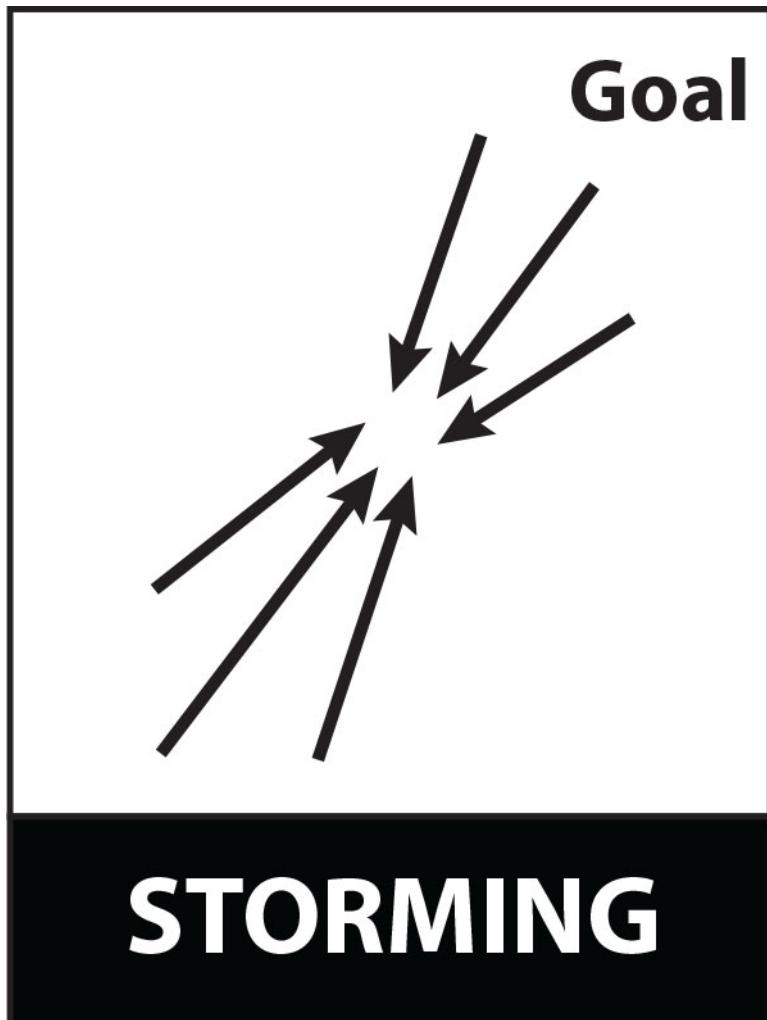


Stress and Frustration

You may see your YCL get stressed during SDs. It's good to know what this looks like before the course.

How will you address it?

Similarly, who will you talk to when you get stressed?



[Show or redraw this diagram.]



How does this diagram represent Storming?

Additional Reflection

- When do we expect participants to Storm?
- What could that Storming look like?
- Does any team skip the Storming stage?
- Do polite or quiet people Storm? What could that look like?
- Storming occurs when people's goals are not aligned. How do we work through this at NYLT?
- When a team is Storming, what part of the EDGE approach do we use?
- Do NYLT staff Storm? How do we move through this necessary stage?

Conclusion

When a team is Storming, it is sometimes unmistakable. Other times it may be more subtle. But whenever a team is functioning as a group of individuals, feeling insecure about their role, unable to trust their teammates' strengths, and unwilling to help with their weaknesses, that's when they are in the midst of Storming.



Creating a Culture of Safety and Respect 2

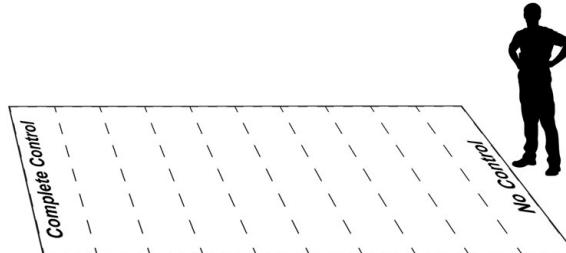
Find a space about 10 – 15 feet long, and ask staff to line up shoulder to shoulder at one end.



Who will decide what our course culture will be?

Accept answers that might include: staff, participants, TGs, YCLs, SPLs, support staff (AYCLs), etc.

Let's see who has the most control. Where you're standing represents "No Control" and the end of the runway represents "Complete Control."



Ask staff to move to a spot that represents how much course culture is controlled by...

...the YCL and SPLs.

...the AYCLs.

...the whole staff.

...a single participant.

...ALL the participants.



Can an individual completely control course culture? Who can influence course culture?

Conclusion

A single person cannot control course culture. It is influenced by everyone. Staff impact course culture through the example they set and how they treat people.



First Feedback

Always ask the presenter to give the first feedback on their performance, including what they thought they did well and what they can improve on.

People often know what they can improve on before anyone needs to say anything. Other times people are unnecessarily critical of their own performance. Both are wonderful places to start feedback conversations.

Facilitation Skills

Deliver The Fundamentals of Training Module

How People Learn (pages 19–21)

Syllabus link: <https://filestore.scouting.org/filestore/training/pdf/511-037WB.pdf>



Giving and Receiving Feedback

Receiving feedback on your performance is the key to improving.

But sometimes it can be tough, especially when it comes from people you don't know very well yet. It might feel like criticism. As we get to know each other better and start to trust one another, we'll be able to see feedback as a helpful.



How People Learn and Facilitation

Talk about the difference between training and facilitating, and why facilitation works well for the NYLT curriculum.

Trainer	Facilitator
Starts with their knowledge	Starts by learning knowledge of participants
Tells participants what they need to know	Asks participants to share their experiences
Does more presenting	Does more listening
Guided by the material	Guided by the process
Event Driven	Relationship Driven
Builds trust with materials	Builds trust with individuals
Focus on Teaching Process	Focus on Learning Process
Measured by ability to present	Measured by success of participants
Imparts knowledge	Expands thinking
Hierarchical model – Trainer talks, student listens	Collaboration – Peer experiences come together
Linear presentation (A to B to C)	Flexible presentation (Cover ABC in any order)
Specific content for the long term	New thinking used immediately
Subject knowledge greater than participants	Subject knowledge equal to peers
Want participants to know the right answer	Wants participants to know a right answer



What is the difference between training and facilitation?

Guidelines for Giving Feedback

Feedback should be:

Timely. Give feedback right away so it's still relevant and helpful.

Supportive. Given with kindness, encouragement, and guidance for growth while being sensitive to the needs of the other person.

Nonjudgmental. Focus on behavior and performance, not on personality characteristics.

Specific. Emphasize facts, evidence, and behavior, not intuition or impressions. Be brief and to the point.

Well-paced. It should be given in moderate doses, thoughtful rather than impulsive.

Directive. Feedback should focus on behaviors that can be changed and contain suggestions for alternate ways of doing things.

Presented with a request for clarification. Get feedback on your feedback. It should allow for ongoing dialogue.

Offered by permission. Ask the other person if he or she is open to feedback.



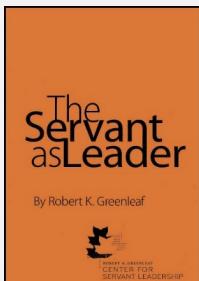
Exploring Servant Leadership 2

Helping others grow and succeed.



Servant Leadership

Robert Greenleaf's essay *The Servant as Leader* is one of four essays he wrote on the subject. Others include *The Institution as Servant*, *Trustees as Servants*, and *Teacher as Servant*.



[Link](#)



What will servant leadership look like on our course?

Additional Reflection

What are some real-life examples of servant leadership in action?

How can servant leadership improve our relationships with others and create positive change in our communities?

What are some challenges to practicing servant leadership, and how can we overcome them?

Is servant leadership the same as "being kind" to others, or is there a bigger responsibility?

How can we help others become "healthier, wiser, more autonomous, more likely themselves to become servants?"

What does the following Robert Greenleaf quote mean to you:

"[Servant leadership] begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead."

How many times should staff practice presentations?

Giving a presentation for the first time can be difficult. It may expose embarrassing gaps of preparation, understanding, confidence, or skill.

When is the first time your staff will deliver their presentation? Will it be in front of family or friends, or a different audience?

Will you practice the presentation virtually?

Will you practice in person and in the space where you will have the course?

Remember, it's important to practice regularly so that you feel confident and well-prepared. If something's important, don't practice until you get it right; practice until you can't get it wrong.



Staff Coordination Activity

Let's form a circle and place both hands palms-down on a table or the ground in front of us. We'll each pick up our right hand and cross it over the hand of the person next to us.

The leader will start by tapping the ground once. Then, going around the circle clockwise, each hand will tap the ground. We'll time how long it takes for everyone to tap once.

Reflection



**Was it hard to complete the task?
At NYLT, when do we need to work together with others?**

Optional



EDGE Method

Recognize staff who use the EDGE method correctly during SDs.

Sometimes, people get into the habit of using the "ED" method when they simply Explain and Demonstrate a skill.

Others with just Demonstrate.

Getting your staff into the habit of working through all four steps will improve their effectiveness.

Reflection



**Did anyone get confused when the double-tap happened without warning?
What does the double-tap represent in NYLT courses?**

Conclusion

When problems arise, knowing how to coordinate with your team is key. It takes communication and trust.

Campfire Planning

If you don't have much time during your in-person SDs, consider assigning a team to develop the campfire plan beforehand. Then when you all come together, you can focus on assigning parts and practicing.

Meal Questions

During one of your meals, lead a short discussion about why we ask meal questions on course.

- Why do we ask participants about themselves and their course experience?
- If staff members begin talking too much about themselves, how can we gently remind each other to stay focused on the participants?
- If we hear that participants are having concerns about hazing or bullying, when should we alert adults? (Answer: right away!)
- Meals are a great time to chat with participants. The syllabus has ideas for more questions to ask during the course.
- If participants just finished a big activity, ask how it went and what they learned.

Important Topics for YCLs to Track



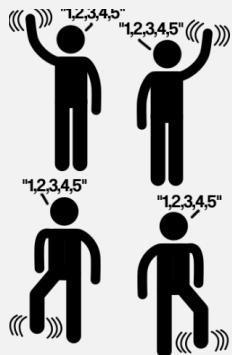
Troop Movements: When moving the troop from one activity to another during the course, it's important to keep in mind that it may take more time than anticipated. Did you notice this during your SD? Does this change your plans for future SDs?

Focused Activities and Downtime: Sometimes at SDs, there is too much free time or too many moments when some staff don't have anything to do. The goal is to have all activities and breaks planned and organized.

Sense of Urgency: To be an effective leader, it's important to keep your team focused and motivated. This means setting a "sense of urgency" for tasks that need to be completed. YCLs who show enthusiasm and excitement about the tasks are more likely to get their team's best effort.

Time Keeping: The goal of NYLT is not just to keep to a schedule, but to make a positive impact on everyone's lives. Staying on time at NYLT helps keep things organized and running smoothly. It's important to practice staying on time during staff development sessions.

Appreciation: Never miss an opportunity to express appreciation for someone's contributions. When staff are stressed, your expressions of gratitude may be one of the high points of their day.



5-Count Shake Down

Energize your audience. Count aloud while shaking your upstretched right hand five times.

Do same for left hand.

Again for right foot.

Then left foot.

Repeat again, but only count to four, then three, two, and one.

Teach your staff using the EDGE method.

Wrapping Up the SD

- Clean up.
- Conduct an SSC.
- Prepare for the next SD.
- YCL and Course Director Moments
- Set a time for CD, YCL, and leadership to have a thorough reflection.

Suggested Course Director Moment

"The strength of the pack is the wolf, and the strength of the wolf is the pack." This quote means that each and every one of us is an important part of the team, and together we are stronger than any one of us alone.

As we face the challenges ahead, it is crucial that we learn to work together. No one person can do it all, but as a team we can accomplish anything. So, let's come together, support each other, and take on this challenge with excitement and determination.

Key Questions



Asking questions gives Scouts a voice. When people feel heard, they become more confident, making them more likely to speak up and share their ideas in the future. The more people feel comfortable sharing their thoughts, the stronger the team becomes.

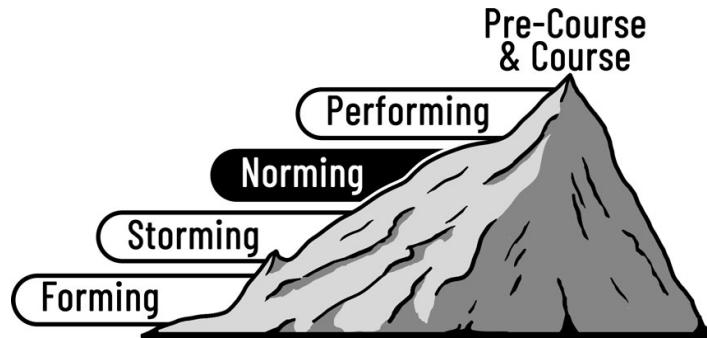
Here are a few thought-provoking questions.

- What stage of team development is our staff in? How can you tell?
- How well attended was this SD? Is there anything we should do to improve attendance at the next SD?
- How will we handle stress while on course?
- What does “Train Them, Trust Them, Let Them Lead!” look like at NYLT?
- Do the adults know all youth staff members’ names?
- Does focusing on others allow you to be confident and humble?
- Have you ever secretly felt good about having power over others? If so, what is one thing you can do today to share power with others?
- How long do you think it will take for participants to become comfortable at NYLT after they arrive?
- Can we have accountability without feedback?

Staff Bonding



To build strong bonds of trust and friendship among your staff, plan fun social events like a movie night, an escape room experience, or an online trivia game. It might be tough to find a time that works for everyone, but putting in the effort to make your staff a tight-knit team will pay off when facing challenges on course. Make sure to check with your course director to follow all the right YPT rules.



SD3

Things are coming together

You've arrived at a crucial point in the staff development process as your staff hits the Norming stage. You'll see the group start to gel, but it might feel like there's a lot left to do.

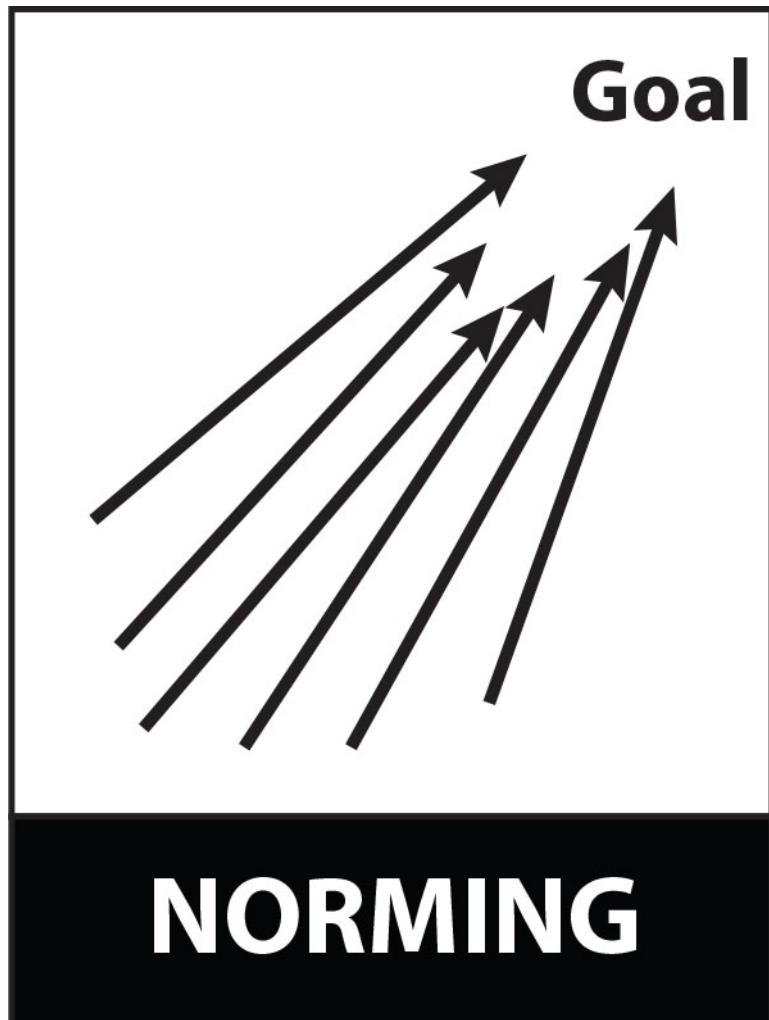
Objectives

- Continue developing a culture of safety and respect.
- Discuss Norming and how to continue growing as a team .
- The Fundamentals of Training—Part 3
- Rehearse course content.
- Deep Dive: Days One to Three—review the schedule and syllabus.

Time-Fillers

It's smart to have your staff familiar with a few time-filers to occupy the participants when minor glitches are being dealt with between presentations. Songs, skits, cheers, jokes, and other activities work well. Remember to plan on using the program patrol to assist.

Exploring Stages of Team Development: Norming



[Show or redraw this diagram.]



How does this diagram represent Norming?

Additional Reflection

- What changes in a team's behavior when it enters the Norming phase?
- Can a team ever slip back into Storming or Forming? Why?
- When do we expect to see Norming on course?
- What do we do when our participants begin to Norm?
- What does servant leadership look like for a team or patrol that's Norming?



Creating a Culture of Safety and Respect 3

CD

Safety Moments at SDs

Short presentations about relevant safety topics can be prepared ahead or delivered as needed on course.

Get in the habit of using Safety Moments by incorporating them into your SD plan.

Course Code of Conduct Acknowledgment Form

Read the first three points:

1. Everyone has the right to live and study in an environment free from discrimination or harassment based on race, color, ethnicity, religion, gender, sexual orientation, age, disability, national origin, or citizenship.
2. It is my responsibility not to engage in behaviors that constitute discrimination or harassment.
3. It is my responsibility to report instances of discrimination or harassment (directed at me or another participant) to my NYLT course director, or any adult on the NYLT course.



Why would adults, and not youth, handle instances of discrimination or harassment?

Comments and conduct that might be perceived as offensive include the following:

1. Using vulgar language.
2. Threatening another participant or staff member or making derogatory comments.
3. Mocking or telling jokes based on race, color, ethnicity, religion, gender, sexual orientation, age, disability, national origin, or citizenship.
4. Displaying degrading photographs, posters, or objects.
5. Reading aloud about degrading acts.
6. Touching (e.g., brushing, patting, hugging, rubbing, pinching) other staff members or participants.
7. Staring or leering at participants or staff members.



How do your actions, both positive or negative, impact others on course?



Facilitation Skills

Deliver The Fundamentals of Training Module

Presentation Media (pages 22–26)

Syllabus link: <https://filestore.scouting.org/filestore/training/pdf/511-037WB.pdf>



Presentation Party



If your schedule permits, setting aside dedicated time during SDs for the youth staff to work on their presentation materials can create a fun atmosphere. Encourage the staff to collaborate, share ideas, and provide feedback to each other to get everyone involved and invested in the success of the presentations.



How important is listening while presenting?

Providing Additional Support

Are there any members of the youth staff who need extra help or training? How can we support them and make sure they have the tools they need to succeed?

On the other hand, are there any members of the youth staff who are doing an amazing job and may be looking for new challenges to stay engaged and motivated? What can we do to keep them from getting bored and make sure they're continuing to grow as leaders?



Exploring Servant Leadership 3

Helping others grow and succeed.

As we get closer to the course, we should feel more and more excited about our role on the team. Let's take some time to think about how we can make the participants' experience the best it can be when they get here. What can we do to support them and make them feel at ease? Remember, our goal is to show them that we're here for them and that we care about their success.

Read the following passage aloud or have everyone take turns reading sentences.

For the first two days, YOU are the participants' principal program guide. They will be in unfamiliar places, with unfamiliar patrol members, eating unfamiliar food. They will be tired and may not sleep well. They will worry about looking good in front of their patrol.

Some will become very quiet; others will become loud and boastful. Both are coping mechanisms. You are the stabilizing influence and will guide participants while they learn about each other and form as a patrol. It is not your responsibility to form them; they will do that by themselves. It IS your responsibility to be approachable and available.

Be confident and positive.

Show them you are glad they are here.

Allow the patrol to become enabled.

Watch out for their needs and practice servant leadership to help them succeed.

What does “It is not your responsibility to form them.” mean?



Conclusion

When participants arrive at the course, they will have a lot of energy. Some of this energy will be nervous energy. They may not know anyone and could feel alone.

We'll be the first ones they'll interact with when they arrive, so let's make sure to greet them with a smile and offer any assistance they might need. By being approachable and attentive, we'll set the tone for a positive and productive NYLT experience.

Uniforms

Ensure your staff's field uniforms are in good condition to represent your council's NYLT well.

Staff and participants should have both field uniforms and NYLT activity uniforms. The course leadership will decide which uniform is appropriate for each activity. Field uniforms can be worn during course assemblies, evening meals, and evening activities. If it's hot, it's okay to switch to activity uniforms during these events. Both youth and adult staff should wear the same uniforms as their home units and follow the same standards as the participants.

Cracker Barrels

Holding a cracker barrel during an overnight stay is a great way to bring everyone together and build relationships in a more relaxed setting. Adult staff should be present and engaged to maintain a culture of safety and respect.

Deep Dives and Schedule Reviews

Before a course starts, it's important to make sure everyone knows their part. Deep Dives are sessions where the whole team talks through the schedule, so everyone knows what they're responsible for and what others are doing. Schedule Reviews are quick run-throughs of the next day's schedule when you're on course.

Presentation Practice

The YCL, SPLs, SMs and CD should work together before the development to determine which presentations need to be rehearsed on-site and in-person, and how the practice should be organized. You can choose to rehearse selected presentations, or you can choose to divide the staff and rehearse multiple presentations at once.

Exploring the Site

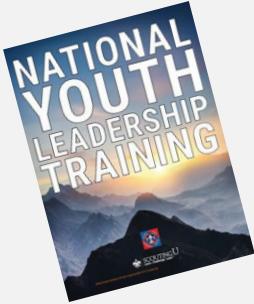
The more time you spend at your course site during SDs, the better prepared you'll be for the course. Those running games or giving presentations will better understand the space. And you'll have plenty of time to identify and solve problems. Scheduling overnight SDs at your course site is ideal.

Games and Reflections

Your SD Agenda should include time to practice all the games you'll use on course. In addition to providing the staff with fun, this should also be an opportunity to rehearse how to debrief the games through reflections.

Ask me anything!

Set aside dedicated time to check in with your staff. Find out if anyone is feeling overwhelmed, has questions the group can address, or has any feedback that can't wait until the next SSC.



Deep Dive: Days One to Three

Get the whole staff together and go through the syllabus day by day. Look at each activity and talk about:

- Who's responsible
- Where it happens
- How long it takes
- What materials you need
- Any helpful tips

Talk about what happens between each activity, like how long it takes to get from one place to another. Cover the whole day, from breakfast to lights out and the staff meeting.

It might take a while, but when you're done, everyone should have a clear idea of what the course will look like.

Model Campfire

Conduct a full dress rehearsal of your campfire program and the Quest for the Meaning of Teaching Leadership. Try to make it feel like the real thing (for example, have it at the same place as you'll have the campfire and maybe have a fire, too). Don't just "blah blah blah" your way through your part! You'll figure out what parts are going well and what needs some work. After practicing, it's a good idea to conduct a Start, Stop, Continue reflection with the staff.

Model Scouts' Own Worship Service Dress Rehearsal

Just like the campfire and Quest for the Meaning of Teaching Leadership, this is your chance to practice the Scouts' Own Worship Service and see if anything needs additional rehearsal or improvement.

Wrapping Up the SD

- Clean up.
- Conduct an SSC.
- Prepare for the next SD.
- YCL and Course Director Moments
- Set up a time for CD, YCL, and leadership to have a thorough reflection.

Suggested Course Director Moment

The journey we're on together is like climbing a mountain. Alone, the journey would be difficult and dangerous. But when we come together as a team, supporting each other and relying on each other, the journey becomes not just manageable, but also incredibly rewarding.

So, let us focus on coming together and relying on each other. Let us work together to overcome any challenges that come our way and reach the summit of success.

Remember, together we are stronger, and together we can accomplish anything.

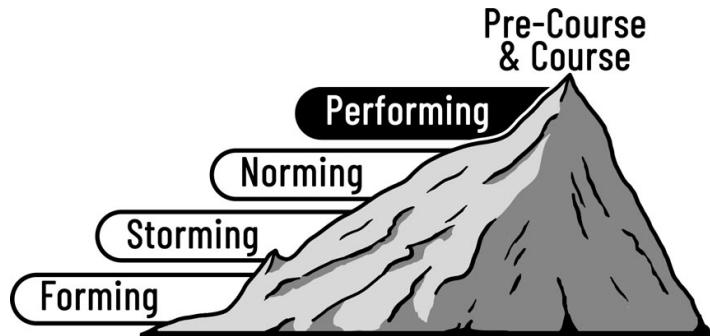
Key Questions



Asking questions builds trust. When we take time to listen to others and ask questions, it demonstrates that we care about our team's success and well-being. This, in turn, helps to build trust and foster a positive, supportive culture.

Here are some thought-provoking questions to consider.

- What are your strengths in giving and receiving feedback?
- Are you open to hearing from others how you can improve?
- Do you really believe collaboration can be more effective than individual action?
- What would you need to change in your thinking to begin considering collaboration as a first option?
- How did you feel the last time someone expressed heartfelt appreciation for you?
- Do we sometimes confuse helping each other with serving each other?
- How do participants provide feedback to us at NYLT?
- Have we ever attempted to control those we're trying to serve? Why is this a problem?
- Are there ways we should collaborate better?
- Is NYLT more like a garden or a machine?
- Is it important that the participants trust us? Why?
- How do we celebrate success at NYLT?
- How could we accidentally break trust with participants?



SD4

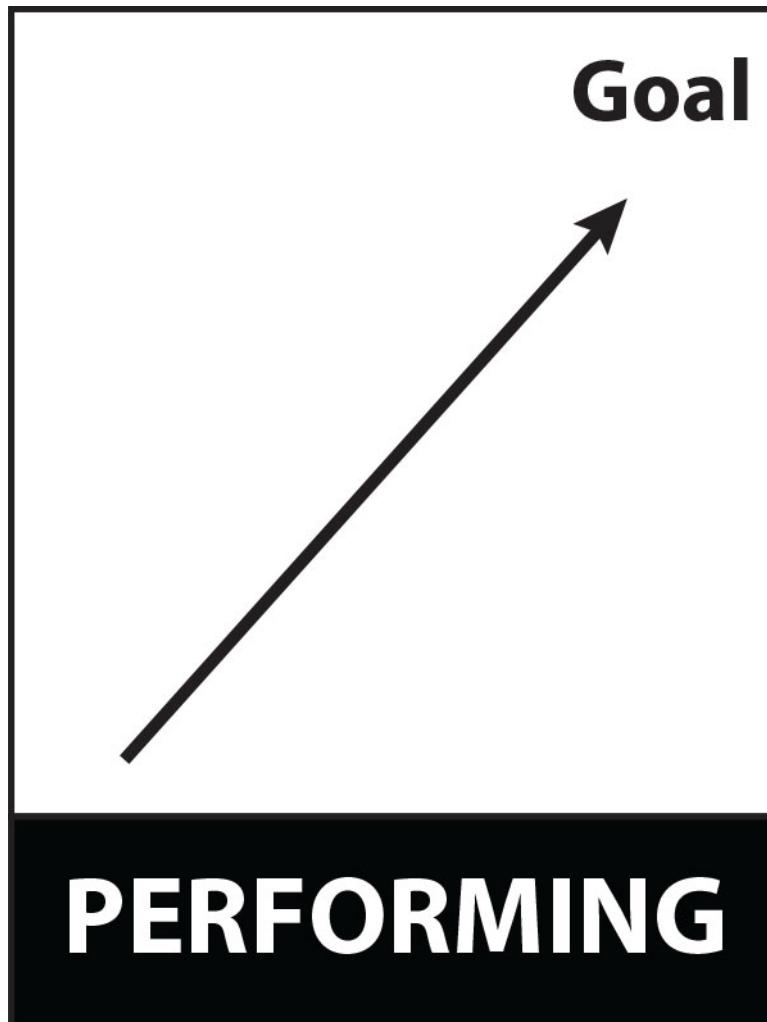
Identifying what else needs to be done

Your team is steadily improving with every task accomplished. While there is still much work to be done, it's crucial to carefully consider how to use the limited remaining time before the course.

Objectives

- Continue developing a culture of safety and respect.
- Discuss Performing as the fourth stage of team development.
- The Fundamentals of Training—Part 4
- Deep Dive: Days Four to Six—review the schedule and syllabus.
- Prepare for the participants.
- Identify what else you need to accomplish before the course.

Exploring Stages of Team Development: Performing



[Show or redraw this diagram.]



How does this diagram represent Performing?

Additional Reflection

- It's a rare blessing to be part of a truly Performing team. Can any group of people start at the Performing stage? Why not?
- What role does ***trust*** play in a team that's Performing?
- Can a team slip backwards to the Norming, Storming, or Forming stages?



Creating a Culture of Safety and Respect 4

Youth-on-Youth Abuse Prevention can be delivered at any time. Every Scout and Scouter must receive the training.

https://drive.google.com/drive/folders/1A_Mk2axvDMykAO_PtnuumqmhfA64O-gkp

Online Youth Protection Training

Every staff member (youth and adult) must complete Online YPT prior to the course. Set deadlines, track completion, and address problems.

Outpost Camp



At Outpost Camp, why are participants always within earshot and line of sight of 2-deep adult leadership?



Rock, Paper, Scissors, Math

Patrol-size group says “Rock, paper, scissors, math” and hold out one, two, or three fingers. The first person to say the correct sum of all players’ fingers wins.

Note: Some Scouts love math games. Others don’t. The purpose of games is to give everyone a chance to engage and feel successful. No single type of game should be overused.



The Ethical Use of Power

As a staff member, you have been entrusted with a significant amount of power. You are highly visible on course, and you know how the entire program unfolds. The participants do not.

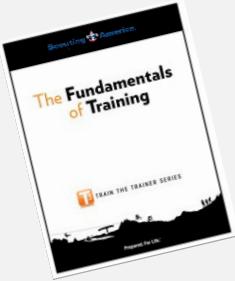


How will you use this power ethically?

Conclusion

Autocrats practice power over others. Servant leaders practice power for others, or power with others.

It is impossible for servant leadership and staff elitism to exist in the same course culture. A choice must be made.



Facilitation Skills

Deliver The Fundamentals of Training Module

Training Methods (pages 27–31)

Syllabus link: <https://filestore.scouting.org/filestore/training/pdf/511-037WB.pdf>



Optional Activity: NYLT Candy Throwing Practice

Need a “reason” to move around?

Some NYLT presenters throw candy into the audience to keep energy up, generate interest, and liven up the atmosphere. At SDs you can practice these skills...even if it's mostly for fun.

1. Distance

Line up in two rows, standing close together.

Have them practice tossing candy back and forth.

Take a step back every time there's a successful catch.

Who can get the farthest away without dropping?



2. Accuracy

***Uses equipment you already have ***

Staff stands in two rows about 10 feet apart.

Holding a hula hoop in front, walk between the rows.

The pair throws candy to each other through the hoop.



3. Simulate Audience

Place a few targets, such as #10 cans, bowls, or pieces of paper around the room.

Have staff stand at the front, where they would stand if presenting.

Let them practice coming “within arm's reach” of the targets they pick.



What are the advantages of throwing candy to participants during a presentation?

Can it be overdone? What happens if you give out too much candy?

So, why throw candy during a presentation? Well, it keeps the energy up, generates interest, and adds some excitement to the atmosphere. But be careful; too much of a good thing can be a bad thing.



Servant Leadership 4

Helping others grow and succeed.

Understanding Autocratic vs. Servant Leadership

This activity can spark a lively discussion about the shortcomings of relying on autocratic leadership in the long term.



Play Simon Says for a few minutes before asking these three questions:



Who thinks Simon is a leader? Why?

Who thinks Simon is a good leader?

Has anyone seen someone try to lead like Simon?

People sometimes use an autocratic leadership style for short periods of time, like in an emergency. But over the long term, it quickly becomes ineffective.

Conclusion

Autocratic leaders, like Simon, focus on controlling those they lead. To them, compliance is valued more than growth.

At NYLT, we model servant leadership by focusing on the participants and helping them grow and succeed. We enable them as individuals and as patrols.

“Autocracy may provide quick answers, but it will not provide adequate solutions.”
– Nelson Mandela

Measuring Success at NYLT

Have you wondered how you'll know if your NYLT course was a success? Will you feel like you grew and learned something new? Did you create opportunities for others to shine? And most importantly, did you have fun while helping others?

Think about which of your participants could someday become an NYLT SPL or YCL.

Maybe you'll be able to identify them. Maybe not. Maybe these future NYLT leaders would surprise you. People have a tendency to do that.

Being a servant leader means that you try to help others grow and succeed.

Problem Solving Round-Robin

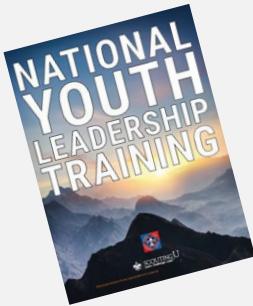


Why is it important for all NYLT staff to play games during SDs, even if they've played them before?

It's a great way to build team work and trust with others on the staff team .

Playing helps you all move through the stages of team development.

For those who already know the answers to games like Nail Biter and Traffic Jam , try to stay quiet and watch your team work through the challenges. Is everyone contributing and being listened to?



Smart Phones as GPS

If your council is looking to incorporate smart phones into the NYLT program, consider using an app such as Gaia GPS. If you have spotty or no cell reception at your course location, have participants download it before arrival and, using the EDGE method, teach its use during a patrol meeting.



Deep Dive: Days Four–Six

Use the schedule as a guide to make sure every module is prepared.

Make sure everyone knows their role and feels confident.

If someone needs help preparing, make sure they get it.

Is all equipment ready?

Extra credit: Have a backup plan in case someone can't make it, equipment fails, or the weather messes with your plans.

Identifying Geocache Coordinates Before the SD

Before your SD, use an online mapping tool like Google Maps to plan geocache locations. Right-click on the locations to see latitude and longitude coordinates. During your SD, double-check these coordinates for accuracy.

Realistic First Aid Setup

There are many “recipes” for moulage. These simple instructions let Scouts focus on team work, execution, and creativity without the need for elaborate ingredients.

- | | | |
|-----------------------------------------------------------|-----------------------------------------------------------|------------------------------------------|
| <input type="checkbox"/> red food coloring | <input type="checkbox"/> small paper cups
(dixie cups) | <input type="checkbox"/> flour |
| <input type="checkbox"/> blue food coloring | <input type="checkbox"/> tongue depressors | <input type="checkbox"/> petroleum jelly |
| <input type="checkbox"/> corn syrup or corn husker lotion | <input type="checkbox"/> cocoa powder | |

NYLT Realistic First Aid Recipes

Fake Blood

Mix red food coloring into corn syrup or corn huskers lotion, using paper cups and plastic spoons. Too much blood looks very fake. A tiny amount of cocoa can help achieve realistic consistency and color. Remember to add slowly: you can always add more, but never take any back.

Fake Skin

Start with 1 spoonful of petroleum jelly in a paper cup and add flour to thicken. Add one drop of fake blood at a time to get correct color. Adjust for skin tone with cocoa. If imitating swelling, mix in a little blue food coloring.

Closing Campfire Practice

The closing campfire is an opportunity to leave a lasting impact on the participants and reinforce the significance of their NYLT experience. Practicing the closing campfire ensures that it is meaningful, provides a sense of closure, and inspires participants to apply their newly acquired skills in their home units. It is important to keep in mind that many participants may be exhausted and eager to depart, so the campfire should be engaging, uplifting, and maintain an appropriate tempo. Avoid any lagging moments, and utilize this time to strongly reinforce key messages from the week. This is the staff's chance to conclude the program on a high note and make a lasting impression.

Wrapping Up the SD

- Clean up.
- Conduct an SSC.
- Prepare for Pre-Course
- YCL and Course Director Moments
- Set up a time for CD, YCL, and leadership to have a thorough reflection.

Suggested Course Director Moment

We still have a lot to do, but so far do you feel we've progressed as a team?

The journey to becoming a powerful team is like climbing a mountain. Every step we take together, every obstacle we overcome, brings us closer to the summit.

But we must remember, our team is not fully formed until the participants join us on the climb. Only then that we can reach new heights of leadership together.

Key Questions



Great leaders ask questions. Asking insightful questions at the right time can be the hallmark of great leaders. Questions make people think and create a shared understanding.

Here are some key questions to use.

- Do you think servant leadership is about self-denial and self-sacrifice, or about self-fulfillment? Why?
- What are your strengths as a leader? Where do you have room to grow?
- How will we handle stressful situations while on course?
- What do you hope our participants will take from their NYLT experience?
- Are you interested in experiencing other courses in the Scout Leadership Training Continuum like NYLT Leadership Academy and NAYLE?
- What have your failures taught you?
- What surprising feedback have you had from others that helped you improve?
- How will you pass on a legacy of servant leadership to others?
- Is your mentoring about you or the person you are mentoring?
- Are you evolved enough to allow others to find their own ways, even when they are different from your ways?
- When you feel empathy for others, how do you show it?
- Do you get nervous when no one is speaking? How can you improve your comfort with silence?
- How will we ensure that the participants feel ownership of this course? They may start NYLT feeling welcome at our course, but through our actions we need to convince them this is really their course, too.

Pre-Course Participant Meeting

Giving participants and their families an opportunity to meet you and ask questions will establish a foundation of trust.

Why Should You Run a Pre-Course Meeting?

Make sure your participants and their families know what to expect. A good Pre-Course Meeting gives participants an opportunity to ask questions and think about how they'll apply what they're going to learn.

Parents and guardians often find it reassuring to meet the staff before arriving on course. This meeting can relieve some anxiety participants may feel and increase their eagerness to attend.

If parents, guardians, and participants start the course knowing what to expect, you can avoid many issues before they arise.

Who should be included?

The course director and Scoutmasters should host this meeting. Giving YCLs and other youth staff visible roles will let everyone see how prominent youth leadership is at NYLT.



Previews

Excite participants for the course by having youth staff share their favorite parts of NYLT.

People tend to enjoy events more when they have information about it beforehand.

What to Cover

Tailor your presentation to your program and course. Some key items you can include are:

- What NYLT is. Some people in your audience may not understand key details about NYLT, so it always helps to cover how the program works—not just philosophically, but logically. Spend time talking about the what of NYLT (how many days, activities participants do, and more) and the why of NYLT (what NYLT teaches).
- What NYLT is not. Likewise, some people in your audience may assume NYLT is a traditional summer camp, so be sure to emphasize that NYLT is a hands-on course that teaches leadership skills.
- NYLT is youth-led. Some of your participants may not expect youth-led Scouting activities.
- NYLT participant requirements and expectations. What does a participant need for the course? Is there anything a participant shouldn't bring? This is also a good time to remind both participants and staff that we live by the Scout Oath and Law and follow YPT.
- How does NYLT contribute to unit leadership? Discuss how NYLT simulates a month in the life of a unit and how NYLT contributes to a strong culture of youth leadership. Additionally, highlight NYLT's role in the Youth Leadership Training Continuum.
- Who is staffing this course? Take some time to introduce the staff.

Sharing your Culture of Safety and Respect

Spend five minutes introducing participants to the NYLT Code of Conduct.

The course director can say:

It's crucial we all agree to follow the course Code of Conduct. I'd like to take a moment to review this document so there's a clear understanding of what's expected.

[Read the code of conduct carefully and attentively.]

Do you have any questions about this? If so, it's better to address them now rather than during the course.

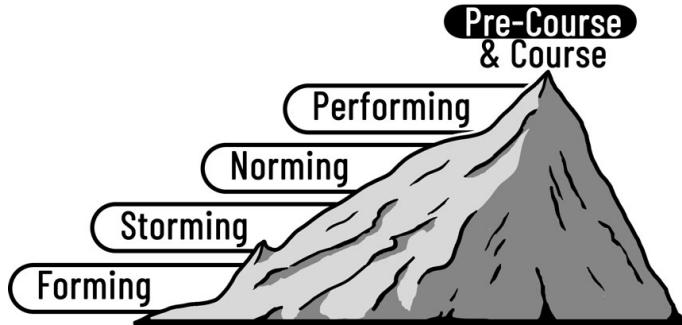
Let me ask you all a question:



What do you think would happen to a Scout who could not follow our rules on the course?

[If conducting this session virtually, ask participants to type a response into the chat feature. Wait patiently and read the replies aloud. Be encouraging. Offer any additional comments or corrections as needed. Make it clear that anyone unable to follow the Code of Conduct will have their behavior addressed and may be asked to leave the course.]

If anyone thinks of other questions before the course, it's important we discuss them so there are no misunderstandings. NYLT is both exciting and busy, and we want to make the most of our time by focusing on the course material.



Pre-Course

Final Touches

You made it to the peak, and now it's time for the course. The participants are on their way, and it's time to turn your training into action.

Remember, there's no one-size-fits-all approach for pre-course activities. You may have a few hours, a day, or even multiple days.

Your hard work and planning have led you to this moment. Your staff is ready to deliver NYLT. Get ready for an unforgettable experience.

Objectives

- Ensure all required training is complete.
- Finalize course content and materials.
- Review Day One schedule.

Checklist

It's time to make sure that all the pieces are in place for a successful course.

- Site setup
- Program equipment and materials prepared
- Audiovisual equipment and presentations ready to go
- Opening day details arranged (registration, medical review, etc.)
- Presentations and meetings prepared and rehearsed
- Orientation trail developed
- Model campsite prepared
- Opening campfire and closing session prepared
- Daily schedules and assignments reviewed
- Course printing complete

Youth Protection Training and Safety Requirements

Every staff member has:

- Completed Online YPT
- Received Youth-on-Youth Abuse Prevention Training
- Signed a Course Code of Conduct Acknowledgment Form
- Submitted Annual Health and Medical Record—Parts A, B, and C

Stage Program Materials

Make sure all equipment, props, and materials are in good condition, accessible, and available in the right quantities. It's helpful to divide them by day and activity for ease of use.

Registration Practice

How will we keep the participants occupied and engaged during registration?

Tennis Ball Icebreaker

This game is easy for participants to join as they complete registration! As the participants arrive form a growing circle. Toss a tennis ball around announcing your own name when you catch it.

When you're ready to level up, change the game so participants say the name of the person they're tossing the ball to.

Incorporate other pieces of information like favorite flavor of ice cream.

To make it a real challenge, add in more tennis balls! This game works best if each patrol has their own circle going.



Prepare Site

The participant areas, staff sites, and other activity spaces should be clean, accessible, and equipped with necessary utilities like water and power. Consider dedicating a separate day for site preparation.

Review Day One

Similar to the Deep Dives, take time with your staff to go over each activity of the first day. Ensure everyone knows what to do, where to go, what materials are needed, and the schedule.

Campfire + Dress Rehearsal

If you have a night before the course, use it for a final dress rehearsal for the campfire and Quest for the Meaning of Teaching Leadership presentation.

Other Preparations

Take the opportunity to practice anything else that needs attention, such as presentations or assemblies. And most importantly, end the pre-course time with words of excitement and inspiration to get everyone pumped up for the course ahead!

Appendix

Insightful Activities

Course Culture Exercise

This simple exercise initiates an important conversation about what staff most want to include in their course culture. It works for groups as small as 2, such as a CD and YCL, and can be conducted multiple times during SDs. Break an entire staff into groups of 6–8 people.

Instructions

Cut out a copy of the six blue rectangles on the next page.

Take a few minutes to rank the rectangles from top to bottom based on what you think is most important for your course culture.

“Talk through, as a group, what you think will contribute to your idea of a successful course and how you will achieve it.”

Course director instructions: “Before you begin, please place Safety and Respect as the course’s top cultural priority.”



“Why do we place Safety and Respect as our top priority?”

“If anyone questions why Safety and Respect is the most important part of our mission at NYLT, it is critical we discuss it.”

Spend 5 or 10 minutes ranking priorities. If working in groups, give each group time to present their ranking and reasoning.

Conclusion

It’s difficult to dictate culture. Creating a meaningful course culture is something we do together. This exercise provides a starting point. Without feeling safe and respected, our staff and participants will not be able to concentrate on the leadership skills we’re delivering. That’s one of the reasons it is our top priority. How we rank other priorities is not as important as understanding what’s important to all of us so we can work toward becoming a high-performing team.

What we want to be part of our course ✕

Safety and Respect	Preparation
Servant Leadership Staff as role models	Fun for Everyone Supporting each other
Model Scout Spirit “Without Enthusm, You’re gonna lose ‘em.”	Syllabus with Showmanship

OPTIONAL: Give the group a second list containing things they don't want to be part of their course culture. Sometimes it's helpful to visualize what you don't want to see on a course.

What we **don't** want to be part of our course ✕

Not Taking Care of Yourself or Others	Us versus Them
Staff Elitism	Fun at Others' Expense
Model Low Energy	Withholding Information

Valuing People Activity: Tapping Game

Staff activity that reinforces the importance of Valuing People

Requires: About 10–16 people

Run toward end of Staff Development

Have your team stand in a circle. Count off to form 3 or 4 groups. Call the first group to the center.



Instructions to group: “Those standing around the circle will close their eyes while holding out an open hand, palm facing up. When I read a description, those in the center will SILENTLY move around the circle, tapping the hand of anyone for whom they think the statement is true.”

Begin playing the game. Pick statements from each group, or make up your own statements. Remind everyone to remain SILENT.

After 5–6 turns, have the group rejoin the circle and call the second group to the center. Continue playing, allowing everyone an opportunity to tap.

Keep the game moving. You do not need to use all statements. Read them in any order. Add statements that will be meaningful to your team.



Why was it important to keep our eyes closed?



Why do we tap palms instead of handing out tokens?

It would be human nature to “keep score” and want to “win” with the most chips. Competition is a fantastic way to grow, but it doesn’t really apply in some situations, such as understanding how people should be valued.

Conclusion

When your hand was tapped, you may have felt good. Maybe you felt stronger, more confident, more validated. Hopefully, you’ve been reminded of how valued you are by this team. You should also be more aware of your ability to make others feel valued. Don’t miss an opportunity to let others know when they have helped you grow and succeed.

Tap the hand of someone who...

Meaningful	Deeply Meaningful	Critically Meaningful
<input type="checkbox"/> Made me smile this week <input type="checkbox"/> Has high enthusiasm <input type="checkbox"/> Made me laugh	<input type="checkbox"/> Told me an inspiring story <input type="checkbox"/> Encouraged me when I needed encouragement	<input type="checkbox"/> Handled a stressful situation with grace <input type="checkbox"/> I want to stay in touch with <input type="checkbox"/> Has communication skills I admire
<input type="checkbox"/> Their good mood brightened my day <input type="checkbox"/> Told a corny joke well <input type="checkbox"/> Made me better in my role	<input type="checkbox"/> Is a great listener <input type="checkbox"/> Helped when nobody was looking... but I saw <input type="checkbox"/> Is easy to talk to	<input type="checkbox"/> Exemplifies servant leadership <input type="checkbox"/> Has been an important part of my staffing experience
<input type="checkbox"/> Sings well <input type="checkbox"/> Is a good team member <input type="checkbox"/> Saw I needed help and gave it to me	<input type="checkbox"/> Changed the way I look at things <input type="checkbox"/> Is a great presenter <input type="checkbox"/> Boosted my confidence	<input type="checkbox"/> Helped me understand a meaningful concept <input type="checkbox"/> Has confidence I admire <input type="checkbox"/> Is easy to trust
<input type="checkbox"/> I now consider a friend <input type="checkbox"/> Shows great enthusiasm	<input type="checkbox"/> Is a valued team member <input type="checkbox"/> Has made this course better	<input type="checkbox"/> I treasure a conversation we had <input type="checkbox"/> I am fortunate to know this person

Staff Model Behavior



This quick activity shows how people will follow the behaviors they see, regardless of what is said.

Tell the group “I’d like everyone to follow along with me and make a circle by touching your index finger to your thumb like this. Then, bending at the elbow, bring your arm up and touch the circle to your chin.”

As you say the word “chin” place the circle over your cheek.

Hold the circle on your cheek and watch how many people do what you said (put the circle over their chin) and how many followed what you did (put the circle over their cheek).

If you put the circle on your *cheek*, why didn’t you follow what I said?



As leaders, how important is it to model the behavior we want to see?

Case Scenarios

Spend a moment thinking through your answer, then talk through with your group, keeping these ground rules in mind:

Your response may depend on your role/position on the course.

You will almost certainly have a “good” answer. The goal is to hear other responses and develop a better answer.

- Two participants walk up to you. One has a deep cut on his thumb that’s bleeding heavily. What do you do?
- The night before the course, a TG becomes ill and has to leave.
- Three participants are found vaping in the bathhouse.
- A participant goes missing.
- A participant develops a crush on another participant.
- A staffer is excessively using a phone.
- There’s lightning in the area.
- You have questions about a Scout’s ability to participate in Outpost Camp due to behavioral or developmental concerns.
- On a winter course, a participant comes into the staff area complaining his tent lets in rain water and he’s cold.
- Several participants are found to have left the property during Outpost Camp despite being told they must stay in camp.
- During Movie Night, a participant has a seizure.
- A participant announces they’re having thoughts of suicide.
- A parent wants to pull a Scout out of NYLT for a day to attend another activity.

What other scenarios should we discuss?

Icebreaker: Name Game

Game Idea: Mnemonic memory game

- Have your staff members stand in a circle facing each other.
- Each staff member takes a turn going around the circle introducing themselves with their first name and something they like that starts with the same letter of their first name (i.e., “My name is Jessica, and I like jellybeans.”)
- After everyone has had a turn, one person steps into the front of the circle, introduces the two people on either side with their names and what they like, then changes places with someone else in the circle.
- The person chosen steps to the center, introduces the two people on either side of them, then changes place with another person in the circle. The process repeats until everyone has had a chance to be in the center of the circle.

*Tip for Success: Once someone has been in the center, have them sit down in their place in the circle so that they don't get called again.

**Have only the people standing be re-introduced so that the order is continually changing.

Icebreaker: I've Got Mail

Everyone stands in a tight circle.

A “caller” in the middle shouts, “I've got mail for anyone with two brothers!” or some other qualifier.

Everyone with two brothers and the caller leave their spots and try to get someone else's spot.

The last person is left without a spot and becomes the next caller.

“Getting to Know Each Other” Discussion

Facilitate a short discussion about why it is important to get to know everyone right away on course. The goal is to help the staff understand the deeper reason that they need to help “break the ice” and help their patrols begin the Forming stage of their team’s development.

Questions can include:

- Why is it important to ask participants about themselves and to get them to open up to each other?
- Why is it helpful to keep the focus of our conversations on the participants and their experiences?
- If a staff member begins to talk too much about themselves, what subtle signal can we give to remind each other to keep our focus on the participants?
- If we hear participants are having concerns about hazing or bullying on course, when should we alert adults? (Answer: Immediately, so it can be dealt with immediately.)
- These conversations can be natural. The syllabus has suggestions for more questions to ask during the course.
- If the participants just finished a big activity, that can be a great opportunity to help them reflect on the experience. Simply ask how it went and if they learned anything interesting from the experience.

Speed Interviews

If you have not yet assigned staff roles, make the selection process fun with speed interviews.

Divide your staff pool into Returning Staff and First-time Staff.

(Use adults if you need more returning staff members)

- Give each returning staff member a question to ask (e.g., What is your favorite thing to do in Scouting? What role do you see yourself in at NYLT? What is your favorite hobby? etc.) Make sure they have something to record their answers on.
- Set a timer for 3–4 minutes, and have each of your new staff “round-robin” to each of the returning staff to discuss the question and record their answers.

This process allows every new staff member to talk to every returning staff member face to face.

This process also allows returning staff to elicit opinions on the best placement for new staff.

Strengths and interests are revealed in a very fun and lively manner!

Later in the day, reveal the staff roles!!!

This is a great time to use a theme to get them psyched for staffing NYLT!!

Make presentation and task assignments with expected deadlines.



Cornell Notes

Module Name: _____

KEY WORDS	KEY POINTS

TOP THREE TAKEAWAYS

Servant Leadership 1: Pyramid



“Do those served grow as persons? Do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?”

– Robert Greenleaf

SD Modules

Your team needs to lead participants through the entire syllabus. Make sure everyone is aware of their responsibilities and schedule time for them to practice, receive feedback, and improve.

It's beneficial for staff to see as much of the syllabus as possible before the course. Some parts need to be walked through. Other parts can be practiced in small groups or even online.

Course Modules

Day One

- Registration
- Orientation Trail
- Campsite Setup
- Opening Troop Assembly
- Communicating—Part 1**
- Finding Your Vision**
- Course Conduct
- “Getting to Know You” Team Games
- Model Campfire

Day Two

- Day Two Troop Assembly
- Communicating—Part 2**
- Setting Your Goals**
- Model Patrol Meeting
- Planning**
- Model PLC Meeting
- Model Troop Meeting
- Team Project (Pioneering)
- Movie Night

Day Three

- Day Three Troop Assembly
- Communicating—Part 3**
- Solving Problems**
- Solving Problems Round-robin**
- Developing Your Team**
- Patrol Games Challenge
- Troop Meeting (First Aid Skills)
- Scouting EDGE**
- Patrol Activity (GPS)
- LEGO® Challenge and Realistic First Aid

Day Four

- Day Four Troop Assembly
- Communicating—Part 4**
- Servant Leadership**
- “Styles of Leadership” Games
- Leading Yourself**
- Patrol Games Challenge
- Troop Meeting (Outpost Prep)
- Interpatrol Activity (Geocaching)
- Model Scouts’ Own Worship Service
- Ethics and Values in Decision-making**

Day Five

- Day Five Troop Assembly
- Communicating—Part 5**
- Diversity and Valuing People**
- Resolving Conflicts**
- Patrol Games Challenge
- Outpost Camp Preparation

Day Six

- Day Six Troop Assembly
- Communicating—Part 6**
- Embracing and Leading Change**
- Resilience**
- Unit Issues Problem-solving Panel
- Closing Event

Agenda Templates and Examples

This document contains templates for YCLs and course directors. It contains the following templates:

Weekend (3-Day) Development, On-Site

Weekend (2-Day, Full) Development, On-Site

Weekend (2-Day, Abbreviated) Development, On- or Off-Site

One-Day Development, On- or Off-Site

Example 3-Day Development Schedule

Recognize that these are flexible and are intended to be modified to meet the needs of your course.

It's recommended to conduct as many SDs at your course site as practical, and preferable the later SDs so you can understand how the space will support your course.

Finally, an example schedule is provided for a hypothetical course to give you a sense of what this schedule might look like when filled out.

Weekend (Three-Day) Development, On-Site

Friday

Time <i>Start Time – End Time</i>	Event <i>e.g., Campfire Planning</i>	Responsible <i>e.g., YCL, ASPL-P, etc.</i>	Location <i>Specific to Site</i>
6:00 – 8:00 PM	Staff Arrival & Site Setup	CD, SMS, ASMs	
10:00 – 10:30 PM	Staff Cracker Barrel	Cook Staff	
10:30 PM	Lights Out	<i>Designated Staff</i>	

Saturday

Time	Event	Responsible	Location
7:30 – 8:00 AM	Reveille & Breakfast	<i>Designated Staff</i>	
12:00 – 1:00 PM	Lunch	Cook Staff	
6:00 – 7:00 PM	Dinner	Cook Staff	
10:00 – 10:30 PM	Staff Cracker Barrel	Cook Staff	
10:30 PM	Lights Out	<i>Designated Staff</i>	

Sunday

Time	Event	Responsible	Location
7:30 – 8:00 AM	Reveille & Breakfast	<i>Designated Staff</i>	
12:00 PM	Dismissal	YCL & CD	

Weekend (Two-Day, Full) Development, On-Site

Saturday

Time <i>Start Time – End Time</i>	Event <i>e.g., Campfire Planning</i>	Responsible <i>e.g., YCL, ASPL-P, etc.</i>	Location <i>Specific to Site</i>
8:00 – 9:00 AM	Staff Arrival & Site Setup	CD, SMS, ASMs	
12:00 – 1:00 PM	Lunch	Cook Staff	
6:00 – 7:00 PM	Dinner	Cook Staff	
10:00 – 10:30 PM	Staff Cracker Barrel	Cook Staff	
10:30 PM	Lights Out	Designated Staff	

Sunday

Time	Event	Responsible	Location
7:30 – 8:00 AM	Reveille & Breakfast	Designated Staff	
12:00 PM	Dismissal	YCL & CD	

Weekend (Two-Day, Abbreviated) Development, On- or Off-Site

Saturday

Time <i>Start Time – End Time</i>	Event <i>e.g., Campfire Planning</i>	Responsible <i>e.g., YCL, ASPL-P, etc.</i>	Location <i>Specific to Site</i>
5:00 – 6:00 PM	Staff Arrival & Site Setup	CD, SMS, ASMs	
6:00 – 7:00 PM	Dinner	Cook Staff	
10:00 – 10:30 PM	Staff Cracker Barrel	Cook Staff	
10:30 PM	Lights Out	Designated Staff	

Sunday

Time	Event	Responsible	Location
8:00 – 9:00 AM	Staff Arrival & Site Setup	CD, SMS, ASMs	
12:00 – 1:00 PM	Lunch	Cook Staff	
5:00 PM	Dismissal	YCL & CD	

One-Day Development, On- or Off-Site

Time <i>Start Time – End Time</i>	Event <i>e.g., Campfire Planning</i>	Responsible <i>e.g., YCL, ASPL-P, etc.</i>	Location <i>Specific to Site</i>
8:00 – 9:00 AM	Staff Arrival & Site Setup	CD, SMs, ASMs	
12:00 – 1:00 PM	Lunch	Cook Staff	
5:00 PM	Dismissal	YCL & CD	

Example One-Day Development Schedule | SD 1

This is an example schedule for Staff Development 1, implemented over one day, to demonstrate how a hypothetical staff might fill out the templates above. Note that as the development is off-site and held in one room, the Location column is omitted, and note that this course has customized their schedule to match how they recruit their staff (i.e., roles have already been assigned).

Saturday

Location: Cowart Room, Volunteer Service Center

Time	Event	Responsible
8:00 – 8:30 AM	Senior Staff Arrival & Setup	YCL, CD, SMs
8:30 – 9:00 AM	Welcome & Introductions	YCL & CD
9:00 – 10:00 AM	Course Overview & Syllabus Introduction	YCL & SPLs
10:00 – 10:30 AM	“Getting to Know You” Team Games	All Staff
10:30 – 11:30 AM	Understanding Your Role (Breakouts)	All Staff
11:30 – 12:00 PM	Staff Vision	CD
12:00 – 1:00 PM	Lunch	Cook Staff
1:00 – 1:30 PM	Understanding Forming	YCL & CD
1:30 – 2:30 PM	Creating a Culture of Safety and Respect 1	YCL & CD
2:30 – 2:45 PM	Break	YCL
2:45 – 3:45 PM	<i>The Fundamentals of Training—Part 1</i>	SPLs
3:45 – 4:15 PM	Giving an NYLT Presentation	SPLs
4:15 – 5:00 PM	Servant Leadership	YCL
5:00 – 5:15 PM	Clean-up & SSC	YCL & CD
5:15 – 5:30 PM	Prepare for Development 2	YCL
5:30 PM	Dismissal	YCL & CD

Example Abbreviated Two-Day Schedule | SD 2

This is an example schedule for Staff Development 2, implemented over a partial two-day weekend, to demonstrate how a hypothetical staff might fill out the templates above. Note how the material from the Staff Development Guide is adapted to meet the needs of this hypothetical staff and to fit the allotted time. Also, note how other valuable activities not explicitly mentioned are included (e.g., games from the syllabus).

Saturday

Time	Event	Responsible	Location
5:00 – 6:00 PM	Staff Arrival & Site Setup	CD, SMs, ASMs	Council Camp
6:00 – 7:00 PM	Dinner	Cook Staff	Pavilion
7:00 – 8:00 PM	Creating a Culture of Safety and Respect 2	YCL & CD	Pavilion
8:00 – 9:00 PM	Presentation Practice	SPLs	Pavilion
9:00 – 10:00 PM	Campfire & QftMoTL Planning & Practice	ASPL-Program	Campfire Ring
10:00 – 10:30 PM	Staff Cracker Barrel	Cook Staff	Pavilion
10:30 PM	Lights Out	CD & SMs	Staff Site

Sunday

Time	Event	Responsible	Location
7:30 – 8:00 AM	Reveille & Breakfast	ASPL-Program	Staff Site
8:00 – 8:30 AM	Practice Day Two Opening Assembly	YCL & SPLs	Activity Field
8:30 – 9:30 AM	Understanding Storming	YCL & CD	Pavilion
9:30 – 10:30 AM	<i>The Fundamentals of Training</i> —Part 2	SPLs	Pavilion
10:30 – 11:00 AM	Break/Game from Syllabus	SPLs	Activity Field
11:00 – 12:00 AM	Servant Leadership 2	YCL	Pavilion
12:00 – 1:00 PM	Lunch	Cook Team	Pavilion
1:00 – 2:30 PM	Fill out Assignment Sheet	All Staff	Pavilion
2:30 – 3:00 PM	Game from Syllabus	SPLs	Activity Field
3:00 – 4:30 PM	Practice Solving Problems Round-robin	ASPLs	Activity Field
4:30 – 5:00 PM	Clean-up & Prepare for Development 3	All Staff	Camp Site
5:00 PM	Dismissal	YCL & CD	

Example Three-Day Development Schedule | SD 3

This is an example schedule for Staff Development 3, implemented over a full weekend, to demonstrate how a hypothetical staff might fill out the templates above.

Friday

Time	Event	Responsible	Location
6:00 – 8:00 PM	Staff Arrival & Site Setup	CD, SMs, ASMs	Council Camp
8:00 – 10:00 PM	Presentation Practice	YCL & SPLs	Pavilion
10:00 – 10:30 PM	Staff Cracker Barrel	Cook Staff	Pavilion
10:30 PM	Lights Out	CD & SMs	Staff Site

Saturday

Time	Event	Responsible	Location
7:30 – 8:00 AM	Reveille & Breakfast	ASPL-Program	Staff Site
8:00 – 8:30 AM	Practice Day Three Opening Assembly	YCL & SPLs	Activity Field
8:30 – 9:15 AM	Creating a Culture of Safety and Respect 3	YCL & CD	Pavilion
9:15 – 10:15 AM	Explore Site + Orientation Trail Planning	YCL & SPLs	Camp Site
10:15 – 10:30 AM	Break	YCL	
10:30 – 11:30 AM	<i>The Fundamentals of Training—Part 3</i>	SPLs	Pavilion
11:30 – 12:00 PM	Game from Syllabus	ASPLs	Activity Field
12:00 – 1:00 PM	Lunch	Cook Staff	Pavilion
1:00 – 1:30 PM	Understanding Norming	YCL & CD	Pavilion
1:30 – 2:15 PM	Presentation Practice	YCL & SPLs	Nature Lodge Pavilion
2:15 – 3:45 PM	Deep Dive: Days One–Three (Part 1)	YCL	Pavilion
3:45 – 4:15 PM	Game from Syllabus	ASPLs	Activity Field
4:15 – 5:45 PM	Deep Dive: Days One–Three (Part 2)	YCL	Pavilion
5:45 – 6:00 PM	Flag Retreat	SPLs	Activity Field
6:00 – 7:00 PM	Dinner	Cook Staff	Pavilion
7:30 – 8:00 PM	Staff Site & Theme Planning	All Staff	Pavilion
8:00 – 8:30 PM	Staff Q&A	Returning Staff	Pavilion
8:30 – 10:00 PM	Campfire + QftMoTL Dress Rehearsal	ASPL-Program	Campfire Ring
10:00 – 10:30 PM	Staff Cracker Barrel	Cook Staff	Pavilion
10:30 PM	Lights Out	CD & SMs	Staff Site

Sunday

Time	Event	Responsible	Location
7:30 – 8:00 AM	Reveille & Breakfast	ASPL-Program	Staff Site
8:00 – 8:30 AM	Practice Day Four Opening Assembly	YCL & SPLs	Activity Field
8:30 – 9:30 AM	Scouts' Own Worship Service Dress Rehearsal	ASPLs	Nature Lodge Pavilion
9:30 – 10:00 AM	Prepare for Development 4	YCL & CD	Pavilion
10:00 – 11:00 AM	Site Clean-up & Breakdown	All Staff	Camp Site
11:00 – 11:15 AM	Flag Retreat	SPLs	Activity Field
11:15 AM	Dismissal	YCL & CD	

Example Full Two-Day Development Schedule | SD4

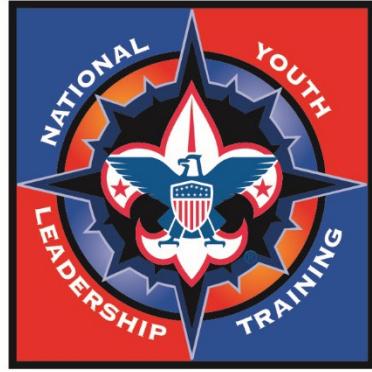
This is an example schedule for Staff Development 4, implemented over a two-day weekend, to demonstrate how a hypothetical staff might fill out the templates above. Note the additional time on Sunday for selected staff members to check locations for the Outpost Camp hike, as this hypothetical development is on-site.

Saturday

Time	Event	Responsible	Location
8:00 – 9:00 AM	Staff Arrival & Site Setup	CD, SMs, ASMs	Resident Camp
9:00 – 9:30 AM	Practice Day Five Opening Assembly	YCL & SPLs	Activity Field
9:30 – 10:30 AM	Creating a Culture of Safety and Respect 4	YCL & CD	Hall
10:30 – 10:45 AM	Break	YCL	
10:45 – 11:45 AM	<i>The Fundamentals of Training</i> —Part 4	SPLs	Hall
11:45 – 12:00 PM	Game from Syllabus	ASPLs	Activity Field
12:00 – 1:00 PM	Lunch	Cook Staff	Hall
1:00 – 1:30 PM	Understanding Performing	YCL & CD	Hall
1:30 – 2:30 PM	Geocaching Game	All Staff	Resident Camp
2:30 – 2:45 PM	Break	YCL	
2:45 – 3:45 PM	Deep Dive: Days Four–Six (Part 1)	YCL	Pavilion
3:45 – 4:15 PM	Game from Syllabus	ASPLs	Jamison East Field
4:15 – 5:45 PM	Deep Dive: Days Four–Six (Part 2)	YCL	Pavilion
5:45 – 6:00 PM	Flag Retreat	SPLs	Activity Field
6:00 – 7:00 PM	Dinner	Cook Staff	Hall
7:00 – 8:15 PM	Presentation Practice	YCL & SPLs	Pavilion
8:15 – 8:30 PM	Staff Q&A	Returning Staff	Hall
8:30 – 10:00 PM	Campfire + QftMoTL Dress Rehearsal	ASPL-Program	Campfire Ring
10:00 – 10:30 PM	Staff Cracker Barrel	Cook Staff	Hall
10:30 PM	Lights Out	CD & SMs	Staff Site

Sunday

Time	Event	Responsible	Location
7:30 – 8:00 AM	Reveille & Breakfast	ASPL-Program	Staff Site
8:00 – 8:30 AM	Practice Day Six Opening Assembly	YCL & SPLs	Activity Field
8:30 – 9:30 AM	Scouts' Own Worship Service Dress Rehearsal	ASPLs	Campfire Ring
9:30 – 10:30 AM	Prepare for Realistic First Aid	SPLs, TGs	Hall
9:30 – 10:30 AM	Check Outpost Camp Hike & Sites	ASPLs, ASMs	Resident Camp
10:30 – 11:30 AM	Site Clean-up & Breakdown	All Staff	Camp Site
11:30 – 11:45 AM	Flag Retreat	SPLs	Activity Field
11:45 AM	Dismissal	YCL & CD	



2021 Edition (with 2024 updates)

Scouting America™

NATIONAL YOUTH LEADERSHIP TRAINING (NYLT) COURSE

2021 Edition (with 2024 updates)



SYLLABUS

National Youth Leadership Training (NYLT) is a training program developed, owned, and authorized by the National Council, Scouting America. Local councils serve as the representative of the National Council in conducting this program in accordance with these policies and procedures. It is the duty of the local council to promote NYLT as a part of the Scouting program and to provide leadership and support to deliver NYLT in a manner that is consistent and ensures compliance with the policies, procedures, direction and support material contained herein. Consistent delivery of the NYLT program nationwide is an expectation of all courses.

Leadership for Scouting—Leadership for America

Scouting  **America**™



Syllabus—Table of Contents

DAY

Session Lesson Plan	pg. #
Supporting item located in the Participant Notebook	

DAY ONE

Course Outline (Weeklong format)	1
Course Outline (Two-Weekend format)	2
Course Outline (Two-Weekend 4x2 format)	3
Registration, Orientation Trail, and Campsite Setup	5
Patrol Duty Roster (Sample)	
Patrol Duty Roster (Blank)	
Daily Campsite Inspection Checklist	
Opening Troop Assembly	11
Historic American Flag Presentation: British Union Flag	
Communicating—Part 1: The Model	19
Participant Notes	
Finding Your Vision	23
Participant Notes	
Expectations for NYLT Staff and Participant Conduct	29
Course Code of Conduct Acknowledgment Form	
“Getting to Know You” Team Games	33
Model Campfire	41
Campfire Program Planning	
Cracker Barrel and Songfest	49

DAY TWO

Breakfast Questions	51
Troop Assembly and Flag Ceremony	53
NYLT Flag Ceremony	
Historic American Flag Presentation: Flag of 1777	
Communicating—Part 2: The Sender	59
Participant Notes	
Setting Your Goals	63
Participant Notes	
SMART Goals Worksheet	
Model Patrol Meeting	71
Day Two Patrol Meeting Agenda	
Planning	75
Participant Notes	
7-Step Planning Process Worksheet (Annotated)	
7-Step Planning Process Worksheet (Blank)	
Model Patrol Leadership Council Meeting	85

Model Troop Meeting	91
Unit Meeting Plan Worksheet (Blank)	
Day Two Troop Meeting Plan	
Sample Lashings Diagram	
Team Project (Building Pioneering Projects)	101
Movie Night	103
 DAY THREE	
Breakfast Questions.....	105
Troop Assembly and Flag Ceremony.....	107
Historic American Flag Presentation: Serapis Flag	
Communicating—Part 3: The Message	111
Participant Notes	
Solving Problems	115
Participant Notes	
Solving Problems Patrol Exercise Worksheet	
Solving Problems Round-robin.....	125
Developing Your Team.....	135
Participant Notes	
Leadership Compass	
Patrol Leaders' Council Meeting.....	141
Patrol Meeting	145
Day Three Patrol Meeting Model Agenda	
Patrol Games Challenge	147
Troop Meeting	151
Scouting EDGE	157
Participant Notes	
Verb Activity Worksheet	
Patrol Activity.....	167
LEGO® Challenge and Realistic First Aid.....	173
 DAY FOUR	
Breakfast Questions.....	179
Troop Assembly and Flag Ceremony.....	181
Historic American Flag Presentation: Star-spangled Banner Flag	
Communicating—Part 4: The Receiver	187
Participant Notes	
Servant Leadership	191
Participant Notes	
"Styles of Leadership" Games	205
Leading Yourself.....	209
Participant Notes	
Personal Vision Worksheet	
Patrol Leaders' Council Meeting.....	215
Patrol Meeting	219
Day Four Patrol Meeting Model Agenda	
Patrol Games Challenge	223
Troop Meeting	225



Interpatrol Activity (Geocaching)	233
Model Scouts' Own Worship Service	239
Ethics and Values in Decision-making.....	243
Participant Notes	
Checklist for Ethical Decision-making	
Patrol Campfires.....	253
DAY FIVE	
Breakfast Questions.....	255
Troop Assembly and Flag Ceremony	257
Historic American Flag Presentation: The 46-Star Flag of 1908	
Communicating—Part 5: The Story	261
Participant Notes	
Storytelling Components Worksheet	
Diversity and Valuing People	265
Participant Notes	
"The Hidden Diversity Within Us" Game	273
Resolving Conflicts	277
Participant Notes	
Conflict Resolution Checklist	
Patrol Leaders' Council Meeting.....	285
Emergency Response Plan	
Patrol Meeting	289
Day Five Patrol Meeting Model Agenda	
Patrol Games Challenge	291
Outpost Camp Troop Assembly.....	295
DAY SIX	
Breakfast and Return from Outpost Camp	299
Troop Assembly and Flag Ceremony	301
Alternate Historic American Flag Presentation (if not using state flag)	
Communicating—Part 6: Communicating with Adults	305
Participant Notes	
Embracing and Leading Change.....	309
Participant Notes	
Patrol Leaders' Council Meeting.....	317
Patrol Meeting	321
Day Six Patrol Meeting Model Agenda	
Resilience	323
Participant Notes	
Grit Quiz	
Lunch Questions	333
Unit Issues Problem-solving Panel.....	335
Patrol Presentations—The Quest for the Meaning of Leadership.....	337
Camp Breakdown/Feast Preparation	339
Closing Event—Creating a Future	341

NATIONAL YOUTH LEADERSHIP TRAINING



National Youth Leadership Training – Weeklong Format (2021 Edition)							
Stages of Team Development	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	
	Forming = TG Leadership Behaviors – Explaining						
		Storming = TG Leadership Behaviors – Demonstrating			Norming = TG Leadership Behaviors – Guiding		
					Performing = TG Leadership Behaviors – Enabling		
Module Delivery	Communicating #1	Communicating #2	Communicating #3	Communicating #4	Communicating #5	Communicating #6	Module Delivery
	Finding Your Vision	Setting Your Goals	Solving Problems	Servant Leadership	Diversity and Valuing People	Embracing and Leading Change	
		Planning	Developing Your Team	Leading Yourself	Resolving Conflicts	Resilience	
			Scouting EDGE	Ethics and Values in Decision-making			
6:30 AM 6:45 AM 7:00 AM 7:15 AM 7:30 AM 7:45 AM 8:00 AM 8:15 AM 8:30 AM 8:45 AM 9:00 AM 9:15 AM 9:30 AM 9:45 AM 10:00 AM 10:15 AM 10:30 AM 10:45 AM 11:00 AM 11:15 AM 11:30 AM 11:45 AM		Breakfast	Breakfast	Breakfast	Breakfast		6:30 AM 6:45 AM 7:00 AM 7:15 AM 7:30 AM 7:45 AM 8:00 AM 8:15 AM 8:30 AM 8:45 AM 9:00 AM 9:15 AM 9:30 AM 9:45 AM 10:00 AM 10:15 AM 10:30 AM 10:45 AM 11:00 AM 11:15 AM 11:30 AM 11:45 AM
12:00 PM 12:15 PM 12:30 PM 12:45 PM	Registration	Lunch	Lunch	Lunch	Lunch	Lunch	12:00 PM 12:15 PM 12:30 PM 12:45 PM
1:00 PM 1:15 PM 1:30 PM 1:45 PM 2:00 PM 2:15 PM 2:30 PM 2:45 PM 3:00 PM 3:15 PM 3:30 PM 3:45 PM 4:00 PM 4:15 PM 4:30 PM 4:45 PM 5:00 PM	Orientation Trail Campsite Setup Opening Troop Assembly Expectations for NYLT Staff and Participant Conduct	Model Troop Meeting Transition Time Team Project (Building Pioneering Projects) Transition Time	Patrol Meeting Patrol Games Challenge Troop Meeting Scouting EDGE Patrol Activity	Patrol Meeting Patrol Games Challenge Troop Meeting Interpatrol Activity (Geocaching)	Patrol Meeting Patrol Games Challenge Outpost Camp Troop Assembly Transition Time	Patrol Meeting Patrol Games Challenge Outpost Camp Troop Assembly Transition Time	Unit Issues Problem-solving Panel Patrol Presentations (Quest for the Meaning of Leadership) Camp Breakdown and Feast Preparation Feast Closing Event
5:15 PM 5:30 PM 5:45 PM 6:00 PM 6:15 PM 6:30 PM 6:45 PM	Dinner	Dinner	Dinner	Dinner			5:15 PM 5:30 PM 5:45 PM 6:00 PM 6:15 PM 6:30 PM 6:45 PM
7:00 PM 7:15 PM 7:30 PM 7:45 PM 8:00 PM 8:15 PM 8:30 PM 8:45 PM 9:00 PM 9:15 PM 9:30 PM 9:45 PM 10:00 PM	Flag Ceremony "Getting To Know You" Team Games Model Campfire Cracker Barrel and Songfest	Flag Ceremony Movie Night and Reflection	Flag Ceremony LEGO® Challenge and Realistic First Aid Time for Cracker Barrel	Flag Ceremony Model Scouts' Own Worship Service Transition Time Ethics and Values in Decision-making Patrol Campfires	Flag Ceremony Transition Time	Flag Ceremony Patrol Campfires	7:00 PM 7:15 PM 7:30 PM 7:45 PM 8:00 PM 8:15 PM 8:30 PM 8:45 PM 9:00 PM 9:15 PM 9:30 PM 9:45 PM 10:00 PM
	Lights Out	Lights Out	Lights Out	Lights Out	Lights Out	Lights Out	

National Youth Leadership Training – Two-Weekend Format (2021 Edition)						
Stages of Team Development	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
	Forming = TG Leadership Behaviors – Explaining					
		Storming = TG Leadership Behaviors – Demonstrating				
			Norming = TG Leadership Behaviors – Guiding			
				Performing = TG Leadership Behaviors – Enabling		
Module Delivery	Communicating #1	Communicating #2	Developing Your Team	Communicating #4	Ethics and Values in Decision-making	Communicating #6
Finding Your Vision	Setting Your Goals	Scouting EDGE	Servant Leadership	Communicating #5	Embracing and Leading Change	
	Planning		Leading Yourself	Diversity and Valuing People	Resilience	
	Communicating #3			Resolving Conflicts		
	Solving Problems					
Module Delivery	Communicating #1	Communicating #2	Developing Your Team	Communicating #4	Ethics and Values in Decision-making	Communicating #6
6:30 AM			Breakfast	Breakfast		6:30 AM
6:45 AM			Troop Assembly	Troop Assembly		6:45 AM
7:00 AM			Communicating #2			7:00 AM
7:15 AM			Setting Your Goals	Developing Your Team		7:15 AM
7:30 AM				PLC Meeting		7:30 AM
7:45 AM			Model Patrol Meeting	Patrol Games Challenge		7:45 AM
8:00 AM						8:00 AM
8:15 AM			Planning			8:15 AM
8:30 AM			Model PLC Meeting	Troop Meeting		8:30 AM
8:45 AM						8:45 AM
9:00 AM			Lunch	Lunch		9:00 AM
9:15 AM						9:15 AM
9:30 AM			Model Troop Meeting	Patrol Meeting		9:30 AM
9:45 AM				Scouting EDGE		9:45 AM
10:00 AM						10:00 AM
10:15 AM			Transition Time			10:15 AM
10:30 AM				Patrol Activity		10:30 AM
10:45 AM				LEGO® Challenge and Realistic First Aid		10:45 AM
11:00 AM						11:00 AM
11:15 AM			Team Project (Building Pioneering Projects)			11:15 AM
11:30 AM						11:30 AM
11:45 AM						11:45 AM
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4:30 PM	Registration	Communicating #3			Outpost Camp Troop Assembly	Closing Event
4:45 PM						
5:00 PM	Orientation Trail		Dinner			
5:15 PM						
5:30 PM	Campsite Setup					
5:45 PM						
6:00 PM	Opening Troop Assembly					
6:15 PM	Communicating #1	Solving Problems				
6:30 PM	Finding Your Vision					
6:45 PM						
7:00 PM	Expectations for NYLT Staff and Participant Conduct					
7:15 PM						
7:30 PM						
7:45 PM						
8:00 PM	"Getting to Know You" Team Games					
8:15 PM						
8:30 PM						
8:45 PM						
9:00 PM						
9:15 PM	Model Campfire	Movie Night and Reflection				
9:30 PM						
9:45 PM						
10:00 PM	Cracker Barrel and Song Fest					
10:15 PM						
10:30 PM	Lights Out	Lights Out				

NATIONAL YOUTH LEADERSHIP TRAINING



National Youth Leadership Training – Two-Weekend 4x2 Format (2021 Edition)								
Stages of Team Development	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Stages of Team Development	
	Forming = TG Leadership Behaviors – Explaining							
	Storming = TG Leadership Behaviors – Demonstrating							
				Norming = TG Leadership Behaviors – Guiding		Performing = TG Leadership Behaviors – Enabling		
Module Delivery	Communicating #1	Communicating #2	Communicating #3	Communicating #4	Communicating #5	Communicating #6	Module Delivery	
	Finding Your Vision	Setting Your Goals	Solving Problems	Servant Leadership	Ethics and Values in Decision-making	Embracing and Leading Change		
	Planning	Developing Your Team	Leading Yourself	Diversity and Valuing People	Resilience			
		Scouting EDGE		Resolving Conflicts				
6:30 AM							6:30 AM	
6:45 AM							6:45 AM	
7:00 AM							7:00 AM	
7:15 AM							7:15 AM	
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6:00 PM	Registration						6:00 PM	
6:15 PM							6:15 PM	
6:30 PM	Orientation Trail						6:30 PM	
6:45 PM							6:45 PM	
7:00 PM	Campsite Setup						7:00 PM	
7:15 PM	Opening Troop Assembly						7:15 PM	
7:45 PM							7:45 PM	
8:00 PM	Communicating #1						8:00 PM	
8:15 PM							8:15 PM	
8:30 PM	Finding Your Vision						8:30 PM	
8:45 PM							8:45 PM	
9:00 PM	Expectations for NYLT Staff and Participant Conduct						9:00 PM	
9:15 PM							9:15 PM	
9:30 PM							9:30 PM	
9:45 PM							9:45 PM	
10:00 PM	Model Campfire						10:00 PM	
10:15 PM							10:15 PM	
10:30 PM	Lights Out						10:30 PM	



Day One: Registration, Orientation Trail, and Campsite Setup

Time Allowed

3 Hours, 15 Minutes

Teaching Format

Patrol formation, orientation, and patrol campsite setup will be facilitated by the youth staff members serving as troop guides. The Scoutmasters, assistant youth course leads for program and service, and adult staff will be on hand and may, if appropriate, provide coaching for the troop guides.

All staff members will set a positive tone for the beginning of the course. To the greatest degree possible, staff members should make participants feel that they are welcome, that they belong, and that they are about to begin a worthwhile experience.

Qualified, effective staff members will be familiar with the concepts and content presented throughout the course. At this point, they should recognize that the new patrols are in the *forming* phase of team development. Troop guides and other staff members can model the appropriate leadership style for that phase—**explain**—by being directive and by providing all the information and materials participants require in order to succeed.

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Form patrols that will stay together throughout the course.
2. Meet the troop guides assigned to their patrols.
3. Locate the troop facilities, meeting places, patrol campsites, and other relevant landmarks.
4. Understand the standards and methods to ensure health and good hygiene, and the emergency response procedures in place during the course.
5. Use the model campsite explanation and demonstration as they set up their own campsites and test them against the Daily Campsite Inspection Checklist.

Materials Needed

- For each patrol, one blank patrol flag that is attached to a 6-foot pole (These should be 3-by-2-foot squares of cloth that correspond to each patrol's identifying color if colors are used.)
- For each participant, a Participant Notebook (created with resources found in the National NYLT Google Drive and other council resources)
- Copies of the Daily Campsite Inspection Checklist

Recommended Presenter

NYLT staff

Recommended Location

Troop assembly area, model campsite, patrol sites

PRESENTATION OUTLINE

Registration

As participants arrive for the beginning of the course, staff members will greet them warmly, ensure that they sign in and have completed all necessary paperwork, and give each participant an NYLT Participant Notebook.

Patrol Formation

The course adult and youth leadership will determine the membership of each patrol prior to the course. Patrols should reflect sensitivity to the following criteria:

- no coed patrols;
- age similarities;
- range of Scouting skills and rank; and
- geographic, cultural, and program diversity.

Patrols should be made up of youth similar in age to one another so they are divided roughly into patrols of younger youth, older youth, and those in between. Organizing patrols so there is not a large range of ages (ideally no more than two years' difference) can maximize the learning potential and leadership experience of all NYLT participants by giving patrol members equal footing with one another. Maximizing geographic, cultural, and program diversity in each patrol will enhance the ability of each patrol to observe and understand the team dynamics and encourage higher levels of patrol maturity.

As participants complete the registration process and learn to which patrol they will belong, they will move to the patrol gathering area to join their troop guide, who will be holding the patrol flag corresponding to the patrol color. While patrols initially will be identified by color—the red patrol, the blue patrol, etc.—participants may take the initiative later in the course to give their patrols new names.

As an alternative, some courses may choose to have their youth staff name the patrols prior to participants' arrival. Some courses add a theme for each year to add to the fun, and name patrols accordingly.

Orientation Trail

Along the Orientation Trail, staff members will familiarize participants with their surroundings and explain camp policies. In addition to pointing out other points of interest along the trail, troop guides and patrol members should do the following:

- Identify course facilities, meeting places, living quarters, the quartermaster facilities, and other relevant landmarks.
- Review Youth Protection policies, including no one-on-one contact, guidelines for male-female contact, and the use of the buddy system.



- Review emergency response procedures, explaining the appropriate means for summoning help in case of injury or illness, highlighting fire prevention issues, and discussing any of the area's hazard zones.
- Observe a model campsite. This could be a staff campsite that has been arranged to include a cooking area typical of those the patrols will be using.
- Remind that an appropriate grace should be said before each meal.
- Review safe food handling and storage, as well as guidelines for protecting provisions from animals.

During the Orientation Trail, staff members should emphasize to patrol members the importance of proper hygiene in the bathroom facilities and before any food handling. Staff members can be on hand to demonstrate the soap and water hand-washing stations at latrines and the model patrol campsite and to demonstrate the use and locations of waterless hand cleansers.

Environmental Concerns

Staff members should highlight environmental concerns that may affect participants during the course. These might include the following:

- Water: Encourage participants to carry their own water bottles and to drink from them frequently to avoid dehydration.
- Sun protection: Remind participants to use sunscreen, wear hats and protective clothing, and stay in the shade during the hottest part of the day.
- Insect protection: Encourage participants to use insect repellent and wear protective clothing.
- Poisonous plants: Ensure that participants can identify and avoid poison ivy, nettles, and other poisonous plants in the region.

Duty Rosters

Staff members will review a sample completed duty roster listing daily assignments, including patrol leader and assistant patrol leader. Participants will have this sample and a blank one that they can complete as a patrol in the Participant Notebook.

The Patrol Model Campsite

Before participants arrive, the staff should prepare a model campsite that demonstrates everything expected of the patrol campsites. Staff may use their own campsite, but only if it is basically identical to patrol campsites participants will develop and use.

The model campsite should include a fully equipped dishwashing station to use while ***explaining*** and ***demonstrating*** the group dishwashing system. Sanitation is a top priority in camp.

Daily Campsite Inspection Checklist

Staff members should explain that each participant will assess the model campsite using the Daily Campsite Inspection Checklist. People often absorb information better when they have something to do as they are learning, and the checklist encourages their full engagement while examining the campsite. The checklist addresses matters of health, hygiene, and

safety. It does not include measurements of standards that do not advance the NYLT learning experience (e.g., no emphasis on gateways, elaborate campsite improvements, etc.). The goal is to ensure patrol campsites that are maintained in a clean, healthy, efficient manner.

Daily Campsite Inspections

Staff members will explain that an NYLT staff member will examine each patrol site each day and measure it against the standards on the same Daily Campsite Inspection Checklist the participants used to evaluate the model campsite. In most cases, the inspection will be conducted by the assistant youth course lead for service, who may be accompanied by the troop guide. Ideally, each patrol campsite will begin the course fully compliant with the items on the Daily Campsite Inspection Checklist. The course may choose to provide some type of recognition, which may be something that can easily be attached to the patrol's flag pole.

Patrol Campsite Setup

As each patrol completes the Orientation Trail and arrives at its campsite, its troop guide will provide the materials and support needed to set up the patrol campsite. The troop guides can be direct in their leadership, offering as much guidance to participants as they need, but also enabling participants to try out skills on their own and figure out solutions—setting up tents and tarps, for example. When troop guides do offer skills instruction, they can draw on the skills of the Scouting EDGE for effective means of conveying the information. Upon the completion of campsite setup, the troop guide will accompany the patrol to the location of the first course assembly.



NATIONAL YOUTH LEADERSHIP TRAINING

**Sample Patrol Duty Roster for Blue Patrol**

Rotation of duties takes place daily at the morning troop assembly. Roster may be adjusted to meet particular patrol needs.

Patrol Members

- A. Eric C.
- B. Anton M.
- C. Zachary T.
- D. Rohan S.
- E. Oliver P.
- F. Tyler J.

	Assistant Patrol Leader (fire/stoves)	Patrol Leader (water)	Cook 1	Cook 2	Cleanup 1	Cleanup 2
Day 1	A	B	C	D	E	F
Day 2	F	A	B	C	D	E
Day 3	E	F	A	B	C	D
Day 4	D	E	F	A	B	C
Day 5	C	D	E	F	A	B
Day 6	B	C	D	E	F	A

Patrol Leader: leads the patrol; attends patrol leaders' council meetings; holds patrol meetings to keep members informed of troop plans and activities; leads the patrol in games, practice, and competitions; sets an example by initiative and Scouting spirit; is responsible for keeping patrol activities on the camp's time/event schedule; maintains the water supply

Assistant Patrol Leader: leads the patrol in the patrol leader's absence and assists the patrol leader as requested in the operation of the patrol and participation in activities; maintains supplies of tinder, kindling, and firewood protected from weather; starts fires in time for cooks to have meals ready on time (if applicable)

Cook 1 and 2: secure food supplies from the quartermaster at the designated time each day and at such other times as directed; follow menus and recipes exactly after reading directions twice; serve meals on time; put away food; put cooking pots to soak; place cleanup water supply over fire before serving the meal

Cleanup 1 and 2: set up wash and rinse water for dishwashing; clean cooking pots, utensils, and patrol's personal eating gear; clean up the kitchen and dining areas; store all patrol equipment; dispose of trash; put out all fires after use

Latrine Cleaning Rotation Schedule

Patrols that are sharing the latrine should get together and work out a schedule so that every patrol takes a turn keeping it clean and in good order.

The latrine should be checked and cleaned twice a day. See that any litter is picked up and disposed of, extra toilet paper is available, the lantern is lit (or the lights are on) at dusk and extinguished in the morning, hand-washing water is available, and that any other chores are accomplished.

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE	DAY SIX
AM	<u>Red</u>	<u>Yellow</u>	<u>Blue</u>	<u>Orange</u>	<u>Green</u>	<u>Purple</u>
PM	<u>Orange</u>	<u>Green</u>	<u>Purple</u>	<u>Red</u>	<u>Yellow</u>	<u>Blue</u>



Daily Campsite Inspection Checklist

Patrols must receive a score of 90 or above to receive a daily campsite inspection recognition.

Patrol Name: _____ **Date:** _____

Tents	Possible Points	Total
Tents neat and properly pitched	5	_____
Dining fly neat and properly pitched	5	_____
Tents Total	10	_____

Fire Protection

Campfire area properly cleared and secured	5	_____
Fire tools present and readily available	5	_____
Fire buckets filled and ready	5	_____
Stove fuel and firewood properly stored	5	_____
Fire Protection Total	20	_____

Patrol and Personal Equipment

Equipment clean and properly stored	10	_____
Duty roster filled out and posted	5	_____
Personal equipment clean and properly stored	5	_____
Patrol and Personal Equipment Total	20	_____

Health and Safety

Campsite free of litter and debris	5	_____
First-aid kit in camp and visible	5	_____
Handwashing station operational	10	_____
Dishwashing practices resulting in clean cooking gear and personal eating utensils	10	_____
Cooking equipment neatly stored off the ground	10	_____
All food items protected from spoilage, contamination, and animals	10	_____
Health and Safety Total	50	_____
Grand Total	100	_____



Day One: Opening Troop Assembly

Time Allowed

30 Minutes

Teaching Format

The Day One troop assembly serves as participants' formal introduction to the course. They will become acquainted with the troop and will witness the installation of the troop's senior patrol leader. Setting the "tone" of the subsequent assemblies is done here. NYLT staff should choose what kind of assemblies they want to have—fun, loud, formal, solemn, silly—there is no wrong answer; it should just remain consistent throughout the week.

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Feel welcome and valued (staff, too).
2. Reaffirm that the NYLT course operates according to the Scouting ideals.
3. Participate in the installation ceremony for new patrol leaders and assistant patrol leaders.
4. View youth staff as supporters, guides, and mentors to course participants.
5. Discuss key parts of a good course assembly.
6. Recognize good communication skills.
7. Recognize the spirit and enthusiasm of the course.
8. Be inspired to bring new ideas back to their home units.

Materials Needed

- American flag
- Course flag
- Historic American flag (British Union Flag)

Recommended Presenter

Scoutmaster(s) and senior patrol leader(s); all staff should play a part in the assemblies.

Recommended Location

Troop assembly area

Before a National Youth Leadership Training course begins, staff members should designate the place that will serve as the troop assembly area. It should have flagpoles for displaying an American flag and a troop flag. NYLT staff also may choose to display one historic American flag during each day of the course. In most cases, troop assemblies will take place at an outdoor setting, though indoor areas of sufficient size (e.g., a dining hall) can be adapted to accommodate the activities. Indoors, flags can be presented on stands with floor stands or can be displayed on a wall. The assembly area should also reflect the spirit and theming of the NYLT course if one is used.

On Day One, staff will have conducted the flag ceremony before participants arrive, so flags will already be displayed.

PRESENTATION OUTLINE

Introduction

In a linked troop course, the course leadership should determine how they will coordinate the elements of the opening assembly and other daily assemblies during staff development. Both Scoutmasters and senior patrol leaders can split the responsibilities or take turns leading the daily assemblies.

The NYLT staff should choose in what spirit the course will enter. NYLT staff may choose a more formal approach or a more spirited one. This is an area for personalization and memorable moments. Allowing the NYLT staff to choose their method of delivery will allow for more personal delivery of all material.

When patrols arrive at the assembly area, troop guides should arrange them in an appropriate formation. All staff members should model effective communication skills whenever addressing the course, including speaking in a clear, confident voice; being aware of body language and position; and making eye contact.

Scoutmaster's Welcome and Adult Staff Introduction

The Scoutmaster (or Scoutmasters if operating a linked troop) will do the following:

- Use the Scout sign to bring the assembly to order, then address the troop.
- Welcome participants to NYLT and express their pleasure in having everyone there.
- Introduce themselves as the Scoutmaster of this (or a specific troop if operating a linked troop) NYLT troop.
- Introduce the adult staff members of this (or a specific troop if operating a linked troop) NYLT troop.

Scoutmaster's Vision

Note: *The following is one example. You do not have to use it as written. You should know the material so that you do not have to read it. This could also be adapted to a shared vision delivered by both Scoutmasters if operating a linked troop.*

"I want to share with you my vision for this course. A vision is a picture of what future success looks like. If we can see it, we can be it."

My vision is that our course will be a model of how every Scouts BSA troop can succeed. In the best tradition of Scouting, this will be a youth-run course. My vision of what success looks like has three parts.

First, as Scoutmaster I see myself fulfilling my responsibility for the safety of everyone and the general direction of the troop's program. I see the course operating according to the Scout Oath and the Scout Law and following the guidance of the National Council. Scouting has no room for hazing, bullying, or other inappropriate behavior. We are all here to help



one another have the best possible experience. Our principles can guide us in that direction throughout the course.

Second, I see the adult leaders giving responsibility for leading the course to the senior patrol leader and the course's other youth leaders. We will always be available to coach and mentor them, but as much as possible, I see us staying on the sidelines while the senior patrol leader and other youth leaders plan and carry out a great program. We will not hide that coaching and mentoring. In fact, now and then we will ask you to watch us doing it so you will know how it can work in your home units.

Third, my vision of success includes everyone on the staff, both youth and adult, seeing themselves here to help each of you learn as much as you can and enjoy the fellowship of other Scouts. We are here for you. I see us doing all we can to make it possible for you to get the most out of the NYLT experience."

Introduction and Installation of Senior Patrol Leader(s)

The Scoutmaster (or Scoutmasters if operating a linked troop) introduces the senior patrol leader(s) and conducts the installation by doing the following:

- Invite the senior patrol leader(s) to come forward to be installed.
- Provide a brief introduction of the senior patrol leader(s).
- Ask the senior patrol leader(s) to gather around the troop flagpole, placing their left hands on the pole.
- Instruct them to give the Scout sign and repeat, "I promise to do my best / to be worthy of this office of senior patrol leader / for the sake of my fellow Scouts and my troop."
- Welcome them as the course's new senior patrol leader(s).
- Turn the meeting over to the senior patrol leader(s). The course leadership will determine how the remainder of this activity will operate if utilizing the linked troop model.

Installation of Patrol Leaders and Assistant Patrol Leaders

The sample patrol duty roster included in the Participant Notebook indicates which patrol members will serve as patrol leader and assistant patrol leader each day of the course. Before the troop assembly begins, troop guides should point out this information to the Day One patrol leaders and assistant patrol leaders so they will be ready to be installed and to begin providing leadership to their patrols. If operating a linked troop, this may be done together or separately.

Note: As with the entrance to the troop assembly, the "flavor" of the course is to be dictated by the senior patrol leader(s) and their staff. Installations don't always need to be serious and solemn, as long as they stay consistent for all involved. Ideas for fun installations can include reciting fun and personal sayings, walking backwards around the flagpole, sitting together on the ground, or anything else that may contribute to a fun and memorable experience. Whatever may be chosen, be sure that the staff that conducts the installation does the action or recites the words with the patrol leaders and assistant patrol leaders—that is what unites them in the bond together.

The senior patrol leader begins the installation. They should do the following:

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

Youth Staff Introductions

The senior patrol leader explains to the troop that communicating well is a key skill of leadership. Throughout the course, staff members will be modeling effective means of communicating. As they communicate, staff members and participants should make a point to use the following communication skills:

- Good, clear voice projection
- Body language, including positioning
- Eye contact with the audience
- A firm, confident handshake

The senior patrol leader asks each staff member to step forward and, with good communication skills, introduces them to the troop, tells where each is from, and describes the staff role each has accepted for the course. This is another great moment for personalization from the staff. For example, maybe the quartermaster team has chef's hats, or the troop guides all have walking sticks that they raise up in the air as they introduce themselves. Modeling pride in job duty as well as the sense of teamwork and bond that a particular group may have is a great way to inspire leadership within the course and model a high performing team.

When appropriate, the senior patrol leader can provide encouragement and guidance, pointing out communication skills a staff member is using well, suggesting another approach a staff member might try to improve their introduction, etc. The idea is to offer the best possible communication models and to model a safe, comfortable learning environment in which suggestions for improvement can be offered, accepted, and experienced by staff and participants alike.

Announcements

Announcements are a key component of any troop assembly. At this time, any staff member that has something to tell the group can do this here. The senior patrol leader can also go over the next agenda item of the day. By introducing the idea of announcements, participants can see the value in the troop assembly for the dissemination of information.



Widgets

Another fun piece of the troop assembly can be the introduction of a “widget”. A widget is a fun, silly, or memorable announcement or character that is introduced for the duration of the NYLT week.

Ideas for widgets that can be stand-alone ideas or recurring, daily events include (but are not limited to) the following:

- Word of the day: a word that is introduced at the assembly that, when heard throughout the day, can evoke a cheer or action or laugh.
- Unextreme extreme sports: a very silly “contest” between 2–4 staff members that is fun to repeat throughout the week.
 - Ideas include: extreme grass growing (staff sit and cheer on grass growing), extreme napping (bring blanket and sleep), and extreme jump roping (some staff throw a rope to make it jump, while others actually jump rope).
 - The point of this announcement is to be creative and silly, give the participants someone to root for and cheer on, and just to let off some steam. Characters for this include your sports participants, a referee, and a judge. This also gives the participants a chance to see staff that they don’t always interact with up in front of the group.
- Funny exercise leaders: maybe a couple of expressive and loud staff members that lead the group in a silly daily exercise.
 - Ideas include: push-ups where they lay on their backs and push their arms up in the sky (push UP), loud breathing, jump backs (jump a step backward), and so on.
 - The exercise is silly but gives the whole group something to do together and get moving!
- Weather report: a Scouting classic!
- Prayer: demonstrating that a Scout is reverent!
- Daily meditative moment: an abstract saying that gets the group thinking. When done seriously, it can be very thought provoking!

Allowing the staff to brainstorm and come up with these funny moments during staff development, and then choose those who will carry them out, can really enliven your troop assemblies and start out each day with laughter and a sense of community. This is one of those intangible parts of team building that is very important to NYLT development.

Once the business and fun of the troop assembly is done, the senior patrol leader then invites the Scoutmaster to share a few comments and a Scoutmaster’s Minute with the troop.

Scoutmaster Comments

The Scoutmaster(s) thanks the senior patrol leader(s) and congratulates the new patrol leaders and assistant patrol leaders. The Scoutmaster(s) asks if the participants have noticed that until now, the senior patrol leader(s) have been leading the assembly just as the senior patrol leader of a troop, president of a crew, or a boatswain of a ship would.

That is the way it should be in a troop, crew, or ship, with youth leaders taking charge and the unit’s adult leaders staying in the background to coach and mentor.

The Scoutmaster(s) explains that Scouting America encourages the youth-led, adult-guided unit. Youth are given all the information and resources they need to run the unit themselves. Adult leaders are there to provide support, coaching, and mentoring. The NYLT course will run that way as well. Adult leaders will be supportive and are always available to provide guidance whenever youth staff or patrol members need it. Most of the time, though, adult team leaders will be on the sidelines, allowing the youth leaders of the staff to carry out their duties and make things happen.

Scoutmaster's Minute

"You can help individuals wherever you are, no matter how small your action is. Take this moment as an example: There was a person walking along an ocean beach one hot summer day. As they walked, they saw in the distance another person who appeared to be doing a strange dance, bending over again and again. As the first person got closer, they saw that the person was picking up starfish that had washed up on the shore and throwing them back into the ocean. The first person asked, 'Why are you throwing those starfish into the sea?' The person then replied, 'The tide is going out, the sun is hot, and if I don't, they will die here.'

The first person then asked why they were doing this since the beach was miles long and there were thousands of starfish; the few they threw back wouldn't make any difference. The person paused with a starfish in their hand. They looked at it, then looked out at the ocean. As they tossed the starfish out, they said with a smile, 'Made a difference to that one.' As you journey through this week of NYLT, ask yourself this question: How can I make a difference with my small contribution to the greater whole, and how can life be changed by my actions?"

Closing

The senior patrol leader(s) thanks the Scoutmaster(s), asks the troop to join them in the Scout Oath and Law, and then brings the assembly to a close by directing the troop guides to accompany their patrols to the site of the next activity.



Historic American Flag Presentation: British Union Flag



British Union Flag

The British Union flag, sometimes called the Union Jack, was carried by the Jamestown settlers in 1607 and by the pilgrims who arrived on the Mayflower in 1620. Today, it is the official flag of the United Kingdom. Its design can be found in the Hawaii state flag and several flags of other nations, including New Zealand and Australia.

Of special note is the fact that the British Union flag was flown upside down—usually a sign of distress—many times when forces were under siege during the Boer War. Scouts will remember one hero of the Boer War: Robert S. S. Baden Powell, the founder of the worldwide Scouting movement.



Day One: Communicating—Part 1: The Model

Time Allowed

30 Minutes

Teaching Format

Troop presentation with patrol activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Understand Aristotle's Model of Communication.
2. State the parts of Aristotle's Model of Communication.
3. Use Aristotle's Model of Communication.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Flip chart and markers for each patrol
- 1 small ball (e.g., tennis ball) for each patrol

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

The Role of Communication in Leadership (8 min)

Communication is such an important part of developing participants' leadership skills that there will be a Communicating session on each day of the course.

Ask participants, “What does leadership mean to you?” Encourage answers from different patrols in the troop. Don’t discourage any answers. To encourage reflection, if a participant gives a joking or a vague answer, ask them to expand. Sometimes humorous answers can be the source of deeper insight. *There is no need to record participants’ answers on a whiteboard or flip chart.*

Note: This question is intended to provoke reflection. The staff may decide to collectively reflect on what “leadership” means to them, and they could share their meaning with the course participants. There are many possible definitions of “leadership.” For example, leadership can mean having an effective combination of traits and skills that enable a group of people to resolve a problem and/or move forward in a desired direction.

Once you have half a dozen answers to “What does leadership mean to you?”, ask participants, “What does *good* leadership mean to you?”

Note: This question is also intended to provoke reflection and there is no “right” or single answer. It is difficult to envision how an individual would be considered an effective leader without the individual demonstrating the ability to communicate effectively with those around them. Every situation is unique, and there isn’t a singular style or approach that guarantees effective communication. As with the first question, the staff may decide to formulate an answer that they share with participants.

Explain that leadership includes many qualities and dimensions; an objective of a leader is to influence others to take action or to move in the direction that the leader and the team want to go.

In order to have influence, leaders need to have good communication skills.

Share the following with participants: During NYLT, you will learn about the different parts of communication so that you can increase your awareness of your own communication skills/styles and make adjustments to improve your influence. All presentations during the NYLT course will follow Aristotle’s Model of Communication.

Aristotle’s Model of Communication (8 min)

Message—Sender—Receiver

All forms of communication can be broken into these three components. Forms of communication can include: an individual 1:1 conversation, a presentation to a group, an email, a text, a social media post, a picture, a painting, a song, a photograph, a movie, etc. There’s a message in every form of communication. We want to think about how to convey the message as effectively as possible.

The presenter should casually throw an object (such as a tennis ball) to another staff member, who will catch it. State that Aristotle’s Model of Communication was just used. Can anyone explain why? Entertain answers and share that the ball represented a message: “I threw the ball, so I was the sender, and the person who caught it was the receiver.”



The presenter should throw the same object to the same individual, but the receiver should either not catch or drop the ball. Ask the participants what just happened? Entertain answers and share that this was not effective communication because the message never made it to the receiver.

This model was developed by Aristotle, a famous philosopher who died more than 2,000 years ago. His communication model is still relevant today because it's logical and simple. When communicating, a leader is both a sender and a receiver because communication requires both speaking and listening. The sender needs to ensure that the message they are sending is received and understood.

Communication Skills Practice (12 min)

Note: The troop guides help break the troop into patrols for this exercise.

The troop guide explains that participants will take turns practicing effective communication skills by making a short presentation to the patrol. The content of the presentation is not important for this exercise—in fact, it will be simply reciting the alphabet. What matters is using as many communication skills as possible.

Troop guides begin the exercise by standing in front of the group and, demonstrating effective communication skills, reciting the alphabet. Next, they ask several patrol members to stand in front of the group and repeat the exercise, concentrating on using effective communication skills.

Note to Troop Guides/Patrol Presenters: You should be using the neutral position in what you do without referencing it to participants. Asking participants to recite the alphabet provides content everyone knows without thinking, which allows presenters and observers to concentrate on their communication skills.

As each participant finishes their presentation of the alphabet, the troop guide can lead a short debriefing of that person's use of communication skills. First, ask the participant to explain how they use their feet, hands, mouth, eyes, and ears. Encourage the participant to say at least one positive thing about their method. Next, ask patrol members to provide good feedback on the person's use of communication skills. The troop guide should provide positive comments and offer suggestions for improvement.

After several patrol members have made the alphabet presentation and practiced their communication skills, invite several other participants to stand in front of the troop, count out loud to 10, then introduce a member of the patrol to the rest of the troop. Their challenge is to use good communication skills throughout.

Summary/Conclusion (2 min)

This session was intended to convey the importance of communication to developing leadership skills and to introduce Aristotle's MaSeR model of communication that provides the theme/outline for the remaining Communicating sessions. If participants remember nothing else about communicating, we want them to remember that all communication pieces include **messages** and that they have responsibilities as **senders** and **receivers** of

messages. Conclude by saying, “Our aim this week is for you to be an effective communicator, so you don’t drop the ball.”

Note: Consider holding up the ball and physically dropping it as you say the last phrase.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day One: Finding Your Vision

Time Allowed

30 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Define vision as what future success looks like
2. Understand the difference between a team vision and personal visions
3. Understand the evolution of a vision
4. Explain that failure is okay as they achieve their vision
5. Begin thinking about the personal vision that they will develop by the end of the course

Materials Needed

- Visual aid(s) developed by presenter
- Video clip(s) available on the National NYLT Google Drive
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Opening Activity (7 min)

Using either posters prepared ahead of time or a PowerPoint slide, show each of the following visions individually and ask participants if they can identify the company it belongs to:

- “A computer on every desk and in every home.” (Microsoft)
- “To become the world’s most loved, most flown, and most profitable airline.” (Southwest)

- “Bring inspiration and innovation to every athlete in the world.” (Nike)
- “To be the world leader in transportation products and related services.” (General Motors)

Ask participants what all these statements have in common.

None of these statements are saying they are going to sell more shoes, cars, or computers. Rather, they define what future success looks like. Selling products or services may be one way they achieve their vision, but it is not their goal. Profit, for successful businesses, is a result rather than the goal. This is becoming clearer today as we see innovation within companies.

Ask participants what other companies they can think of that have reinvented themselves to survive and succeed during changing times.

- Amazon: originally an online bookstore; now it sells everything
- Netflix: began mailing DVDs to customers; now streams videos
- Apple: moved beyond computers to streaming music; iTunes is the biggest part of Apple
- Scouting America: included girls in all of its programs

Ask participants what other companies or industries they can think of that did not reinvent themselves and are no longer here or almost non-existent.

- Blockbuster Video: video/DVD rental store replaced by Netflix and other streaming services
- Atari: video game company replaced by Nintendo, Xbox, and PlayStation
- Kodak: film and camera company replaced by digital cameras and smartphone cameras

What is a Vision? (7 min)

Ask if anyone can tell you what a vision is.

Explain that a vision is what future success looks like. The best vision is built on your “why.” Why is it important to you? The “why” is really important because as a leader, people need to understand why something needs to be done. Why do I need to go get firewood? Why do I need to clean the dishes? In terms of a vision, why is my vision for success important to me? Why do I want to be that?

Share that one of the most important ideas leaders can communicate is where they want the team to go. It is hard to lead if you do not have a destination in mind. Take this course, for example.

Note that they are at the beginning of their NYLT journey. Ask them, “When we reach the last day of this course, what will success look like to you?” Be sure to explain the why.

Note: If participants are unclear on the question, you may want to rephrase the question as, “When you signed up for NYLT, what were you expecting to get out of the week?”



Entertain answers. Invite participants to turn to another participant and answer this question. Invite them to share the answers with the group.

Participants might see themselves as better leaders or as having more skills. They may imagine themselves with new friendships, or with fresh ideas to take back to their home units. It is important to note that completing the course would merely be a goal. Completing the course could, however, be one of the goals toward becoming a quality troop leader.

Each participant's answer is a vision. The word vision comes from the word visual . . . to see. In a vision, you can see yourself doing something, being something.

Vision is what future success looks like.

To put it another way:

If you can see it, you can be it.

Encourage participants to dream big. Dream about what is possible. Share the vision. Think of a vision as not something you want to do or could do, but something you clearly see in your future and will commit to.

As American poet Carl Sandburg wrote, "Nothing happens unless first a dream." An important part of developing a vision is being able to describe it. The dream comes first, followed by the words. Words can paint a picture of the future and help turn a dream into a vision that can be communicated. When a dream can be shared, the picture of future success is real.

Transition to Creating a Team Vision (4 min)

Show: "1_04_Finding Your Vision_Video Clip 1.mp4" from the movie *Jobs*.

Ask participants what they saw in the clip.

Often, individuals don't understand what is in front of them and how it can change the world. If Steve Wozniak never shared with Steve Jobs a personal computer he built, would the Apple computer be around?

It is critical we communicate with others our projects, goals, and vision. Involving others in creating a vision doesn't just allow you to think outside the box; it can also help motivate a team, as they now have personal ownership with that shared vision. This is the true essence of a shared vision.

The Shared Vision of a Team (8 min)

Explain that a team vision is a picture of what future success looks like for a group of people who are a team. If all the team members can picture themselves succeeding, they can work together to put themselves into that picture. If they can see it, they can be it.

Several months ago, this staff came together to put together a world-class leadership training program for Scouts in our area. We set goals, had staff meetings, practiced presentations, and ultimately arrived here at this facility to greet our participants. We had a

shared vision. It is our goal that we help you achieve your vision or at least set you on a path to achieve your vision by the end of this week.

Likewise, we can see team visions in our personal lives. Invite participants to share some ideas with others in their patrol. Ask for a few participants to share with the group. These ideas may include a sports team achieving a championship, a band performing a complicated musical piece, or a unit doing a challenging backpacking trek.

Have a staff member share the staff vision they developed during staff development.

Explain that the members of the patrol are going to create a team vision. To do this, they will do the following:

- Brainstorm about what they will achieve as a patrol during the week.
- Bring together all their ideas to form a vision of patrol success.
- Communicate their vision to others.

Since this is the first time the participants are creating a vision, have them complete the following sentence: “On the last day of this NYLT course, we see ourselves (or we will)

_____.”

Have each troop guide sit with their patrol and ask the following questions to help the patrol shape its vision:

- At the end of this course, what will be a measure of success for our patrol?
- How will you know you have achieved what you are setting out to do?
- What actions do you think you need to take along the way to make that happen?
- Why is it going to be important for you to do this?

Once all patrols have developed a vision, invite each patrol to share with the troop.

Evaluation of a Vision (2 min)

Share that as individuals, we all will have multiple personal visions and team visions. It is critical we are always taking a moment to reflect on how what we think future success looks like may have changed. A simple yet relevant example might be choosing your career. Today, you may have a vision on becoming a high school teacher because you love math. Your goals are that you begin to take advanced math classes in high school, participate in STEM summer camps, and complete the Engineering merit badge.

You finally graduate high school and begin to take college courses. Upon doing so, you realize you have a passion for math and re-evaluate your vision by expanding it to include becoming an advanced math college professor.

You course corrected. Life is about course corrections, and they can be in a variety of directions. When you make a course correction, it is important that you reset your vision and create new goals to accomplish your vision.



Conclusion (2 min)

Summarize by sharing that in life, we will set visions for ourselves and the teams we lead. Today at NYLT, you have all set your patrol visions for what you will be and what you will achieve by the end of the course. You have heard our vision for each of you on your NYLT Leadership Journey.

Later this week, we will be creating personal visions. As we go through the next few days, keep the vision your patrol has developed in the back of your mind.

Invite participants to ask any questions.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day One: Expectations for NYLT Staff and Participant Conduct

Time Allowed

30 Minutes

Teaching Format

Patrol activity in the patrol setting

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Recognize the code of conduct for the course.
2. Agree to follow the code of conduct for the course.

Materials Needed

- Course Code of Conduct Acknowledgment Form

Recommended Presenter

Troop guides

Recommended Location

Patrol breakout area

PRESENTATION OUTLINE

Setting Expectations for Personal Behavior During the Course (30 min)

Each troop guide facilitates the patrol discussing, in detail, the code of conduct for personal behavior during the course.

During this course, between 30 and 48 youth will be coming together for six days in an intensive group learning experience. They will be camping together, preparing meals together, eating together, playing together, role-playing together, and learning together. Understanding the code of conduct together is a team-building exercise in itself. Members of a patrol that discusses and signs the required rules together are more likely to take ownership of them and conduct themselves according to this code. They are more likely to use peer pressure to bring a participant's behavior that is at variance with the code back into conformity.

Each patrol should begin by discussing the following points:

1. Everyone has the right to live and study in an environment free from discrimination or harassment based on race, color, ethnicity, religion, gender, sexual orientation, age, disability, national origin, or citizenship.
2. It is my responsibility not to engage in behaviors that constitute discrimination or harassment.
3. It is my responsibility to report instances of discrimination or harassment (directed at me or another participant) to my NYLT Course Director, or any adult on the NYLT course.

Comments and conduct that might be perceived as offensive include the following:

1. Using vulgar language.
2. Threatening another participant or staff member or making derogatory comments.
3. Mocking or telling jokes based on race, color, ethnicity, religion, gender, sexual orientation, age, disability, national origin, or citizenship.
4. Displaying degrading photographs, posters, or objects.
5. Reading out loud about degrading acts.
6. Touching (e.g., brushing, patting, hugging, rubbing, pinching) other staff members or participants.
7. Staring or leering at participants or staff members.

Note that courses are permitted to establish additional conduct points beyond what is in the previous list.

The code of conduct should be signed by everyone, including the troop guides and other staff members, and given to the NYLT Course Director. It should also be posted in a common area where it will be seen regularly by everyone as well as included in everyone's Participant Notebook.



Acknowledgment of Course Code of Conduct Free from Discrimination and Harassment

I understand that:

1. Everyone has the right to live and study in an environment free from discrimination or harassment based on race, color, ethnicity, religion, gender, sexual orientation, age, disability, national origin, or citizenship.
2. It is my responsibility not to engage in behaviors that constitute discrimination or harassment.
3. It is my responsibility to report instances of discrimination or harassment (directed at me or another participant) to my NYLT Course Director or any adult on my NYLT course.

Comments and conduct that might be perceived as offensive include:

1. Using vulgar language.
2. Threatening another participant or staff member or making derogatory comments.
3. Mocking or telling jokes based on race, color, ethnicity, religion, gender, sexual orientation, age, disability, national origin, or citizenship.
4. Displaying degrading photographs, posters or objects.
5. Reading out loud about degrading acts.
6. Touching (e.g., brushing, patting, hugging, rubbing, pinching) other staff members or participants.
7. Staring or leering at participants or staff members.

I acknowledge that I have read and understand this statement.

Print Name

Signature



Day One: “Getting to Know You” Team Games

Time Allowed

60 Minutes

Teaching Format

Patrol activity in the troop setting

Learning Objectives

“Getting to know you” games are a tool for building trust and understanding. They are especially effective for enabling communication and strengthening relationships among patrol members. By playing the games in this order, participants will be able to do the following:

1. Increase the common ground they share with fellow patrol members.
2. Highlight some of the diversity existing among members of the patrol.
3. Develop a greater sense of trust with others in the group.
4. Better understand their own beliefs.

Materials Needed

- Wood Badge thumball for Ball Toss game or a DIY version made from a rubber playground ball (see instructional document available in the National NYLT Google Drive) (*one per patrol*)
- Questions for Ball Toss game (*one per patrol; questions appear below*)

Recommended Presenter

Troop guides

Recommended Location

Patrol breakout area

PRESENTATION OUTLINE

The troop guides facilitate the games below, ensuring that all patrol members feel comfortable in participating fully.

1. Zip, Zap, Zap (12 min)

Zip, Zap, Zap is about focus and energy. As patrol members pass the energy across a large circle (in the form of a Zip, a Zap, or a Zop), they make eye contact with the person they send the energy to and work together to keep the rhythm going. This activity serves as an introduction for patrol members to make eye contact with each other and as a fun icebreaker before diving deeper into getting to know each other.

Directions:

Invite patrol members to stand in a circle. Ask the group to repeat the words “Zip, Zap, Zap” three or four times, all together.

The troop guide introduces the activity:

“Imagine that I have a bolt of energy in my hands. To start the game, I will send the bolt of energy out of my body with a strong forward motion straight to someone else in the circle (*use hands, body, eyes, and voice to make contact across the circle*) and say, “Zip.” Explain that the next person takes the energy and passes it immediately to someone else saying “Zap.” That person passes it on to another participant with a “Zop.” The game continues and the “Zip, Zap, Zop” sequence is repeated as the energy moves around the circle.

Encourage all patrol members to use their whole body to send energy and to make eye contact. They can send the energy to whomever they want, but the goal is to include all players. Practice the game. If there is a mistake, encourage the patrol to simply resume playing without discussion. The group challenge is to go very quickly and stay consistent in rhythm; if the patrol struggles, pause the game, discuss strategy, and try again.

2. Signs (12 min)

Signs is a simple game designed to get people paying attention to each other and focusing on other members in the circle. Patrol members stand in a circle and “pass” a sign—such as a hand motion, gesture, or movement—to each other, without interruption.

Directions:

Invite patrol members to stand in a large circle, facing inward toward each other. Every patrol member chooses a “sign”—some kind of hand motion, gesture, or movement that is unique to them. A sign must be easily detectable by others. Good examples of possible signs could include:

- squeezing your nose,
- patting the top of your head twice,
- making moose ears,
- making two thumbs up, or
- hopping on one foot.

Once everyone has created a sign, each participant announces and demonstrates their sign to the rest of the group. You’re now ready to play the game.

The goal of Signs is to keep passing signs to other players as long as possible, without stopping the action. The troop guide chooses one person in the circle (randomly) to be the person who begins with their sign. Player 1 (who starts with the sign) now “has” the sign, and their goal is to “pass” the sign on to any other player. To pass the sign, Player 1 must perform their own sign and then any other player’s sign.

For example, if Player 1’s sign is to make two thumbs up, and if Player 3’s sign is to pat the top of their head, Player 1 must make two thumbs up and then pat the top of their head in order to “pass” the sign onto Player 3. Player 1 is now at rest, and Player 3 has the sign.



Player 3 now must do their own symbol and then someone else's symbol in order to continue "passing" the sign.

The process continues until someone loses the "sign" and forgets to do the action. There is no "loser" in this game, just lots of laughter!

3. Concentration (12 min)

Before the game begins, have each patrol members think about a category of their choosing (e.g., fruits, brand names, sports, music genres, or even destinations across the world). Patrol members then place their hands out to their sides, palms facing up, with each patrol member's left hand under the right hand of the person next to them.

Rules:

1. Patrol members cannot repeat items that already have been said in this round of the game or say any item that does not fit within the chosen category.
2. Patrol members must respond within the given time and cannot pause too long to think about a response.

The first to violate a rule will be "out."

Directions:

Invite patrol members to stand in a large circle. Once the circle is formed, the patrol starts the chant below. On each word, they "pass" to the next person by taking their right hand and clapping the upturned hand of the person on their left. At the final word of the chant, that person picks the category and each patrol member must provide an answer to it as they clap the hands of the person on the left without "dropping" the category. This is the chant:

This – is – a – game – of – concentration, – with – no – repeats – or – hesitation. –
Category – is – _____ (*choose a category that you want to play with!*)

Each person then goes around the circle saying something that pertains to that category (i.e., If the category is pets, participants will list dog, cat, pony, bird, and so on). Play continues until a player either repeats a word or can't say a new word; then that player is "out."

This game requires participants to concentrate on the game and really focus on and remember what they and other participants have said. It provides insight into what categories patrol members choose and gives each patrol member a chance to see something that they may have in common with another participant. It also helps to break down physical barriers by getting patrol members comfortable with clapping the hand of the person next to them. (**Note:** Alterations for social distancing can include participants clapping their own hands while looking to their left on each word to pass the category around the circle.)

4. Ball Toss (12 min)

This activity is intended to provide time for patrol members to quickly share information about themselves, including personal beliefs, values, and experiences. It is not a forum for divulging confidential or sensitive information, nor is the discussion intended to become controversial or divisive. Patrol members need to feel confident that the information they share will be respected by other members in the group.

Troop guides take responsibility for setting boundaries, clarifying procedures, and moving the conversation forward when necessary.

Directions:

Patrol members stand or sit in a circle. The Wood Badge thumball (*pictured to the right*) or a DIY equivalent (instructions are available in the National NYLT Google Drive) is tossed to a patrol member. The number of the question to be answered is underneath or closest to the catcher's thumb. Question choices corresponding to each number are printed on a list (*below*) the troop guide can reference and read aloud. After the catcher answers a question, they toss the ball to another participant.



Proceed at a pace that gives all patrol members a chance to answer a question or two in each round. Play at least two rounds using the “Getting to Know You” questions below. If there’s time for another round, consider variations to answering such as the following:

- Ask another patrol member to answer the same question.
- Predict how you think another patrol member would respond to the question.

“Getting to Know You” Questions

Side One

- What is your given name, and why did your parents name you that?
- If you were to describe yourself as a cartoon character, which would you be and why?
- Describe the first place in which you remember living.
- What is one of your favorite possessions and why?
- What is the most important thing you have learned in Scouting?

Side Two

- What is the one type of food you dislike and why?
- Describe something you like about where you live.
- If you could be an expert in any field, what would it be?
- Who is the greatest leader in world history? Why did you choose that person?
- Tell us about one of your favorite childhood memories.



Side Three

- What is your idea of a great vacation?
- What type(s) of music do you listen to?
- Who is the person you most respect in Scouting? Why?
- What is something you have done in your life that makes you proud?
- Describe the impact Scouting has had on your life thus far.

Side Four

- Name the best movie you've ever seen.
- Do you have any pets? Why or why not? If so, what kind and how many?
- Name the best sporting or entertainment event you have ever seen in person.
- What person do you admire the most today?
- Describe yourself in one word.

Side Five

- What is your favorite color, and what does it make you think of?
- Who is your favorite celebrity? Why?
- Tell us about your best friend and what qualities you look for in a friend.
- What three items would you want with you on a deserted island?
- Describe an event in your life that helped you become the person you are today.

Side Six

- What is your favorite holiday or celebration? Why?
- What is your favorite TV show? Why?
- If you could live somewhere else in the country or world, where would it be?
- What do people like best about you?
- What is something that makes you happy?

Side Seven

- Name a song that makes you happy.
- Who is one of your heroes, and how has that person influenced your life?
- Have you held or currently have a job? Why or why not?
- Who is your mentor? Tell us about them?
- What do you like about your Scout unit?

Side Eight

- If you were king or queen for a day, what would you do?
- If you had a week left to live, what would you do?
- What is the most important thing you have learned in Scouting?
- If you could change one thing about yourself, what would it be?
- Is your glass half full or half empty?

Side Nine

- What are two words you would use to describe your generation?
- How did you get involved in Scouting?
- What is the most important thing you have learned about life?
- What do you think is the most important issue facing our country today?
- What is the most embarrassing thing you ever did?

Side Ten

- Describe the characteristics of the best Scout you know.
- What's your favorite holiday?
- Tell us about one of your strengths.
- If you could go back in time to change one thing, what would it be?
- Name three milestones thus far in your life.

Side Eleven

- What is your favorite activity outside of school? Why?
- What motivates you to work hard?
- What makes you laugh the most?
- If you could only eat one meal for the rest of your life, what would it be?
- Do you like or dislike surprises? Why or why not?

Side Twelve

- Who was your favorite coach or teacher? Why?
- What do you plan to accomplish in the next 10 years?
- If money were no object, what would you do all day?
- What is the best gift you have been given?
- What would you do if you won the lottery?

5. Questions (12 min)

Questions is a simple but lively game designed to get the patrol to ask questions of each other in a more relaxed fashion. This game should be the last one played, as it will inevitably lead to natural conversation to help discover common ground and differences in patrol members.

Directions:

Patrol members sit in a circle and, one at a time, ask a question of the person sitting on their left. The person receiving the question then asks a new question of the person on their left. The goal is not to answer the question, not to laugh or react, but to ask a new question of the person on their left without breaking rhythm. If they can't, then the game stops and everyone takes a pause to answer the question that "got" the person to stop the flow. It's a great way for youth to find out more about each other in a very relaxed manner. Troop guides help facilitate the answer part of the game, but keep the activity light. It's fun to see who the best "question asker" is—the one that gets everyone's attention the most!

Good questions to get to know someone better include the following:

- If your life were a movie, what would it be called?
- What's the last concert you went to?
- What do you wish you were really good at?
- If you were a dog, what kind of dog would you be?
- Do you believe in aliens?
- What's the most cringeworthy outfit you've ever worn?
- If you could be any animal, what would you be?
- Would you rather leave your hometown and never be able to return again, or stay in your hometown but never be able to leave?



- If you had to rename yourself, what name would you choose?
- What was the last show you binge-watched?
- If you had a time machine, would you go back in time or visit the future?
- If you could only hear one song for the rest of your life, what would it be?
- If any actor or actress could play you in a movie, who would it be?



Day One: Model Campfire

Time Allowed

60 Minutes

Teaching Format

Troop presentation

A youth staff member who is skilled in leading campfires assumes the dual roles of session instructor and master of ceremonies.

The instructional presentation at the beginning of the campfire provides guidelines for effective campfire programs. The instructor then becomes a master of ceremonies, introducing staff members whose songs, skits, ceremonies, and other offerings illustrate important concepts of appropriate campfire programs.

As with any good campfire, the staff members who will be involved should make their plans well in advance of the program. The session instructor/master of ceremonies should already know what will be included in the instructional portion of the program. Staff members can then settle on the songs, skits, stories, and other offerings they will present to support key portions of the instructional message.

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Experience a model for running a successful campfire.
2. Explore ways to present an appropriate, enjoyable campfire.
3. Practice effective communication skills.
4. Receive the Scoutmaster's challenge for each patrol to develop its Quest for the Meaning of Leadership.
5. Observe an exemplary presentation by the NYLT youth staff of their Quest for the Meaning of Leadership.
6. Have fun!

Materials Needed

- Campfire Program Planner

Recommended Presenter

Assigned NYLT staff members

Recommended Location

Campfire ring

Recommended Facility Layout

A campfire setting is ideal, but the program can be conducted in any group setting large enough to accommodate all participants and staff comfortably. Where fire building is appropriate, a wood fire can provide atmosphere for the occasion; however, a fire is not essential to the success of the session.

PRESENTATION OUTLINE

Lighting the Campfire

The master of ceremonies explains how the fire lighting is being conducted, noting both the method used and the intended effects.

Even a method as simple as using matches to ignite the tinder can have elements of showmanship that will make an impression on the audience and set the tone for the program.

Note: Construct the fire lay early, while the wood and tinder are dry, and cover it with a tarp to protect it from dampness until time for the program.

Opening

The master of ceremonies welcomes everyone and lets the audience know that this campfire is a little different than any they have experienced. It is an opening for the NYLT course. As an instructional campfire, it will also teach youth leaders how to ensure the success of campfires they have with their home units.

The master of ceremonies explains that campfires are fun, but they can be much more. They can offer entertainment, fellowship, and education. Campfires are a chance to practice leadership skills. A campfire can be an ideal time to share inspirational messages.

Planning

The master of ceremonies explains that for a campfire program to be effective, it must be well-planned and practiced ahead of time. The NYLT Participant Notebook has a Campfire Program Planner that might be just what participants need for future campfires. If not, they can develop their own campfire program planner.

A good rule of thumb for planning campfire programs is to follow the fire. Early in the evening when the flames are lively, the program can be lively, too, involving everyone in songs, cheers, and skits. As the fire dies down, the program also can become quieter and deeper, with the most important messages coming near the end.

An effective campfire is built on four S's:

- Showmanship
- Songs
- Skits
- Stories



Showmanship

Showmanship is the use of good communication skills to put sparkle and life into a gathering. Speaking well, using good body language, eye contact, etc. come together to make an effective program.

During the opening ceremony, it's showmanship that sets the tone of the whole program, but the end of a campfire is usually quiet and inspirational. The most important messages come as the embers of the fire are dying down, often including a Scoutmaster's Minute and an inspirational song. In between the opening and the closing, there will be plenty of opportunities for showmanship to add sparkle to the program through songs, skits, and stories.

Songs

There are many different types of songs that are appropriate for campfires: Scout songs, quiet songs, inspirational songs, songs that require audience action. Showmanship can help involve everyone in the singing.

The master of ceremonies invites one or more NYLT staff members to come forward and model good ways to lead songs.

Skits

Campfire skits can be fun and carry a message. There are plenty of ideas for skits found in Scouting America literature, other books about campfire skills, and on the internet. While these sources are good, even better are the Scouts' imaginations. Original skits can be tailor-made to fit local situations and recent events and can be extremely entertaining.

Stories

Storytelling is an art that almost anyone can acquire with practice. All you need is a good imagination, an appreciation of good stories, good communication skills, and a bit of showmanship.

The campfire stories generally fall into five types:

- Ghost
- Adventure
- Humorous
- Inspirational
- High-point

Ghost Stories. This is the most-asked-for type of campfire story but one that must be handled with care. Never try to scare an audience too badly with a ghost story. We want young people to feel at home in the woods. A ghastly story or disturbing descriptions can mar that experience for youth.

Adventure Stories. Perhaps the best of all campfire stories are adventure tales that stir the imagination. The adventure can be true or fictional, or perhaps a tall tale somewhere in between. A youth can describe an overnight adventure; a leader can relate some event of

importance from their past; a storyteller can retell the tales of explorers, heroes, scoundrels, or other real and imaginary characters.

Humorous Stories. American folklore is filled with fine and funny stories that lend themselves to being told or read around a campfire. Mark Twain's books and the stories of O. Henry, Robert Service, Bret Harte, and dozens of other American writers provide plenty of material.

Inspirational Stories. A story that inspires young people can be a very effective addition to a campfire program. There is no reason that an inspirational story cannot also have humorous elements or be an adventure tale. Look to the magazines published by Scouting America for stories, past and present, about inspiring individuals who have had a Scouting background.

High-point Stories. A campfire program should build toward a climax, an event that will top off the evening and make it a thing to remember. The high point of the program need not be elaborate, but it must be good. Among the possibilities are:

- An old-timer telling of adventure in far-off places
- A Scout telling of a jamboree experience, or tales of the Philmont trails
- A storyteller spinning a ghostly yarn
- A Scouter speaking for a quiet minute
- Someone telling the Baden-Powell story or the story of another important figure in Scouting or in local history

The master of ceremonies invites one or more NYLT staff to come forward and model good ways to tell a story.

Note on Appropriateness of Songs, Skits, and Stories

Songs, skits, and stories should never embarrass or demean anyone or any group of people. A good test of appropriateness is to hold the skit up against the Scout Law. Any skit that is not friendly, courteous, and kind has no place in a campfire program.

Songs, skits, and stories that involve any of the following are **NOT** appropriate and are **UNACCEPTABLE** for a Scout campfire:

- Name-calling, put-downs, hazing
- References to undergarments, nudity, or bodily functions
- Cross-gender impersonation (at any point in a skit)
- Derogatory references to or stereotyping of racial, ethnic, or cultural backgrounds; economic situations; or disabilities
- Sensitive social issues such as alcohol, drugs, gangs, guns, suicide, etc.
- Wasteful, ill-mannered, or improper use of food or water including wasting food in ANY way for comedic purpose
- Inside jokes that exclude some of those present
- Cultural exclusion—emphasis on the culture or faith of part of the group while ignoring the rest of the group
- Changing lyrics to patriotic songs (“America,” “America the Beautiful,” “God Bless America,” “The Star-spangled Banner”), hymns, or other spiritual songs
- Embarrassing ANYONE—including staff or audience members (even if they are “in on it”)



- Portraying violent behavior or any behavior not in line with the Guide to Safe Scouting (e.g., pointing “guns” at each other)
- Bathroom humor
- Water skits—NO ONE gets wet in any way (includes staff, even if they are “in on it”)
- Sexual overtones
- Anything that is not in keeping with the ideals of Scouting America

The Quest for the Meaning of Leadership

The master of ceremonies explains that a campfire can be an opportunity to share important information. They then invite the Scoutmaster to come forward. This could include both Scoutmasters for courses using the linked troop model; logistics should be worked out during staff development.

The Scoutmaster challenges the patrols to develop their presentations of the Quest for the Meaning of Leadership. Here is some sample wording:

“This has been a busy day for everyone, and we have accomplished a great deal. We have had a very good beginning to this National Youth Leadership Training course, and I look forward to a terrific experience for everyone in the days to come.

“There are many pieces to an NYLT course—lots of presentations, activities, and adventures. While each one is important, I want us all to keep in mind the bigger picture. What we are setting out on this week is a quest—a Quest for the Meaning of Leadership.

“Leadership means different things to different people. In the days to come, each patrol will be exploring leadership in many ways. The staff will be exploring leadership, too.

“To help us make the most of this experience, I want to challenge you this week to a search, a quest . . . a Quest for the Meaning of Leadership.

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

“To help us all make the most of this quest, I’m challenging each patrol to develop a presentation that shares their understanding of the meaning of leadership. The presentation can be a skit, a song, a piece of writing, even something you construct. Each patrol will deliver its presentation on the last day of this NYLT course.

“Daily planning and working on the presentation throughout the course will encourage patrol members to agree on how their patrol will proceed and to add each day’s learning to their presentation. The quartermaster will make available a variety of materials for patrols to use in their presentations if needed.

“Each patrol member is expected to contribute to their patrol’s success during the development of the presentation. The final product should clearly reflect the combined efforts of many individual talents.

"The Quest for the Meaning of Leadership is the great adventure of the coming days. It's going to be fun, challenging, and full of new ideas. We are all in this together, and I'm looking forward to seeing what you all discover along the way.

"To set the tone for the quest, the staff has prepared a presentation of their own. Their quest has been a little different than yours will be. Theirs is the Quest for the Meaning of Teaching Leadership—their vision of successfully presenting the leadership concepts of the NYLT course."

The Scoutmaster then invites NYLT staff to come forward and offer their presentation of the Quest for the Meaning of Teaching Leadership.

The staff's presentation of their quest must be a good example of what will be expected of the patrols when they make their presentations later in the course. The staff presentation should be well-planned and interesting, and should offer real content.

Campfire Closing

The master of ceremonies tells participants that they have reached that time of the program when the fire is burning low and the hour is late. The presentation has been built on the four S's of good program planning: showmanship, songs, skits, and stories. Participants will have had a great time, and perhaps will have received some seeds for thought and for long-term memories.

The master of ceremonies then calls on the Scoutmaster: "We're going to use one more story to bring our campfire to a close. For the story, let's use a Scoutmaster's Minute."

The Scoutmaster presents the Scoutmaster's Minute:

"There is something magical about watching a flame. It can be a campfire, a candle, a lantern—the dancing light of fire draws us in and causes us to go a little deeper with our thoughts.

"What is a flame? What makes it possible? Three ingredients—heat, air, fuel.

"If I leave out any of those three, what happens? Without heat, the flame goes out. Without air, the fire is snuffed. Without fuel, the fire is starved.

"There is a fire that burns inside of each one of you, too. It is the fire of leadership. It is a flame that each of you can feel warming you. What do you need to kindle that flame of leadership, to build it from kindling and tinder into a strong, steady fire?

"As our campfire concludes, think about why you are attending this NYLT course. Dedicate yourself to making the most of the days that lie ahead. Stoke the fire of leadership burning in your soul. Let it grow and spread and light up your world."



THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The MC organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening			
Closing			
Headliner	Main event		
Song leader			
Cheerleader			

CAMPFIRE PROGRAM

Place _____	Campers notified _____	Area set up by _____
Date _____	Campfire planning meeting _____	_____
Time _____	M. C. _____	Campfire built by _____
Camp director's approval: _____	Song leader _____	Fire put out by _____
	Cheerleader _____	Cleanup by _____

Spot	Title of Stunt, Song, or Story	By _____	Time
1	Opening—and firelighting		
2	Greeting—introduction	M.C.	
3	Sing— Yell—		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		



Day One: Cracker Barrel and Songfest

Time Allowed

45 Minutes

Teaching Format

Troop activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Enjoy fellowship with staff and participants.
2. Feel included in the course and the activity.
3. Understand how to lead others in singing songs.

Materials Needed

- Cracker barrel items (to be determined locally)
- Course songbook or photocopies of lyrics for songfest

Recommended Presenter

NYLT staff

Recommended Location

Appropriate troop area

PRESENTATION OUTLINE

Depending on how late the Model Campfire goes, the staff may choose to host a cracker barrel (sharing of a snack) and sing-along/songfest.

A typical plan for this time together is to provide a snack for staff and participants. The snack could be popcorn, cheese and crackers, ice cream, or anything else appropriate for the location and that works with the course budget.

For the songfest, the staff should select and practice songs that they are able to lead participants in singing. Staff are encouraged to select songs from the course songbook, which allows staff and participants to follow along if they do not know a particular song. This supports the goal of everyone feeling included.



Day Two: Breakfast Questions

Time Allowed

15 Minutes

Teaching Format

Patrol discussion

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Discuss course, patrol, and personal expectations
2. Reflect on what they have learned and experienced so far
3. Reflect on how their goals are evolving as a result of the course

Materials Needed

- Breakfast questions (below)

Recommended Presenter

One or more NYLT staff member will join each patrol for breakfast

Recommended Location

Patrol breakfast locations

PRESENTATION OUTLINE

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

Today is the first full day of the course. Patrols should be in the forming stage.

Day Two Breakfast Questions

- What are your expectations for today? From the course? From your patrol? From yourself?
- What was your favorite team-building game last night? Why?
- Communications is one of the key elements of leadership and this course. How did yesterday's session alter your thinking about communication in your troop, at school, on your sports teams, among your friends?
- We talked a lot about vision yesterday. How has your concept of "a vision" changed?
- Share how your thinking about what you want to achieve this week as a patrol has changed from yesterday?



Day Two: Troop Assembly

Time Allowed

30 Minutes

Teaching Format

Troop assembly

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Gather for the start of the National Youth Leadership Training course day.
2. Feel welcomed and valued (as will the staff).
3. Reaffirm that the NYLT course operates according to the Scouting ideals.
4. Participate in a flag ceremony presented by the program patrol.
5. Participate in the installation ceremony for new patrol leaders and assistant patrol leaders.
6. View youth staff as supporters, guides, and mentors to course participants.
7. Discuss key parts of a good course assembly.
8. Recognize good communication skills.
9. Recognize the spirit and enthusiasm of the course.
10. Be inspired to bring new ideas back to their home units.

Materials Needed

- American flag
- Course flag
- Historic American flag (Flag of 1777)
- Historic American flag presentation and song lyrics
- Program and service patrol emblems

Recommended Presenter

Senior patrol leader(s) and NYLT staff

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening

Troop guides lead patrols to the assembly area and arrange them in an appropriate formation, as chosen by the flavor of the NYLT course. The senior patrol leader(s) (SPL) uses the Scout sign to bring the assembly to order, then welcomes participants to Day Two of NYLT and expresses pleasure in having everyone here. The SPL explains that Day Two

symbolizes the first week of the month for a normal Scouting unit. There will be a variety of presentations and activities during the day, as well as a troop meeting.

Opening Ceremony

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

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

The staff color guard gathers at the back of the field facing the flag poles. The American flag, folded in the appropriate manner, is carried held to the chest of the staff member on the right in the direction the staff is facing. The historic American flag is first to the American flag's left, and then the course flag. Two additional staff members should serve as guardsassistants and march behind the line of staff with the flags (they will assist with the raising of the American flag first, then the historic flag, and finally the course flag).

The leader calls out the following commands:

- “Color guard, attention!”
- “Troop, attention!”
- “Color guard, forward march!”
- “Color guard, halt!”
- “Color guard, please prepare to raise the colors.”

The color guard proceeds to the flag poles, and the two guards assist in unwrapping the halyard and unfolding the American flag. Once the American flag is attached to the halyard, the leader continues:

- “Color guard, raise the flag of the United States of America!”
- “Scout salute!” (*Salute*)

Once the American flag has been raised to the top of the pole and the halyard secured, the leader calls out the following commands:

- “Please join me in reciting the Pledge of Allegiance! *I pledge allegiance to the flag....*”
- “Two!” (*Drop salute*)
- “Color guard, please present the historic flag of the United States of America.”

The color guard holds the flag out so that the troop can see it while the information about the flag is read. (**Note:** *To display the flag to the troop, it can be attached to the halyard and held on the other end or just held on both ends.*) Once the historic American flag is attached to the halyard and the information has been read, the leader continues:

- “Scout salute!” (*Salute*)
- “Color guard, raise the historic flag of the United States of America.”



- “Two!” (*Drop salute*)
- “Please join me in singing ‘America the Beautiful’ in honor of our historic American flag.” (*Lead song*)

Once the song is complete, the leader continues:

- “Color guard, raise the flag of our NYLT course!”
- “Scout salute!” (*Salute*)

Once the flag has reached the top of the pole, the leader calls out the following commands:

- “Two!” (*Drop salute*)
- “Scout sign” (*Scout sign*)
- “Please join me in reciting the Scout Oath. *On my honor....*”
- “Please join me in reciting the Scout Law. *A Scout is....*”
- “Two!” (*Drop Scout sign*)
- “Color guard, regroup!” (*Color guard regroups facing flag poles.*)
- “Color guard, about face!”
- “Color guard, forward march!”
- “Color guard, halt!”
- “Color guard, at ease.”
- “Troop, at ease.”

Scripts for this flag ceremony and for historic flag presentations, including lyrics for the appropriate songs, can be found in the Participant Notebook and on the National NYLT Google Drive. Ensure that the staff knows and can sing the appropriate patriotic song of the day.

Announcements

The SPL offers any announcements important for conducting the day’s sessions and events. This is also an opportunity for the “widgets” to be used in between announcements (see Day One Troop Assembly). By repeating widgets or announcement segments, it keeps participants engaged and looking forward to what may come. Intersperse the widgets between the new patrol leader and assistant patrol leader installations, the presentation of the service and program patrol emblems, the recognition items, and the Scoutmaster’s Minute. A morning prayer may be appropriate to be offered at this time.

New Patrol Leader and Assistant Patrol Leader Installation

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

As introductions are being made, the SPL can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, and so on. Pointing out the participants’ use of good communication skills is a way of guiding them and enabling them to use the skills in many situations. Patrol leader and assistant patrol leader assignments for each day of the NYLT course are located in the Patrol Duty Roster, included in the NYLT Participant Notebook.

The SPL conducts the installation by doing the following:

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

Program and Service Patrol Emblem Exchange

The assistant youth course leads for program and service briefly explain the duties of the program patrol and the service patrol.

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

Program Patrol (*sample assignments*)

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

Service Patrol (*sample assignments*)

- Police the troop meeting area.
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the leadership council meeting.

Ask the leaders of the day's program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag or a spirit stick or a themed element if the NYLT course has a theme (e.g., a canoe paddle if the NYLT theme is a tropical one).

Bestowing the emblems for the program and service patrols can be done in good fun but with the understanding that these patrol duties are secondary to the roles of patrol leadership.

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

Campsite Inspection Recognition Presentations

The SPL presents the campsite inspection recognition based on the previous day's campsite evaluation. Point out that Scouting America encourages patrols to compete



against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the campsite inspection recognitions, every patrol can be a winner.

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

Each patrol can tie its recognition item for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another recognition item each day of the NYLT course. Recognition items can include: a good turn emblem, a quartermaster award for meals, creation of a patrol flag, creation of a patrol yell, uniform inspection, and so on. Recognition items are up to the discretion of the NYLT staff and should be measured up to a uniform standard that is something that all patrols have the opportunity to earn without exclusion.

Scoutmaster's Minute

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

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

"Getting to know other people and getting to know ourselves is an interesting process. When you ask yourself, 'Who am I?', there are lots of possible answers. If you were to ask me that question, I could say that at work I'm a _____? In my job, I do these things: _____.

"When I put on my uniform, who am I? Yes, a Scoutmaster. A Scout. Here's a question for you to think about: who are *you*? Not what do you do, but what's in your heart?

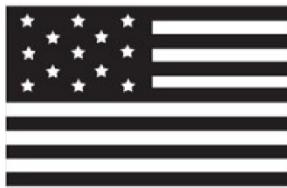
"You are here at NYLT because of a commitment—a commitment to be a good leader. Nurture that. Let it grow. When you ask yourself, 'Who am I?', be sure your answer includes Scouting ideals. Ask yourself, 'Am I setting the right example in everything I do?'"

Conclusion

The SPL thanks the Scoutmaster and brings the troop assembly to a close, dismissing the group to the first activity of the day.



Historic American Flag Presentation: Flag of 1777



Flag of 1777

With the signing of the Declaration of Independence, the new American nation needed a flag of its own. On June 14th, 1777, Congress passed this resolution:

“Resolved: That the flag of the thirteen United States by thirteen stripes alternate red and white: that the union be thirteen stars, white in a blue field, representing a new constellation.”

Each star and each stripe represented one of the colonies that would become the United States. The Flag of 1777 flew over the young nation for 18 years. George Washington was the only president to serve under this banner. To this day, June 14, the birthday of our flag, is celebrated each year as Flag Day.

Let us honor this flag with a song that also honors America. Please join in singing “America the Beautiful.”

(Note: Ensure that everyone has lyrics to the song.)

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!

America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!



Day Two: Communicating—Part 2: The Sender

Time Allowed

30 Minutes

Teaching Format

Patrol presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Recognize the role of a sender is to communicate clearly.
2. Understand the neutral position and how it affects communication.
3. Recognize when you are not using the neutral position.
4. Recognize the benefits of using the neutral position for effective communication.
5. Practice using the neutral position.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- 1 small ball (e.g., tennis ball) for each patrol

Recommended Presenter

Troop guide

Recommended Location

Patrol breakout area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Opening Activity (10 min)

The troop guide (facilitator) asks the patrol to stand up and form a circle with each Scout about 5 feet apart. Introduce the lesson by telling the participants that this is the second lesson on communicating, and today we are discussing the Sender part of Aristotle's three-part communications model. The troop guide then tosses the ball to a participant. Over several different times, the troop guide should toss the ball short of the receiver, look at one

person and toss it at someone else's feet, and toss the ball behind or above the intended recipient. *The facilitator is deliberately trying to be a bad sender.*

After three attempts, ask if the group understood what was going on? Give them a chance to answer. Point out that you were a bad sender. It is important to use our feet, hands, mouth, eyes, ears, and posture correctly in communication. We call that establishing a neutral position.

Have the patrol sit down. Ask the group to name the parts of our communication model. They should remember from the first Communicating lesson that the three elements are message, sender, and receiver, which we refer to as MaSeR.

Communicating effectively is high on the list of skills a leader must have. Each participant has already done some important communicating during this course. Ask for some examples of communicating that the participants have done so far in the course. Possible answers include:

- **Interactions.** They have spoken with others in their new patrol. Getting acquainted, setting up the patrol site, creating duty rosters, and preparing meals requires communicating.
- **Speaking.** In the troop assembly, each participant introduced themselves and told where they are from. That was verbal communication.
- **Body language.** Shaking hands with the troop guide when we first met, smiling at the other members of the patrol, and helping the patrol members without being asked are other ways of communicating a message.

NYLT focuses on building strong communication skills all week, starting with the basics—how we look, how we sound, how we move.

Neutral Position (10 min)

Explain that the discussion up to this point has been presented in a leader's neutral position—standing comfortably with arms at the sides and with awareness of using the feet, hands, mouth, ears, and eyes as communication tools.

Body Location

Notice where you stand in relation to your audience. What if the sun is out? The presenter should position themselves so that the sun is behind the audience, not shining in their eyes or in theirs. On a hot day, the presenter could seek out shade for the audience, and during inclement weather, a shelter out of the rain. It is also important to be in a location that does not offer the participants any distractions. The goal is to keep their attention focused on the speaker.

Feet

Can you move as you speak? Is there room? Are there obstacles to avoid? It is helpful to move a bit because some movement causes people to pay attention to where you are. Be careful to avoid pacing, though. Make each movement have a purpose.



If listeners do not seem fully engaged—if their attention has drifted or they have become interested in something else—try moving toward them. Deliberate movements towards a participant can cause listeners to reconnect. Disruptive people usually will quiet down if the presenter walks toward them while keeping eye contact with the rest of the group.

Hands

Hands are powerful tools for effective communication. Presenters should use their hands and arms to emphasize ideas and to control the flow of a discussion. Move the entire arm, not just from the elbow. Make large gestures rather than small, tight ones. Keep hands out where they can be used. There is no hand communication when the hands are jammed into pockets.

An openhanded gesture toward audience members invites them in. (*Use the gesture while asking a participant, “What do you think?”*) That is much more effective than pointing at someone or not gesturing at all. An open hand, palm up, encourages people to contribute ideas. Pointing can make someone feel uncomfortable.

If someone in an audience is interrupting or talking too much, gesture with palm down or hold up a finger as if to say, “Wait a minute; I’ll get to you next.” This is a way to direct the verbal traffic.

Be careful with constant arm and hand movement during presentations; its effect is as distracting as constant background noise. Use the hands with purpose to emphasize a point or to direct verbal traffic, and when not gesturing, keep hands and arms straight down at the sides. Photographers tell people not to cross their arms in front of their bodies because the V shape that it creates can divert viewers’ attention.

Also avoid crossing the arms in front of the chest, which sets up a barrier between speaker and audience, and conveys a closed-off attitude.

Mouth

What you say is important, and so is how you say it. Project your voice. Speak clearly and loudly enough for the person in the back of the room to hear clearly.

Remember to vary the pitch of your voice (*presenter can exaggerate this a bit in their own speech patterns*). It adds color to your voice (*presenter switches to a monotone voice*). Otherwise, everything sounds the same and flat and will put your listeners to sleep . . . zzzz!

Eyes

A leader’s eyes can lock in the listeners. We communicate emotion and share energy with our eyes. Our eyes connect us.

As long as the presenter is speaking, they make eye contact with different people (*presenter should slightly exaggerate eye contact with the patrol members*). When making a point, look directly at one person for an entire phrase or thought—about three seconds—before moving on to make eye contact with someone else. As you communicate, good presenters will eventually make contact with every person.

A presenter should use their eyes to gain immediate feedback on how well the message is being received. What's the participants' body language? Are they nodding their heads in agreement? Do their facial expressions express disagreement with the points being made? Are they nodding off or closing their eyes? Have they folded their arms across their chests suggesting they are closing the speaker out? Are they raising a finger or hand slightly as if they want to ask a question?

Ears

How would a leader use their ears as a tool for communicating? Can anyone tell me? I'm listening . . .

Sharing ideas is a two-way process. Feedback—hearing what someone else has to say—is a valuable part of communication. Speakers use their ears, in addition to their eyes, to keep track of how others are responding to what they say. Listen for comments from the audience. Among Scouts, they may be attempts at humor, but they could also be a listener trying to process a point the speaker has made. Many aural learners will audibly, but softly, provide examples to reinforce a speaker's point in their own minds. This can offer a way for the speaker to engage with a participant and reinforce or clarify a point using the participants' examples. Paying attention to listeners' responses can help the speaker adjust the communication to fit the listeners' needs.

Posture

Feet, hands, mouth, eyes, and ears are all important for communicating. So is overall posture, or a speaker's neutral position—standing straight and tall, making eye contact, appearing confident.

Tell participants, "My ears and eyes tell me that I have talked enough for the moment and it is time for you to become active partners in this communication."

Activity (8 min)

Let's all stand back up and form a circle again. We are going to practice the neutral position. When I throw you the ball, please catch the ball, stand in the neutral position, count from 1 to 10 out loud as if you are addressing an audience and then throw the ball back to me. Continue until everyone has received the ball. After each patrol member has tossed the ball back to the troop guide, the troop guide should provide something positive and encouraging as constructive feedback.

Conclusion (2 min)

Today, we've talked about how to be a good sender. You've also seen an example of a bad sender. We introduced the neutral position, which includes where you are in relation to your audience, as well as your feet, hands, mouth, eyes, ears, and posture. You then had the opportunity to practice it. We will continue building on these skills tomorrow.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Two: Setting Your Goals

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Explain what a goal is.
2. Describe and use the SMART Goals tool.
3. Write personal and patrol goals that pass the SMART Goals test.
4. Determine the goals that will allow their patrol to fulfill their vision of success.

Materials Needed

- Visual aid(s) developed by the presenter
- Video clip(s) available on the National NYLT Google Drive
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Handout: SMART Goals Worksheet

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Opening Discussion (15 min)

The presenter reviews the definition of a vision:

- A vision is what future success looks like.
- It's a picture of where you want to be in the future.
- "If you can see it, you can be it."
- To be of use, a vision needs to be big. It has to be elephant sized.

Question: "How do you eat an elephant?"

Answer: "One bite at a time!"

Question: "How do you fulfill a vision?"

Answer: One goal at a time."

If a vision is the elephant, goals are the bites that allow you to eat the elephant. Goals are the steps you complete to fulfill a vision. Goals are the bite-sized pieces of the vision you accomplish one at a time. Fulfilling a vision might require a few goals, or it might take many; it all depends on your vision.

The presenter gives the following example of goals leading to a vision:

A mountaineering team could have a vision to make it to the top of Mount Everest this year. To reach this vision, the team breaks up the trek to the top into four intermediate base camps—each camp farther up the slope than the previous one. These become goals to be achieved that will increase their chance of fulfilling their vision—reaching the top.

There are many ways to think of goals—as the rungs on a ladder or as small footsteps of a long journey.

Setting goals—and then reaching them—is the pathway to fulfilling a vision. That's the way to eat an elephant—one bite at a time. Let's take a look at the process for scaling Mount Everest:

Show "[2_04_Setting Your Goals_Video Clip 1](#)" available in National NYLT Google Drive.

Goals are the steps that move us toward our vision. Vision is the elephant. Goals are the bites of the elephant. How do you realize a vision? One goal at a time. The best goals are SMART Goals.

Introduce SMART Goals (10 min)

Each of the letters in SMART stands for an important test of a goal: Specific, Measurable, Attainable, Relevant, and Timely.

Specific

Ask participants what *specific* means and solicit responses.

Specific means clear and understandable. A goal needs to be specific. Everyone needs to know exactly what's involved.

Take the team that has a vision of climbing Mount Everest. They have set goals to establish four camps, each one higher up the mountain. Is this specific enough? Discuss participants' responses of why or why not.



How can they make it more specific? Elicit responses and discuss the results. Be sure to cover the following possible responses:

- Map out location of each camp.
- Calculate number of trips vs. Sherpas they need to supply each successive camp up the slope.
- How much food, fuel, etc., do they need at each camp?
- Who will make the final trek to the summit? Who will stay at each base camp?
- How will they communicate between camps?
- How many tents do they need?

Is their goal now clear? Yes.

Measurable

Ask participants what *measurable* means and solicit responses.

How do you know if you're done? You need a way to measure your goal so that you know when you have completed it.

How would the climbers know if they are done? When will they know if the camp is established? Elicit responses and discuss, including the following possible answers:

- All the tents are up.
- Everyone who is supposed to be at the camp is there.
- All the supplies made it up from the camp below.
- Communication is established.

Attainable

Ask participants what *attainable* means and solicit responses.

Attainable means it can be done. "I see myself as a famous musician" might be a goal of yours, but it is unlikely to be fully realized—or is it? Is it a vision or a goal? It's a vision! It's big; it's a dream!

A goal can be challenging, but you should be able to see how you can reach it. It needs to be relevant—a step along the way to your vision. "I want to play the guitar really well." That's a much more attainable goal—one that fits the SMART Goals test and is necessary to be a famous musician.

Let's go back to the team set on reaching the top of Mount Everest. Is their goal of establishing the four base camps attainable? How do you know? (*Elicit a short discussion before going on.*)

Each person brings their own set of skills, strengths, and ideas to accomplishing each goal along the path to reaching a vision.

The members of the Mount Everest team are all eager to have their expedition be a success, and they all have agreed that one of the goals on the way to fulfilling their vision is to establish the four camps. Some team members are better at breaking the trail up the

slope, others at hauling heavy loads, others at pitching tents so they will stand up to severe weather. Everyone draws on their own strengths to help reach the team's goals.

Relevant

Ask participants what *relevant* means and solicit responses.

Relevant begs the question, why are you doing it? Discuss how the goal of establishing the four base camps is relevant to the overall vision of reaching the top of Mount Everest.

All goals need to be related to achieving the vision, no matter how large or how small, whether they are short-term goals or long-term goals. If the goal is not connected to reaching the vision, why are you doing it?

Timely

Ask participants what *timely* means and solicit responses.

Completing goals needs to happen within a certain amount of time; otherwise, you can get stuck pursuing one goal and not move forward toward your vision. As you lay out goals, predict how long each will take. If one is going to require a great deal of time, it might be wise to break it into several smaller goals. Instead of trying to eat the elephant with huge mouthfuls, you are cutting it up into manageable bites.

On Mount Everest, a window of good weather lasts about a month each spring. Climbers must carefully plan the time it will take to establish each of their four camps and still have enough time to reach the summit, even if there are delays because of storms or other unexpected problems.

The vision of getting to the summit of Mount Everest is a dream the climbers have. To reach it, they must work together and be smart about the goals they set. They must be (*have them say it out loud with you*): **Specific** (clear, understandable), **Measurable** (you know when you are done), **Attainable** (you can do it), **Relevant** (why you are doing it), **Timely** (done when it is needed).

SMART Goals / Not SMART Goals (10 min)

The presenter shares a vision to be a physician. There are lots of goals that are the stepping stones toward realizing this vision.

Discuss whether each of these goals is a SMART Goal that really will result in progress toward the vision. Use the SMART Goals worksheet to help explain each decision.

- To pay for medical school, I'm going to win the state lottery.
- Next semester, I'm enrolling in the college prep chemistry and biology classes at my high school.
- One evening a week, I'm volunteering as an aide at a health clinic near my house.
- I'm going to read some books about some medical stuff.
- I have an appointment next week with my school guidance counselor to talk about courses I should take to get ready for college.
- I'm going to watch lots of medical shows on television.



- My parents are helping me plan to visit a medical school during my winter break this year.
- I have looked at advancement opportunities that can help me reach my goal of the highest achievement in my program.
- I'm going to buy my own stethoscope and teach myself how to use it.

Setting Individual Goals (10 min)

Goals are essential for teams to fulfill their visions. Goals are important for people to realize personal visions, too.

The presenter shares that many of them have had a vision of success that includes becoming an Eagle Scout or earning the Summit Award. That's a mighty big elephant—those awards can't be earned overnight.

What are some of the goals that would lead a Second Class Scout or new Venturer toward fulfilling that vision of achieving the most that Scouting has to offer?

Seek examples from participants, and to keep the discussion moving, add these:

- Pass the First Class swimming requirement at camp this summer
- Participate in NAYLE next summer
- Take part in 10 campouts a year
- Attend a high-adventure camp next summer

Explain that those all seem like fine goals. But are they SMART Goals?

Let's look at some of the goals of that Second Class Scout who sees becoming an Eagle Scout as part of their vision of success. Are they SMART Goals?

Walk through this example while utilizing your visual aid(s). Depending on how much time you want to spend, lead the group in applying the SMART Goals test. For example, "Pass the First Class swimming requirement at camp this summer."

Specific—Yes. The First Class swimming requirement is very specific.

Measurable—Yes. The measure of success will be completing the swimming requirement to the satisfaction of the Scout camp aquatics staff.

Attainable—Yes. This is an attainable goal, though the Scout might need to take some lessons at a local pool and will need to practice a few times a week before going to Scout camp.

Relevant—Yes. It is a goal that will help fulfill the vision of becoming an Eagle Scout.

Timely—Yes. The goal can be completed this summer at Scout camp.

Patrol Goal-Setting Exercise (10 min)

During the Finding Your Vision session, each NYLT patrol used a worksheet to develop a vision of patrol success. Have the troop guides provide support to their patrols during the following exercise:

1. Refine the patrol vision to make sure it is a vision and not merely a goal.
2. Ask patrol members to review the statement of vision they developed for themselves, then write down five goals to achieve as a means of fulfilling their vision.
3. Ask one or more patrols to offer both their statement of vision and the goals they have identified as some of the steps that will move them closer to fulfilling that vision.
4. Invite the patrol to explain how they applied the SMART Goals test to each of their goals and what they discovered along the way? If any of the goals will benefit from revision, help patrol members work through the process until their goals fit the SMART Goals format.

Organizing Goals (3 min)

We can't complete every goal at the same time. There has to be some order in how we address them. Furthermore, some goals can be achieved in a short amount of time, while others are long-term goals that may require a number of smaller steps to complete.

Organizing goals and figuring out how to achieve them in the most effective way requires planning. We'll cover some effective ways to do just that in the NYLT session on planning, and then we'll have all the pieces of the Vision—Goals—Planning tool.

Vision—what future success looks like

Goals—the accomplishments leading to fulfilling the vision

Planning—how we will achieve each goal

Summary (2 min)

Wrap up this session by asking participants to:

- Explain what a goal is.
- Describe the SMART Goals goal-setting tool.

Remind them that:

- Goals are the steps that lead toward fulfilling a vision.
- Having SMART Goals makes reaching that vision much more likely.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



SMART Goals Worksheet

Goals are steps toward fulfilling a vision. They are the bites that enable you to eat the elephant. To be effective, a goal should pass the SMART Goals test. Use the space below to write ways in which a goal you are testing fulfills each requirement of a SMART Goal.

Specific

The goal is specific in these ways:

Measurable

The goal is measurable in these ways:

Attainable

The goal is attainable in these ways:

Relevant

The goal is relevant in these ways:

Timely

The goal is timely in these ways:



Day Two: Model Patrol Meeting

Time Allowed

30 Minutes

Teaching Format

The patrol leaders are the facilitators of the meetings of their patrols. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting. Troop guides are present to offer support for this first meeting—on hand to answer any questions and help move the meeting along productively—but should sit back and let the patrol leader run the meeting.

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Describe the purpose of the patrol meeting.
2. Describe how a patrol meeting should be run.
3. Know the patrol leader's responsibilities and the patrol members' responsibilities.
4. Use the Stop, Start, Continue tool to evaluate patrol performance.
5. Use the models of the patrol meetings they see at NYLT to organize effective patrol meetings in their home units.

Materials Needed

- Patrol meeting agenda for each participant (Participant Notebook)
- Patrols will need their Daily Campsite Inspection Checklist
- Patrols will need their duty rosters

Recommended Presenter

Troop guide with patrol leader

Recommended Location

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

PRESENTATION OUTLINE

Introduction

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

Patrol Meetings

Troop guides should explain that patrol meetings may be held at any time and place. The frequency of patrol meetings is determined by upcoming events and activities that require planning and discussion. Patrol meetings should be well-planned and businesslike. Typically, the patrol leader calls the meeting to order. The patrol leader should report any information from the latest patrol leadership council meeting. The bulk of the meeting should be devoted to planning upcoming activities, with specific assignments made to each patrol member.

Guidelines for Troop Guides

Troop leaders are the facilitators of patrol meetings, not the troop guides. These meetings provide important opportunities for NYLT participants to gain hands-on experience as leaders. At times they may struggle, wander off course, or be shy about taking charge; that is often part of the learning process.

Troop guides should allow each patrol leader time and space to gain the most from the experience, but also should be ready to make suggestions and give direction to and through the patrol leader in a manner that does not overshadow the patrol leaders but enhances their chances for success. Troop guides should make suggestions to the patrol leader, preferably before the meeting, to encourage the use of good communication skills.

Day Two Patrol Meeting

Troop guides play a significant support role to explain and demonstrate the way to conduct a good patrol meeting. Troop guides also will demonstrate the Start, Stop, Continue evaluation tool and guide the patrols as they use the tool to evaluate their patrol progress.

Day Three Patrol Meeting

Troop guides will make a judgment call on their degree of involvement, basing their decisions on the patrol's development and on the ability and performance of the Day Two patrol leaders.

Day Four Patrol Meeting

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

Days Five and Six Patrol Meetings

Troop guides do not attend these patrol meetings.



Presentation Procedure

Each patrol meeting should follow a written agenda. Building on the following model, the patrol leader may adjust the agenda for today's patrol meeting prior to the meeting to fulfill the needs of the patrol.

Patrol Meeting Agenda Day Two

- Welcome—Troop guide
- Meeting agenda—Troop guide
- Patrol leader responsibilities—Troop guide
- Evaluation using Start, Stop, Continue (SSC)—Explained by the troop guide; evaluation led by the patrol leader, with troop guide support
- Closing—Patrol leader

As a troop guide, use EDGE (Explain, Demonstrate, Guide, Enable) to help your patrol become skilled at conducting patrol meetings. You can also use the Leadership Compass to determine your patrol's stage of team development (Forming, Storming, Norming, Performing). That evaluation can help you decide on the most appropriate style of leadership.

On Day Two of a typical NYLT course, most patrols will still be in the Forming stage and will respond best to leadership that is directive, supportive, and encouraging.

Welcome

Using good communication skills, the troop guides help patrol members feel welcome. Explain the reason for patrol meetings. If you wish, use the following quotes. You can read them or write them out and have other patrol members read them to increase their involvement.

“The patrol method is not a way to operate a Scout troop, it is the *only* way.
Unless the patrol method is in operation, you don't really have a Scout troop.”

—Robert Baden-Powell, Scouting's founder

“A patrol meeting is an opportunity for you to lead a group of Scouts as they conduct the business of their patrol. It is also a chance for everyone in a patrol to learn new skills, plan future activities, and have fun with friends.”

—From the *Patrol Leader Handbook*

Meeting Agenda

The troop guide explains what is involved in an effective patrol meeting. Begin by passing out copies of the patrol meeting agenda. Demonstrate patrol meeting leadership by modeling good communication skills and by sticking with the agenda of the meeting. As the week progresses, discussion of the Patrol's Quest for the Meaning of Leadership Presentation should also become an agenda item, with ample time given to work on it.

Patrol Leader Responsibilities

Explain that among a patrol leader's responsibilities are these:

- To take a leading role in planning and conducting patrol meetings and activities
- To encourage patrol members to complete advancement requirements
- To represent the patrol as a member of the leadership council, taking ideas from the patrol to the council meetings, speaking on behalf of the patrol, and then clearly communicating the council's decisions to members of the patrol
- To set a good example by living up to Scouting's ideals

Evaluation Using Start, Stop, Continue

The troop guide will coach the patrol leader to conduct the Start, Stop, Continue evaluation of the patrol's duty roster and daily campsite evaluation.

Explain that the session on planning will explore an evaluation tool called Start, Stop, Continue:

- Start—"What should we be doing that will make things better?"
- Stop—"What should we stop doing because it isn't helping?"
- Continue—"What is our strength and is working well that we want to continue doing?"

The patrol can begin using Start, Stop, Continue right now.

Daily Campsite Inspection Checklist Evaluation

Ask the patrol leader to take charge of the meeting and go over the patrol's Daily Campsite Inspection Checklist. For each item, discuss with patrol members what they can Start, Stop, Continue in order to fulfill the expectations of the checklist.

Patrol Duty Roster Evaluation

Guide the patrol leader in applying the Start, Stop, Continue evaluation tool to the patrol's duty roster. This is a good opportunity to iron out any difficulties with the roster. The troop guide can encourage patrol members to keep the discussion positive and constructive even if the patrol is moving from the Forming stage of team development into the Storming stage. Encourage the patrol leader to address issues rather than to let them go unresolved.

Closing

With coaching from the troop guide, the patrol leader asks if patrol members have any other issues to discuss or questions. Then, the patrol leader thanks patrol members for their participation and brings the meeting to a close.



Day Two: Planning

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Understand the value of planning as a step to reaching goals and fulfilling visions.
2. Plan an event or activity using the 7-Step Planning Process tool.
3. Use planning to help manage time.
4. Determine the next step when a plan does not deliver the desired outcome.
5. Utilize the Stop, Start, Continue method as an evaluation tool.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Handout: 7-Step Planning Process Worksheet
- For each patrol: 1 lunch bag containing the following items:
 - 20 pieces of standard spaghetti noodles (uncooked)
 - 1 standard (not mini or special sized) marshmallow
 - 1 yard (3 feet) of 1-inch blue painters' tape or masking tape
 - 1 yard (3 feet) of cotton string (avoid thread or yarn)
- Measuring tape and stopwatch for facilitator

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Introduction (5 min)

All participants in NYLT have been leaders in their home units—patrol leaders, crew officers, senior patrol leaders, etc. One of the requirements to attend NYLT was to have completed ILST or ILSC. Ask if they remember the three primary tools of leadership they learned during Intro to Leadership Skills. Their answers should be: **communicating, teaching, and planning**. Now we're going to spend some time talking about planning. (*Note: Evaluation is the last step of planning.*) We're going to begin with an activity that tests your planning skills.

Opening Activity (25 min)

Ensure each patrol is seated together in an area with a table or other stable base. Facilitators give the following instructions:

1. Each patrol will be given a bag with the same items.
2. Do not open the bag until you are given all the instructions.
3. You will have 15 minutes to build the tallest free-standing structure you can using only the materials in the bag. You cannot use the bag or anything not provided.
4. Open your bag and begin. Allow them to look at the items for 10–15 seconds, then say, “Oh wait, the marshmallow has to be on the top of the structure!”
5. Repeat instructions so that everyone hears, and then start the clock.

Troop guides shall watch but not participate or offer suggestions.

The presenter should walk around and, with the troop guides, observe to ensure rules are being followed. Do not offer suggestions or guidance at this point.

Look for how each patrol is handling the challenge. What process are they following? How is planning being conducted?

Give a warning when 10 minutes are left and again at 5 minutes. Give the last warning at 1 minute. Countdown the last few seconds.

Have troop guides help ensure no one is touching their structure when time ends.

Measure each patrol's structure and announce who has the tallest free-standing structure.

Reflection

Troop guides should pose the following to their patrols:

- Describe what you did to plan your tower.
- Describe a couple ways everyone's ideas were included in the planning.
- How do you feel about how well your patrol planned during the activity?



The Seven Steps of Planning (20 min)

Presentation Suggestion: This can easily be delivered with a single flip chart or single-slide PowerPoint presentation showing the Seven Steps of Planning graphic.

Explain that planning is what leaders do to ensure their team successfully achieves its goal, whether that is completing an activity (troop meeting, camping trip, or service project) or creating something (pioneering project, birdhouse, or marshmallow tower). Planning is the process teams use to define their goal, identify necessary skills and resources, consider alternatives, execute the plan, and then evaluate the results. Think of it as the means to efficiently reach your goals. It's the utensils you need to eat the elephant one bite at a time.

Planning helps us make sure we haven't forgotten anything and we are prepared if things don't go exactly as planned. Within Scouting, planning is also how we ensure everyone on the team has a voice in the process—planning is a team sport in Scouting.

One of the planning methods used in Scouting is the 7-Step Planning Process. If you want to take notes, the process is in your Participant Notebook.

1. Define the Specifics (4 W's and How)

- What is to be done, what is our goal, what is success?
- When does the project need to be completed?
- Where will the event or project take place?
- How will we achieve our goal? What are the steps that take us from now to completion?
- Who is responsible for the different elements of a project, activity, or longer-term event?

2. Identify the Resources (time, tools, and talent)

- How much time is available for planning? Develop a timeline that identifies the subtasks and the necessary (critical to other steps) and desired (minimal effect on other steps) completion dates.
- What skills, training, tools, materials, facilities, equipment, and funds are needed?
- How will you obtain the skills, training, tools, materials, facilities, equipment, and funds?

3. Consider Alternatives (What if . . .?)

- What might disrupt your event or project? (Weather, injury, people changes, equipment failure, failure to complete tasks by assigned due dates, etc.)
- How will you address the contingencies you have identified?
- Who can approve changes to your plan?
- When must those changes be approved?

4. Commit to the Plan (Own it)

- What are the decision points for committing (deposits) and Go/No-go?
- Make sure that all decisions and actions remain focused on achieving the plan's goal.
- Publish the plan (so everyone, including parents when necessary, knows What, When, Where, Who, and How).

5. Communicate the Plan

- Develop a method of communication.
- Leader communicates with team members responsible for each element of the plan.
- How will changes and updates be delivered and acknowledged?

6. Implement the Plan

- Put the plan into action.
- Have fun during the event or project.

7. Evaluate the Planning

- Assess your progress along the way.
- Evaluate the success of the planning process (Start, Stop, Continue).
- Reflect on the team's accomplishment or success of the activity after the event or project is completed.





Decision-making is an inherent element of every step in the process. It is not a separate step. Servant-leaders ensure that every member of their team is included in the decision-making process. This ensures that everyone feels their interests have been considered and that all alternatives have been explored. Your team will have a better plan if everyone contributes than if one person does it all and tells the team what the plan will be.

Consider the following scenario: Perhaps your patrol's goal is to have a successful and fun Outpost Camp later this week. One of the elements of that goal could be enjoying a terrific camp meal cooked over backpacking stoves. Let's talk our way through using the planning tool by planning an Outpost Camp meal.

Have the participants refer to the 7-Step Planning Process Worksheet, either as a handout or already part of the Participant Notebook.

Demonstrate how to use the planning tool, either with a flip chart or PowerPoint presentation. (**Note:** *This should take about 10 minutes.*)

Ask participants, "What steps do we need to complete to be prepared for the meal?" Expect answers like, "Ask everybody what they want to eat"; "Look in my *Scouts BSA Handbook*"; "Plan the menu"; and "Go to the store."

Choose a task that is likely to happen earlier than most of the tasks, for example, "Plan the menu," and write that response next to **Define the Specifics**.

Ask: "How do you do this?" Acknowledge the participants' answers: "All are great answers, but let's think about the step-by-step process of planning the menu."

In the HOW column of the first sheet, record the steps. For example:

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

WHEN, as it relates to the goal, is when you will have the backpack meal. WHO in this case can all be the same person, but for a bigger project or event, you will likely have more than one person responsible for different elements of the plan.

Now that we have the columns filled out, we need to create a timeline. We do that by working backwards from when the project or event will occur. So, for our backpack meal at the Outpost Camp on Thursday night, we will pick up the ingredients from the quartermaster on Thursday morning. The QM knows what to give us because we gave them our list on Wednesday afternoon, based on the recipes and ingredients we chose on Wednesday morning.

We now need to think about what else we need. For a backpack meal, we need the stoves and fuel. We'll also need to carry the right pots and utensils. We're carrying it on our backs, so we need to take exactly what we need and nothing more. Also, we need to think about the skills or training the project or activity requires. This is not kayaking or rock climbing, so

special training won't be needed, but it would be smart to identify the best two backpacking cooks in our patrol.

The last thing we need to do for this plan right now is to think about what could go wrong. If it's raining, then we'll need to make sure we get the dining fly up and secure. If one of our great cooks gets hurt or becomes ill and cannot go, then we will want to have a second cook to take over.

If this were a bigger project or more complicated event, we would continue filling out the planning form. But for now, you have a pretty good idea about how the 7-Step Planning Process works.

7-Step Planning Process Worksheet																					
<p>Define the Specifics Plan the menu</p> <p>What: Delicious backpack meal When: Thursday night Where: At the Outpost Camp How: Who:</p> <table border="1"> <tr><td>1. Talk to patrol members about what they want to eat</td><td>[name]</td></tr> <tr><td>2. Select dishes to prepare</td><td>[name]</td></tr> <tr><td>3. Find recipes</td><td>[name]</td></tr> <tr><td>4. Create list of ingredients and amounts</td><td>[name]</td></tr> <tr><td>5. Determine the cost of the ingredients</td><td>[name]</td></tr> </table> <p>Identify the Resources</p> <p>Timeline (backwards from completion point):</p> <p>Skills needed and source: Backpack stove cooking experience—[names of patrol members] Tools and equipment needed and source: Backpack stoves (QM), cooking pots (patrol box), utensils (patrol box), lighter (patrol box), fuel for stoves (QM) Training needed and source: None Costs: None. Included in NYLT fee.</p>	1. Talk to patrol members about what they want to eat	[name]	2. Select dishes to prepare	[name]	3. Find recipes	[name]	4. Create list of ingredients and amounts	[name]	5. Determine the cost of the ingredients	[name]	<p>Consider Alternatives</p> <table border="1"> <thead> <tr> <th>Contingency</th> <th>Mitigation</th> </tr> </thead> <tbody> <tr><td>Inclement weather</td><td>Cook and eat under dining fly</td></tr> <tr><td>Cook gets hurt or ill</td><td>Have a second backpack stove cook</td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </tbody> </table> <p>Commit to the Plan</p> <p>When will the plan be completed and distributed? What are the decision points? Deposits due from team: Deposits due to others: Go/No-go date:</p> <p>Communicate the Plan</p> <p>How will the team communicate before the event? How will the team communicate during the event?</p> <p>Implement the Plan</p> <p>Evaluate the Planning</p> <p>Start (do differently next time to plan better): Stop (not do next time because it was not helpful): Continue (do again because it worked well and made our plan better):</p>	Contingency	Mitigation	Inclement weather	Cook and eat under dining fly	Cook gets hurt or ill	Have a second backpack stove cook				
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Evaluating the Plan (5 min)

The final step in planning is to evaluate how well your plan achieved the desired goal or objective. During your patrol meetings yesterday and today, the troop guides demonstrated how to use the Start, Stop, Continue tool to judge how things are going and consider improvements that could be made. The tool is a simple but effective way to evaluate a team's or your own performance. It's also the evaluation tool we use during NYLT.



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

Start: "What should we do differently next time to plan better?"

Stop: "What should we not do next time because it was not helpful?"

Continue: "What should we do again because it worked well and made the plan better?"

The Start, Stop, Continue tool is to be used to provide constructive ways to improve. It is two positives with a negative sandwiched in between. The patrol should evaluate its performance after it completes an event or a project. Remember, you're evaluating how well the planning process was done and not on the success or the event or how much fun you had.

Summary (2 min)

Why do leaders plan? Planning is essential for the team to reach its goals. Goals are steps to achieving your vision.

Planning is one of the three primary tasks of leadership, along with communicating effectively and training your team.

Planning is a means of effectively reaching goals.

To accomplish goals, you must have good planning.

Scouting America's 7-Step Planning Process provides a simple yet effective tool to ensure successful planning. The Start, Stop, Continue method ensures your team evaluates the effectiveness of the planning, but more importantly sets your team up for future and greater successes.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.

7-Step Planning Process Worksheet

Define the Specifics

What:

When:

Where:

How:

Who:

1.	
2.	
3.	
4.	
5.	

Identify the Resources

Timeline (backwards from completion point):

Start _____ Complete _____

Skills needed and source:

Tools and equipment needed and source:

Training needed and source:

Costs:

**Consider Alternatives**

Contingency	Mitigation

Commit to the Plan

When will the plan be completed and distributed?

What are the decision points?

Deposits due from team:

Deposits due to others:

Go/No-go date:

Communicate the Plan

How will the team communicate before the event?

How will the team communicate during the event?

Implement the Plan**Evaluate the Planning**

Start (do differently next time to plan better):

Stop (not do next time because it was not helpful):

Continue (do again because it worked well and made our plan better):



Day Two: Model Patrol Leadership Council Meeting

Time Allowed

30 Minutes

Teaching Format

A model leadership council meeting presented in the round—that is, with the rest of the troop observing the proceedings. A youth staff member acting as narrator explains key points of the meeting to the observers.

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Describe the purpose of the leadership council.
2. Discuss how a leadership council meeting should be run.
3. Understand the roles and responsibilities of those who attend leadership council meetings.
4. See an example of a youth-led unit in action.

Materials Needed

- Leadership council meeting agenda (created by senior patrol leader(s))
- Course meeting plans for Day Two and Day Three
- A roster listing the program patrol and service patrol assignments for the duration of the course

Recommended Presenter

Senior patrol leader(s)

Recommended Location

Troop assembly area

Recommended Facility Layout

The meeting place should be prepared with a table and seating for the patrol leaders and the senior patrol leader(s) (SPL). In a camp setting, this may be a picnic table. Ideally, the site will be the same location for all leadership council meetings throughout the course; however, attendance by the entire troop as observers may make it necessary for this leadership council meeting to be held at a site that will comfortably accommodate everyone. Place a chair for the Scoutmaster to the side and a little behind that of the SPL. The Scoutmaster will be serving as a coach and mentor to the SPL, but will not be conducting the meeting. Surrounding these chairs is seating for the rest of the course participants and staff attending the meeting only as observers. Be sure that all members of the troop can see the meeting as it is unfolding.

PRESENTATION OUTLINE

Leadership council meetings are a key tool that unit leaders can use to develop youth-led units by coaching, guiding, and supporting youth leaders and by giving them the responsibility and freedom to lead. The Day Two leadership council meeting occurs in the round, that is, attended by patrol leaders and SPL(s) and observed by all other course participants and youth staff.

For courses running the linked troop model, please note that Scouts BSA linked troops typically conduct separate patrol leadership council meetings. This encourages both units to learn how to effectively plan their own programs. It also gives the SPLs and Scoutmasters the opportunity to work closely with their own troops. At NYLT, our linked troops will join together on many elements of the course, including patrol leadership council meetings. We are inviting all patrols to attend the same patrol leadership council meeting for demonstration purposes.

The in-the-round setting provides an opportunity to model an ideal leadership council meeting. The leadership council meeting is conducted by the SPL, who will model appropriate leadership behavior within the setting of the meeting.

As the meeting unfolds, a narrator explains to NYLT participants what is going on and how it fits into the larger scheme of a successful unit program. The narrator should be a youth staff member who fully understands the leadership council meeting process and is able to explain it well to others. The narrator should have a strong voice and stand outside of the circle of the leadership council. It may be advisable to use a microphone or projection device to help the troop hear what is going on.

Introduction to the Model Patrol Leadership Council Meeting

The narrator welcomes all participants to the model patrol leadership council meeting and explains how EDGE will be used to convey information—the narrator will explain a portion of a meeting, then members of the leadership council will demonstrate an effective way to conduct that meeting section. As NYLT participants take part in leadership council meetings later in the course, youth and adult staff will guide them to succeed. Ideally, the NYLT experience will enable participants to conduct effective leadership council meetings when they return to their home units.

Explain that the head of the patrol leadership council is the SPL, not the Scoutmaster. It is, however, the Scoutmaster's job to help teach the SPL how to make the most of these very important meetings. During this time, not only are the troop plans and schedules decided upon by the patrol leaders, but valuable instruction can be given on the basic elements of the patrol method and how to put them into practice in the troop. As the SPL was elected by all of the members of the troop, the SPL holds a great deal of influence with them. That is why it is imperative that the SPL has a thorough understanding of the patrol method and is desirous of doing all they can to help the troop carry it out.

Premeeting Discussion

The narrator explains that the Scoutmaster and SPL often visit for a few minutes before the beginning of a leadership council meeting. They go over the agenda and make sure everything is in order. The adult leader's role is to ensure the youth staff understands the



agenda and can implement it. Once the meeting begins, though, the SPL is in charge, and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the SPL now and then, but in a youth-led, youth-run unit, the unit's youth staff is in charge.

One of the unit leader's roles in a youth-led unit is to help Scouts realize how far they are progressing and developing as good leaders, even if they have not yet reached the vision they have set for themselves. The Scoutmaster helps the SPL set the direction of leadership council meetings so that the program of the unit is consistent with the values of Scouting.

The SPL and Scoutmaster enact a brief pre-meeting discussion to show how the agenda is reviewed. The Scoutmaster lends support and encouragement to the SPL. At the end of the premeeting discussion, the SPL calls the leadership council meeting to order, welcomes everyone, and asks each person in attendance to introduce themselves and state their current responsibilities with the NYLT course.

Meeting Agenda

Leadership Council Meeting Agenda Day Two

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

Welcome and Introductions

The SPL welcomes everyone and acknowledges the presence of the rest of the NYLT course participants and staff. The SPL then explains the importance of this in-the-round meeting:

- It is an opportunity for everyone to see an efficient meeting format that can be used effectively with patrol leaders or with any other group gathering, such as a school committee, a work team, and so on. Ask them to look for similarities to the patrol leaders' council in their home troop or to an officers' meeting in their home crew or ship.
- It allows everyone to better understand what will be expected of patrol leaders throughout the remainder of the course.

Explain that they will see the real thing, and the narrator will explain the significance of what they are seeing.

The narrator welcomes the NYLT participants and introduces those who will be active participants in leadership council meetings—primarily the patrol leaders and the SPL. Explain that the patrol leaders have come prepared to represent their patrols in the leadership council discussions and decisions. Explain that this is a model patrol leaders' council for the Scouts BSA members in the audience and is a format that can be used by

Venturing crew and Sea Scout ship officers when holding their planning sessions with activity chairs.

Purpose of the Meeting

The SPL directs the leadership council's attention to the written agenda. Note that the purpose of this meeting will be to:

- Check on the progress of the patrols.
- Assign the duties of the program patrol and service patrol.
- Use Start, Stop, Continue as our evaluation tool.
- Use good communication skills to share ideas.

The narrator explains that a good meeting in any program (not just in Scouting America) always starts with an agenda. This means that the meeting leader has put thought and preparation into the meeting so it can be efficient and effective. Everyone attending a meeting should be prepared to take notes so they can communicate with their patrol members about the meeting. In order to take notes, always come prepared with a pencil or pen and something to write on. Remind participants that there is note paper in the Participant Notebook.

Reports on the Progress of Each Patrol

The narrator explains that the SPL runs the leadership council meetings, but that does not mean this person does all the talking. This is a time for the SPL to listen and gather information about how the troop is running.

The SPL demonstrates by asking each patrol to use Start, Stop, Continue as a tool for giving a constructive report of the patrol:

- Start—What can they begin doing to improve their patrols?
- Stop—What can they stop doing that is not working well?
- Continue—What should they continue doing that is a strength and is working well?

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



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

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

Each day your understanding of leadership is going to change. You will add new information with every presentation. As you practice leadership yourselves, you will learn a great deal about what works and what isn't very effective.

As you watch the staff modeling different leadership styles, you will see the best that NYLT leadership has to offer.

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

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

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

Announcements and Daily Schedule Review

The SPL makes any announcements relevant to the troop. Explain that patrol leaders have a responsibility to convey information from leadership council meetings to their patrols. This should include a review of the daily schedule leading up to the next patrol leadership council meeting. Note the time and location for the next meeting of the leadership council.

The narrator explains that Scouts who are not attending a leadership council meeting are depending on their patrol leader to give them the information just shared here. This is a big responsibility.

Program Patrol and Service Patrol Assignments

The SPL asks the assistant youth course leads for program and service to take the floor. The assistant youth course leads explain the duties of the program and service patrols. Remind those leaders of the Day Two program and service patrols that they should review what they will be doing and use the planning skills taught earlier to figure out an effective way to fulfill their responsibilities.

Closing

The narrator asks members of the audience if they have any questions about what they just observed. If there is time, ask how many of them practice a similar format for their home unit version of a leadership council (patrol leaders' council or officers' meeting).

It is important to end meetings on time rather than allow them to drag on. The SPL thanks everyone for their participation in the leadership council meeting, answers any questions from members of the leadership council, then adjourns the meeting.

Scoutmaster's Observations

The Scoutmaster briefly discusses the importance of a leadership council meeting to the operation of a Scouting unit. Compliment the Scouts, as appropriate, for behavior that you observed during the meeting that was especially consistent with the Scout Oath, Scout Law, and Scout, and motto. (For example, the SPL was prepared for the meeting, or patrol leaders were respectful of one another during a difficult discussion.)



Day Two: Model Troop Meeting

Time Allowed

1 Hour, 45 Minutes

Teaching Format

The troop meeting is conducted by the senior patrol leader(s), who will model appropriate leadership behavior within the setting of the meeting. As the meeting unfolds, a narrator explains to NYLT participants what is going on and how it fits into the larger scheme of a successful unit program. As with most sessions of an NYLT course, the presenters of the model troop meeting convey information by using EDGE.

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Conduct a well-prepared unit meeting built on the seven-step unit meeting plan.
2. Discuss the impact of goal setting.
3. Use EDGE to teach a skill.
4. Conduct an interpatrol activity based on the principles of EDGE.

Materials Needed

- Unit Meeting Plan Worksheet (Blank) (Participant Notebook)
- Day Two Troop Meeting Plan (Participant Notebook)
- Display copy of *Scouts BSA Troop Program Features* (Volumes 1–3)
- Photographs of possible pioneering projects (one set for each patrol)
- Sample Lashing Diagrams (Participant Notebook)
- Spars and ropes for lashing (two sets per patrol)

Recommended Presenter

Senior patrol leader(s), Scoutmaster(s), and other assigned staff

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

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

The troop meeting is conducted by the senior patrol leader (SPL), who will model appropriate leadership behavior within the setting of the meeting.

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

As the meeting unfolds, a narrator explains to NYLT participants what is going on and how it fits into the larger scheme of a successful unit program. The narrator should be a youth staff member who fully understands the unit meeting process and is able to explain it well to others. The role of the troop meeting narrator is similar to that of the narrator who explained key points of the Day Two patrol leadership council meeting; however, the narrator for the troop meeting should be a different youth staff member than the one who narrated the leadership council meeting. That will give a fresh voice to the troop meeting narration and will allow each of the narrators to focus their energies fully on preparing for a single presentation.

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

Introduction

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

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

This first meeting is a model troop meeting. NYLT participants will take part in troop activities but also will be an audience watching how a good troop meeting is put together and conducted. It is fine to tell them that we are using the Scouts BSA troop meeting model. There is no equivalent form for Venturing crews or Sea Scout ships, but that does not



matter—point out that the steps are universal. Venturers or Sea Scouts simply need to apply the principles to their crew or ship meetings, as appropriate. Smaller crews or ships, just as is true with small troops, may not have enough members for an efficient “interpatrol” part of the meeting, but participants should know that this part of the meeting plan exists for times when a larger group is present.

There are seven steps to a good unit meeting.

Seven-Step Unit Meeting Plan

There are seven steps to a good unit meeting:

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

Ask participants to turn to the Day Two Troop Meeting Plan in the NYLT Participant Notebook. Explain that every good unit meeting follows a plan like this and emphasize that they can develop a terrific plan, but if they don’t follow it, not much will happen.

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

Troop Meeting Plan

Day Two

Activity	Description	Run By	Time	Total Time
Preopening		Patrol leaders	5 min.	5 min.
Opening ceremony	Scouting ideals	Program patrol	5 min.	10 min.
Skills instruction	Lashings	Troop guides	25 min.	35 min.
Patrol meetings	Planning the pioneering project	Troop guides	25 min.	60 min.
Interpatrol activity	Lashing challenge	Troop guides	25 min.	85 min.
Closing	Scoutmaster’s Minute	Scoutmaster	5 min.	90 min.
After the meeting	Debriefing and planning ahead	SPL and Scoutmaster		

Preopening

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

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

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

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

- Ask if each troop guide has the resources the patrol needs to carry out its portion of the meeting.
- Ask the Scoutmaster if there is anything else requiring attention before the opening of the troop meeting.

During the preopening, the Scoutmaster provides coaching for the senior patrol leader but allows him to lead the preopening.

- Suggest one or two points the senior patrol leader might consider. (Do the participants have plenty of water with them? What's the backup plan for the outdoor activities if the weather turns bad?)
- Give a few words of encouragement, and express confidence that the troop's youth leaders are ready for the meeting to begin.

The narrator explains that in a regular unit meeting, this discussion among the unit's youth leaders would take place while the rest of the unit members are involved in the preopening activity. During preparations for the NYLT course, staff should select a preopening activity from *Scouts BSA Troop Program Features*. Showing participants the exact source of the activity can encourage them to use *Scouts BSA Troop Program Features* with their home troops. If possible, find an example that has equal relevance to a Venturing crew.

The youth staff member in charge of this portion of the meeting conducts a brief preopening activity from *Scouts BSA Troop Program Features*.

Opening Ceremony

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

The senior patrol leader demonstrates by inviting troop members to make the Scout sign and recite the Scout Oath. Ask if there are announcements or other contributions from participants and staff.



Skills Instruction

The narrator explains that skills instruction is the third of the seven steps of a successful unit meeting. The skills being taught should fit into other activities the unit is doing during the month. A unit that is going on a kayaking trip, for example, might use skills instruction to help patrol members learn how to stow camping gear into a kayak, or how to maintain a kayak after a journey. This afternoon, the patrols of our NYLT course will be building pioneering projects. The skills instruction portion of this course meeting focuses on a lashing that might be useful in completing those projects.

The senior patrol leader demonstrates by asking the troop guides to conduct the skills instruction portion of the course meeting. Each patrol's troop guide will serve as the patrol's instructor for this Scouting skill.

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

Before the NYLT course begins, troop guides should practice making a tripod with the tripod lashing until they know it very well. They must be able to demonstrate the lashing without using the handout provided in the Participant Notebook.

Using good communication skills, troop guides tell their patrols that they are going to teach everyone how to lash together a tripod using the tripod lashing. While troop guides are teaching a lashing method, they are also modeling how to teach. All teaching should be done using EDGE—Explain, Demonstrate, Guide, Enable. Troop guides **explain** what the tripod lashing is and how it can be used, then describe the steps used to make the lashing and form the tripod.

Demonstrate the steps for making the lashing.

- Step 1:** Lay three poles alongside each other, making sure the bottom ends are lined up evenly.
- Step 2:** Tie a clove hitch around one of the outside poles. Wrap the short tail around the long end of the rope.
- Step 3:** Wrap the rope around all three poles six to eight times, laying the turns of rope neatly alongside one another. (How stiff the tripod legs will be when they are separated depends on the number and the tightness of these wrapping turns.)
- Step 4:** Carry the end of the rope between the middle pole and the pole with the clove hitch, and take two tight frapping turns around the wraps. Then pull the rope straight across the center pole (not diagonally over the wraps), and take another two tight frapping turns around the wraps between the middle pole and the other outside pole.
- Step 5:** End with a clove hitch around the outside pole, being sure to snug the clove hitch tight against the wraps and the fraps.
- Step 6:** Stand the tripod up and spread the legs into position, crossing the outside legs under the middle pole.

Troop guides should emphasize the following points:

- Make the wrapping turns loose; otherwise, you will not be able to open the tripod.
- Refer participants to the handout illustrating the steps for making the lashing.
Encourage them to use the illustrations as guides while practicing how to make the tripod lashing.

The troop guide asks several patrol members to come forward. Provide each with spars and rope, and ask each of them to tie the lashing. Observe their progress, guide them when they need assistance, and offer suggestions.

Whenever possible, use the Start, Stop, Continue evaluation tool as your means of providing suggestions. After the volunteers are done with their lashings, take a few moments to evaluate the quality of their tripods. Ask others in the patrol for Start, Stop, Continue input. For example, the troop guide might tell the volunteers to start making the wraps of the lashing looser so that it is easier to open up the tripod. They might want to stop leaving loose ends of the rope dangling. They might want to continue all the steps they got right—continue placing the spars butt to butt and tip to tip, continue using clove hitches to begin and end the lashing, and so on. Guide all patrol members as they tie the lashing themselves.

Do the same EDGE technique for the Japanese Mark II Square lashing. Participants can reference the diagrams in the Participant Notebook.

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

Patrol Meetings

The narrator explains that the fourth of seven steps of an effective unit meeting is the opportunity for each of the patrols to hold a patrol meeting. The patrol meetings often are devoted to activities that prepare the patrol for upcoming unit events.

The senior patrol leader asks the patrol leaders to take charge of their patrols. Much of the afternoon will be devoted to patrol pioneering projects. NYLT participants can devote the current patrol meeting to planning. Each patrol will have the opportunity to plan and build one of a number of possible pioneering projects—a tower, monkey bridge, etc. Tie the project back to the marshmallow-spaghetti challenge. Consider having participants build a flag pole for their patrol flag or course flag. Distribute copies of the pioneering project photographs. Tell the patrols that they are welcome to build any one of these projects or construct a project of their own design.

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



“Troop Structure” that is built, where each patrol builds one component. This is a nice way for the troop to start the team-building process, as well.

Require that each patrol write out its plan using the 7-Step Planning Process tool. The senior patrol leader, quartermaster, and other staff will be available to answer questions from the patrols about the availability of materials, locations for construction, and appropriateness of project designs.

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

Interpatrol Activity

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

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

Lashing Challenge:

Patrols line up on one side of the activity area. On the other side is a set of lashing materials for each patrol—three staves and enough rope to make a tripod lashing. At the command to go, two patrol members run to the materials and use a tripod lashing to form a tripod. The troop guide for that patrol will be nearby to offer verbal guidance if a pair of patrol members is having particular difficulty with the lashing.

As soon as the troop guide for the patrol declares the lashing correctly tied and the tripod formed, the pair of patrol members runs back to their patrol and tags the next pair. The second pair runs to the tripod, disassembles it, coils the rope, and places the materials neatly on the ground. The moment that is done, the troop guide signals to the pair that they can return to their patrol.

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

Closing—Scoutmaster’s Minute

The narrator explains that the sixth step of a good unit meeting is the closing. Until now, the meeting has been run by the youth leaders of the troop. The Scoutmaster has been on the sidelines, ready to assist the youth leaders if they require some help, but has allowed them to lead the meeting to the fullest extent possible. The closing is the Scoutmaster’s chance to step forward with a few meaningful words for the unit. For example, a Scoutmaster’s Minute for this meeting might build on the idea of a compass.

The Scoutmaster demonstrates a Scoutmaster’s Minute. Draw out a compass or pull a compass from your pocket: “A compass is a valuable tool in the outdoors. It can keep us

pointed in the right direction even if we are going through territory that is new to us. It can help us find our way. (*Puts the compass away.*) But what happens if you keep your compass in your pocket and never look at it? What good is it for guiding you? It's not helpful at all, is it? If your compass is to be helpful in showing you the way, you need to get it out and use it. (*Bring the compass back.*) The same is true of the Scout Oath. It is the compass that can guide us through life, but it's no good if we ignore it. It is of no use if we simply recite it at the beginning of meetings and then don't use it regularly to check our direction and make sure we're always headed in the right direction."

After the Meeting

The narrator explains that the seventh and final step of a unit meeting is a stand-up meeting of the leadership council. It is informal and brief enough to be conducted with members of the leadership council standing in a circle. The point of the stand-up meeting is for the senior patrol leader to lead the rest of the leadership council in a quick review of the meeting that has just ended and to make sure that everyone is ready for the unit's next activity or meeting.

The senior patrol leader invites members of the leadership council to gather for a stand-up leadership council meeting. (In this case, the leadership council will include the senior patrol leader(s); assistant youth course leads for program and service; all patrol leaders; and the troop guides assigned to the patrols.) Review the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings. Go over assignments for the next troop meeting, and be sure everyone knows their role. Close the stand-up meeting with words of praise and positive reinforcement. Thank the group for a job well done.



Sample Unit Meeting Plan Worksheet

UNIT MEETING PLAN

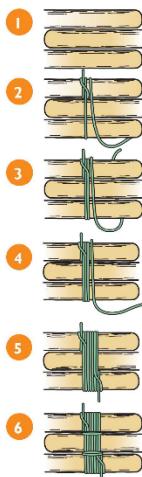
Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes			
Patrol Meetings _____ minutes			
Interpatrol Activity _____ minutes			
Closing _____ minutes Total 90 minutes of meeting	• Scoutmaster's Minute.	SM	
After the Meeting			



Sample Lashing Diagrams

Tripod Lashing

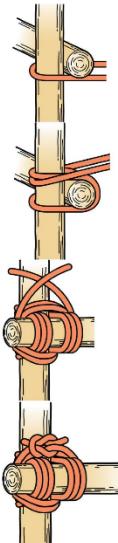


1. Lay three poles alongside each other, making sure the bottom ends are lined up evenly.
2. Tie a clove hitch around one of the outside poles. Wrap the short tail around the long end of the rope.
3. Wrap the rope around all three poles six to eight times, laying the turns of rope neatly alongside one another. (How stiff the tripod legs will be when they are separated depends on the number and the tightness of these wrapping turns.)
4. Carry the end of the rope between the middle pole and the outside pole, and take two tight frapping turns around the wraps. Then pull the rope straight across the center pole (not diagonally over the wraps), and take another two tight frapping turns around the wraps between the middle pole and the other outside pole.
5. End with a clove hitch around the outside pole, being sure to snug the clove hitch tight against the wraps and the fraps.
6. Stand the tripod up and spread the legs into position, crossing the outside legs under the middle pole.

Japanese Mark II Square Lashing

2021 Edition

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Step 1—Begin by folding the lashing rope in half. Place the bend around the vertical spar and beneath the horizontal spar.

Step 2—Working both ends of the rope at the same time, make three wraps around the spars.

Step 3—Bring the rope ends up between the spars in opposite directions to make the frapping turns around the wraps.

Step 4—Pull the frapping turns tight, and complete the lashing by tying the two ends with a square knot.

The advantage of this variation is that you work both ends of the rope at the same time. That can make forming the lashing quicker since each hand has less rope to pull through. The drawback is that it can be more difficult to keep both rope ends pulled tightly than when lashing with a single rope end.



Day Two: Team Project (Building Pioneering Projects)

Time Allowed

120 Minutes

Teaching Format

Patrols use the plans they developed during the troop meeting to build pioneering projects (or alternate projects if necessary; see below).

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Practice using planning skills as a patrol.
2. Develop teamwork skills.
3. Have a great time.

Materials Needed

- Poles (or alternative such as staves or dowel rods)
- Various lengths of rope

Note: The pioneering project should be selected during staff training, with enough sturdy wooden poles of various sizes gathered to allow each patrol to construct a full-sized pioneering project.

Recommended Presenter

NYLT staff member

Recommended Location

Large outdoor site

PRESENTATION OUTLINE

Pioneering projects provide patrols with opportunities to practice setting goals, planning, and team development as well as to have lots of fun. Because the patrols will be developing the skills to operate effectively as a team, the activity may bring out “storming” behaviors, which are a natural part of team development.

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

Note: If it is not practical for patrols to build pioneering structures (due to space and/or material constraints), they may execute alternate projects. One example could include table top pioneering projects using various dowel rods. Desirably, the alternate projects will still incorporate the lashings learned and practiced during the Day Two Model Troop Meeting.



Day Two: Movie Night

Time Allowed

2 Hours, 45 Minutes

Teaching Format

A relaxed setting for watching and then discussing a movie

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Expand their views on the concepts of Finding Your Vision, Setting Your Goals, and Planning.
2. Develop fellowship among NYLT participants.

Materials Needed

- A computer with DVD capability or external DVD drive if unable to show movie digitally
- Appropriate sound system for film venue
- Projector and screen
- The movie (DVD or digital) *Apollo 13* OR one of the following movies: *Remember the Titans*, *Invictus*, *McFarland, USA*, *The Avengers*, or *Toy Story*. No other movie may be used during this session.
- Cracker barrel refreshments

Recommended Presenter

Senior patrol leader, patrol leaders

Recommended Location

Troop assembly area or other suitable space

PRESENTATION OUTLINE

Introduction

Movie night is designed to be social, educational, and enjoyable. It combines enjoying cracker barrel refreshments with viewing a movie that connects with themes of the NYLT course. The session presenter—perhaps the senior patrol leader—introduces the film and, at its conclusion, leads a discussion to draw out important points in the movie that relate to the NYLT course.

First, the presenter welcomes everyone and invites them to enjoy the movie and the cracker barrel refreshments. As they watch the film, the presenter encourages participants to look for examples of Vision—Goals—Planning.

Post-movie Reflection

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

Questions that might open up further discussion include the following:

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



Day Three: Breakfast Questions

Time Allowed

15 Minutes

Teaching Format

Patrol activity with staff member facilitation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Reflect on the patrol's development.
2. Discuss course, patrol, and personal expectations.
3. Reflect on what they have learned and experienced so far.
4. Reflect on how their goals are evolving as a result of the course.

Materials Needed

- Breakfast questions (below)

Recommended Presenter

One or more NYLT staff member(s) will join each patrol for breakfast

Recommended Location

Patrol breakfast locations

PRESENTATION OUTLINE

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

Day Three is the second full day of the course. Day Two was a long day. Participants had their first competition and may likely be in the storming stage.

Day Three Breakfast Questions

- Yesterday was a long day with lots of challenges. How is your patrol doing?
- What has your patrol set for its goals today?
- Have your expectations for the course changed? If so, how?
- How did your patrol use Start, Stop, Continue yesterday?
- Explain how your patrol vision for NYLT has changed since yesterday. If it has not changed, then describe your patrol's progress so far to achieve your vision and what you hope to accomplish today



Day Three: Troop Assembly

Time Allowed

30 Minutes

Teaching Format

Troop assembly

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Gather for the start of the National Youth Leadership Training course day.
2. Feel welcomed and valued (as will the staff).
3. Reaffirm that the NYLT course operates according to the Scouting ideals.
4. Participate in a flag ceremony presented by the program patrol.
5. Participate in the installation ceremony for new patrol leaders and assistant patrol leaders.
6. View youth staff as supporters, guides, and mentors to course participants.
7. Discuss key parts of a good course assembly.
8. Recognize good communication skills.
9. Recognize the spirit and enthusiasm of the course.
10. Be inspired to bring new ideas back to their home units.

Materials Needed

- American flag
- Course flag
- Historic American flag (Serapis Flag)
- Historic American flag presentation and song lyrics
- Program and service patrol emblems

Recommended Presenter

Senior patrol leader(s) and NYLT staff

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening

Troop guides lead patrols to the assembly area and arrange them in an appropriate formation, as chosen by the flavor of the NYLT course. The senior patrol leader(s) (SPL) uses the Scout sign to bring the assembly to order, then welcomes participants to Day Three of NYLT and expresses pleasure in having everyone here. The SPL explains that Day

Three symbolizes the second week of the month for a normal Scouting unit. There will be a variety of presentations and activities during the day, as well as a troop meeting.

Opening Ceremony

The SPL asks the day's program patrol to provide the opening ceremony, including the flag ceremony and the Scout Oath and Law, following the model that staff provided on Day Two.

Note: The patriotic song for Day Three is "Columbia, The Gem of the Ocean". Scripts for the American flag ceremony and historic flag presentations, including lyrics for the appropriate songs, can be found in the Participant Notebook and on the National NYLT Google Drive. Ensure that the staff knows and can sing the appropriate patriotic song of the day.

Announcements

The SPL offers any announcements important for conducting the day's sessions and events. This is also an opportunity for the "widgets" to be used in between announcements (see Day One and Day Two Troop Assemblies). By repeating widgets or announcement segments, it keeps participants engaged and looking forward to what may come. Intersperse the widgets between the new patrol leader and assistant patrol leader installations, the presentation of the service and program patrol emblems, the recognition items, and the Scoutmaster's Minute for a lively and attention-grabbing assembly. A morning prayer may be appropriate to be offered at this time.

New Patrol Leader and Assistant Patrol Leader Installation

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

As introductions are being made, the SPL can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, and so on. Pointing out the participants' use of good communication skills is a way of guiding them and enabling them to use the skills in many situations. Patrol leader and assistant patrol leader assignments for each day of the NYLT course are located in the Patrol Duty Roster, included in the NYLT Participant Notebook.

The SPL conducts the installation by doing the following:

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



Program and Service Patrol Emblem Exchange

The assistant youth course leads for program and service briefly explain the duties of the program patrol and the service patrol.

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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

- Police the troop meeting area.
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the leadership council meeting.

Ask the leaders of the day's program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag or a spirit stick or a themed element if the NYLT course has a theme (e.g., a canoe paddle if the NYLT theme is a tropical one).

Campsite Inspection and Other Recognition Presentations

The SPL presents the campsite inspection recognition based on the previous day's campsite evaluation. Point out that Scouting America encourages patrols to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the campsite inspection recognitions, every patrol can be a winner.

Each patrol can tie its recognition item for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another recognition item each day of the NYLT course. Recognition items can include: a good turn emblem, a quartermaster award for meals, creation of a patrol flag, creation of a patrol yell, uniform inspection, and so on. Recognition items are up to the discretion of the NYLT staff and should be measured up to a uniform standard that is something that all patrols have the opportunity to earn without exclusion.

Scoutmaster's Minute

The Scoutmaster presents the Scoutmaster's Minute for Day Three:

"Here's a question for you. How many fingers are there in the Scout sign? Many people say three—the three big fingers. But, of course, the thumb and little finger have roles to play, as well. In fact, it's the thumb and little finger that are out in front, representing the unity of Scouting worldwide. Without them, you can't really make the Scout sign. A diversity of

fingers makes up the Scout sign. They are all different. We value them for the ways in which they are like one another and also for the ways in which they differ.

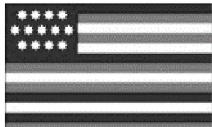
“Five fingers, each of them unique, all of them working together toward the common goal of forming the Scout sign. You’ll spend much of today exploring patrol development and acting together as members of a patrol. A great strength of your patrol, and of all groups—our schools, our churches, even our nation—is the diversity that members bring. As you go through today’s sessions, keep in mind the Scout sign and the diversity that makes it possible.”

Conclusion

The SPL thanks the Scoutmaster and brings the troop assembly to a close, dismissing the group to the first activity of the day.


NATIONAL YOUTH LEADERSHIP TRAINING

Historic American Flag Presentation: Serapis Flag



Serapis Flag

Designed with 13 stripes alternating red, white, and blue, this flag was raised by Captain John Paul Jones on the British frigate *Serapis* during the most famous naval battle of the Revolutionary War.

In 1779, after conducting sea raids on the coast of Britain, Jones took command of a rebuilt French merchant ship that had been renamed the U.S.S. *Bonhomme Richard* in honor of Benjamin Franklin. In September of that same year, Jones engaged the British frigate *Serapis* in the North Sea, sailing in close, lashing his vessel to the British ship, and fighting the battle at point-blank range.

During the fight, two cannon burst on the *Bonhomme Richard*. The British captain asked Jones if he was ready to surrender. Jones replied, “Sir, I have not yet begun to fight!” Eventually it was the crew of the *Serapis* that surrendered, though the *Bonhomme Richard* was severely damaged. The American sailors boarded the *Serapis* and watched from the deck as the *Bonhomme Richard* sank beneath the waves.

Let us honor this flag with a song that also honors America.

(Note: Ensure that everyone has lyrics to the song.)

Columbia, the Gem of the Ocean

O Columbia! the gem of the ocean,
The home of the brave and the free.
The shrine of each patriot's devotion,
A world offers homage to thee;

Thy mandates make heroes assemble,
When Liberty's form stands in view;
Thy banners make tyranny tremble,
When borne by the red, white, and blue.

When borne by the red, white, and blue.
When borne by the red, white, and blue.
Thy banners make tyranny tremble,
When borne by the red, white, and blue.



Day Three: Communicating—Part 3: The Message

Time Allowed

30 Minutes

Teaching Format

Patrol presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Identify the message in a communication.
2. Decide what information is important about the message.
3. Know how to apply “5WH”.
4. Improve the completeness of information in their messages.

Materials Needed

- Visual aid(s) developed by the presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- 1 tennis ball (or other type of tossable ball) for each participant

Recommended Presenter

Troop guide

Recommended Location

Patrol breakout area

PRESENTATION OUTLINE

The Message Toss Game (10 min)

Each patrol forms a circle. The patrol leader 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 circuit 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 that person 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 until there are the same number in play as there are patrol members, timing their introduction into the circle to keep the balls moving until all the balls are in play.

Game Debrief

- What was the message? (*The ball.*)
- Who was the sender? (*The person tossing the ball.*)
- Who was the receiver? (*The person catching it.*)
- What happened when more balls were introduced?
- When did your team start dropping balls?
- What does a dropped ball represent in our communication model? (*An incomplete or improperly understood message.*)

Packaging the Message (6 min)

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Today we are going to discuss the message. I will use the neutral position to send a message to you.

"We are now going to convert refined pulp into an aerodynamic mechanism that sustains flight. It will require a precisely constructed foil that will, with the aid of external thrust, create lift. If the air pressure above the foil is less than the air pressure below the foil, and if the thrust is applied with a measured velocity that will not impede that lift, you will have engineered a mechanism that will sustain flight."

What did I just describe? Give them the opportunity to answer and affirm the paper airplane as being the correct response.

Was this a good message? (No)

Why? (*Too complex or unfamiliar words*)

Would you please share other packaging obstacles to effective communication?

- *Not speaking clearly or loud enough*
- *Word choices (technical jargon, unfamiliar acronyms, slang)*
- *Filler words (um, like, uh, er)*
- *Meandering thoughts*
- *Derogatory language*
- *Distracting body language*
- *Others they may name*



What are a couple of examples of better packaging for this message?

- *"I'm going to show you how to make and launch a paper airplane."*
- *Instructor could show a picture of a paper airplane—a visual learning aid.*
- *Instructor could have pieces of paper for everyone and talk them through building and launching a paper airplane—kinesthetic learning.*

We hope this session helps make you aware that how messages are packaged affects the effectiveness of communication.

How often do you think about what the “message” really is when you engage with other people (parents, teachers, friends, fellow Scouts, Scouters, etc.)? Do you give consideration to what the intended “message” is as both a “sender” and a “receiver”? Do you ask questions if a “message” is unclear or deficient in important content?

How complete are your “messages”? Do you provide information completely and clearly for your “receivers”?

A sender needs to package a message in a way that it can be easily tossed to the receiver, and effectively caught.

Reporters and others in the news field use the tool 5W's and an H to package a story.

Note: Have the 5WH tool already prepared on a flip chart.

5WH—Who, What, When, Where, Why, How (6 min)

If we were to write a story about the Message Toss game that was just played, for example, what would we plug into each W and the H?

- **Who**—The patrol
- **What**—Played the Message Toss Game
- **When**—During the NYLT session on Communication
- **Where**—This meeting area
- **Why**—To experience Aristotle's communication model of a message, a sender, and a receiver
- **How**—The patrol passed a ball in a pattern that included each member once. The troop guide gradually added more balls until there were as many balls being passed around as there were patrol members.

Discuss the fact that this NYLT session on communicating is, itself, an example of using 5WH:

- **Who**—NYLT participants
- **What**—To explore the importance of effective communication and understand some important tools for communicating well
- **When**—On Day 3 of the NYLT course
- **Where**—The session meeting area
- **Why**—To make participants aware of packaging as a barrier to effective communication so they may communicate more effectively during NYLT and when they return to their homes

- **How**—The troop guide leads discussions, demonstrations, and activities to deliver information about effective communicating and to help participants master the material.

5WH Activity—Now It's Your Turn to Package a Message (7 min)

Instruct each participant to list one goal they have. It doesn't have to be a Scouting goal.

Ask them to use the 5WH method to package a message about their goal. Have each participant read aloud their packaged message. Have the patrol offer constructive feedback about how the message did or did not meet the 5WH criteria.

Conclusion (1 min)

Point out that no matter how good a sender you are, if the message is not packaged correctly, it is unlikely to be effectively received by the receiver.

Review the 5WH packaging tool: Who, What, When, Where, Why, and How.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Three: Solving Problems

Time Allowed

45 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Define the types of problems you leaders typically face
2. Describe how to determine the correct problem to solve
3. Classify problems using the Urgent—Important matrix
4. Apply Scouting America's 7-Step Problem-solving Process

Materials Needed

- Visual aid(s) developed by presenter
- Flip chart or white board plus markers
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- 15 pipe cleaners per patrol
- Solving Problems Patrol Exercise Worksheet (one copy per participant and one additional copy per patrol)

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening Activity (8 min)

Give each patrol 15 pipe cleaners. Tell them their task: when you say “Go,” they will have five minutes to build the tallest free-standing structure, using only the 15 pipe cleaners they have been given. Troop guides should monitor the patrols but not participate in order that they may lead a reflection of the activity at the end.

One minute after the presenter says “Go,” pause the clock. Announce to the troop that some of their resources have been misplaced, and so they will all have to finish the project with one hand behind their backs. Restart the clock. Two minutes later, pause the clock again. Announce that the missing supplies have been found, and so they can use both their hands

again. Restart the clock. Let them know when 30 seconds remain. All stop working at the five-minute point.

Troop Guides should lead a short reflection with their patrols. Questions may include the following:

- How did you decide what to build?
- Was there a project leader? If so, how were they chosen?
- If there was no project leader, how might a leader make the group's efforts more successful?
- What did you think of the communication within your patrol? What did you do well? What might you do differently next time your patrol has to solve a team challenge?

Troop Guides should collect the pipe cleaners following the reflection so they don't become a distraction during the session.

Defining a Problem (10 min)

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Albert Einstein once said, “If I had one hour to solve a problem and my life depended on the solution, I’d spend 55 minutes defining the problem and 5 minutes thinking about solutions.” Let’s think about that for a minute. Ask the group, “What did he mean?” Take 3–4 answers from the group. (*No need to write them down.*) As we will discuss in a few minutes, the biggest challenge leaders face when dealing with a problem is identifying and then defining the correct problem.

But first, let’s define what a problem is.

Ask the group to define “problem.” Again, take 3–4 answers from the group. The one you are looking for is: “A situation that requires a decision or a solution; a question needing consideration or inquiry.” (*Merriam-Webster Dictionary*) If one of the Scouts’ answers is close to that textbook answer, recognize that Scout and have them repeat their answer for the troop to hear.

Problem-solving, then, is the process of making the decision or finding a solution.

Presentation Suggestion: Have a flip chart or PowerPoint slide prepared that lists the five types of problems. Show it as you discuss the types.

As youth leaders, we face different types of problems, some of them every day and others only once in a great while. The different kinds of problems include the ones listed here. Let’s take a minute to describe what we’re talking about.



Simple or complicated (difficulty)

- Some problems are easy and don't require much effort to solve, while others are complicated or difficult and will require research, analysis, and choices to arrive at a solution.
- Problems involving human feelings normally require empathy and compromise.

Important or trivial (criticality)

- Problems fall on a range of importance. Good leaders recognize the importance of the problem is relative to all the other aspects of one's life, responsibilities, desires, and needs, and therefore treat the problem accordingly.

Urgent or nonurgent (immediacy)

- Like importance, not all problems are immediate. When faced with multiple problems, good leaders consider the immediacy of the problem when determining when and how to address the challenge.

Routine or unexpected (certainty)

- Routine problems are those we have anticipated, planned for, and practiced dealing with. Unexpected problems, though, can derail a plan and disrupt a team's development.

Personal or team (breadth)

- Problems may be individual or may involve others. The problem-solving process should remain about the same, but if the problem is a team's, then good leaders are collaborative, inclusive, and empowering.

Seven Steps to Problem-solving (5 min)

Now that we have an idea about the types of problems we deal with as youth leaders, let's talk about the process for solving problems. Scouting America uses the 7-Step Problem-solving Process shown here. I'll explain.

Presentation Suggestion: Have a flip chart or PowerPoint slide prepared that lists the seven steps. Have it displayed as you discuss them.

1. Identify the problem.

- Is there a problem?
- What exactly is the problem?
- Why solve the problem?
- Does the problem have a deadline?

2. Brainstorm solutions.

- Assume there is more than one solution.
- Develop alternatives.
- Reframe the question. Would a different question achieve the same desired outcome? (**Note:** This is a call to be creative and innovative during problem-solving—do the unexpected.)

3. Evaluate options.

- Are there limits on time, cost, number of people, location, etc.?
- Rank order the options based on defined criteria.
- Rank order the options based on affective criteria (i.e., emotion, feeling, perception, bias).

4. Make a decision.

- Commit to a solution (which can be a combination of options).
- Ensure the chosen solution does not generate future or additional problems.

5. Make a plan.

6. Implement the plan.

7. Get feedback and be flexible.

Note: These last three steps are also part of Planning and were, therefore, covered in that session on Day Two.

The last three steps are self-explanatory and just need to be stated. Remind participants that because they overlap with the 7 Steps of Planning which were covered in the Planning session on Day Two.

As promised at the beginning, though, the single biggest challenge leaders face is identifying the correct problem to solve, making Step 1 of this process the hardest step.

The 5 Whys (7 min)

This is an iterative process of asking why a condition exists, rather than taking the stated problem at face value. Participants generate multiple answers/conditions asking why those conditions exist, and continuing until reaching a root cause. Let's use an activity to demonstrate what we mean.

Tell the troop, “At the October patrol leaders’ council meeting, the Scoutmaster asks the troop leadership the following question, ‘Since we returned from summer camp, attendance at weekly troop meetings has dropped by about a third, from 45 Scouts to 30. Only half of the older (15–16 years old) Scouts are coming to meetings or the monthly camping trips now. How do we solve our attendance problem?’”

Ask the troop, “What is the problem?”

- Answer should be, “We have low attendance at our troop meetings.” (**SM said that is what the problem is.**)



Ask the troop, “WHY?” Write 4–5 of their answers on the whiteboard or flip chart.

- Three of the older Scouts joined a different troop.
- Four Scouts earned Eagle and quit because they have part-time jobs or are doing fall sports.
- It rained a lot at summer camp, and some of the new Scouts don’t think Scouting is fun.
- Four of the new Scouts joined a different troop.

Pick one of their answers, and again ask, “WHY?” Why did four of the new Scouts join a different troop?

- The other troop has more older Scouts involved in leading the troop.
- The other troop has a program to help Scouts pay for Scouting.
- The other troop’s meetings are fun.
- The other troop goes to better places for weekend campouts.

Again, pick one of their answers and ask, “WHY?” Why do many of the older Scouts continue to stay active as leaders in the other troop?

- Other troop has adult leaders who sponsor high adventure things (rock climbing, kayaking, ski trip, backpacking).
- Other troop offers some exciting and uncommon merit badge opportunities—Space Exploration, Aviation, Game Design, Archaeology, Exploration, Inventing, Robotics, etc.
- Other troop’s meetings are organized and have a variety of games, advancement, and opportunities, like those found in Scouting America’s *Program Features for Troops and Crews*.

After three iterations of WHY, have the participants changed their minds about what their troop’s problem really is? (*They should have.*)

Could it be that the dropping and low attendance is really a symptom of a different problem? Could the problem be that their troop’s program has become tired and stale (nothing new or exciting)? Maybe there are no activities geared toward older Scouts? Could the PLC add fun and excitement to meetings by using ideas from *Program Features*?

Urgent versus Important (5 min)

Presentation Suggestion: Have the X (Urgent) and Y (Important) axes prepared ahead of time. As the presenter discusses the matrix, write in the quadrant names.

Leaders, Scouts, and mere mortals have lots of decisions to make and problems to solve every day. It is part of life. The challenge, then, is determining how much time and energy to give to all the different decisions we need to make and problems we need to solve because, as we all know, we only have so much time and energy to give.

Effective leaders know to prioritize their efforts. One successful way to do this is using a matrix first proposed by General Dwight Eisenhower, the commander of Allied forces during the D-Day invasion of occupied Europe. He later served as the 34th President of the United

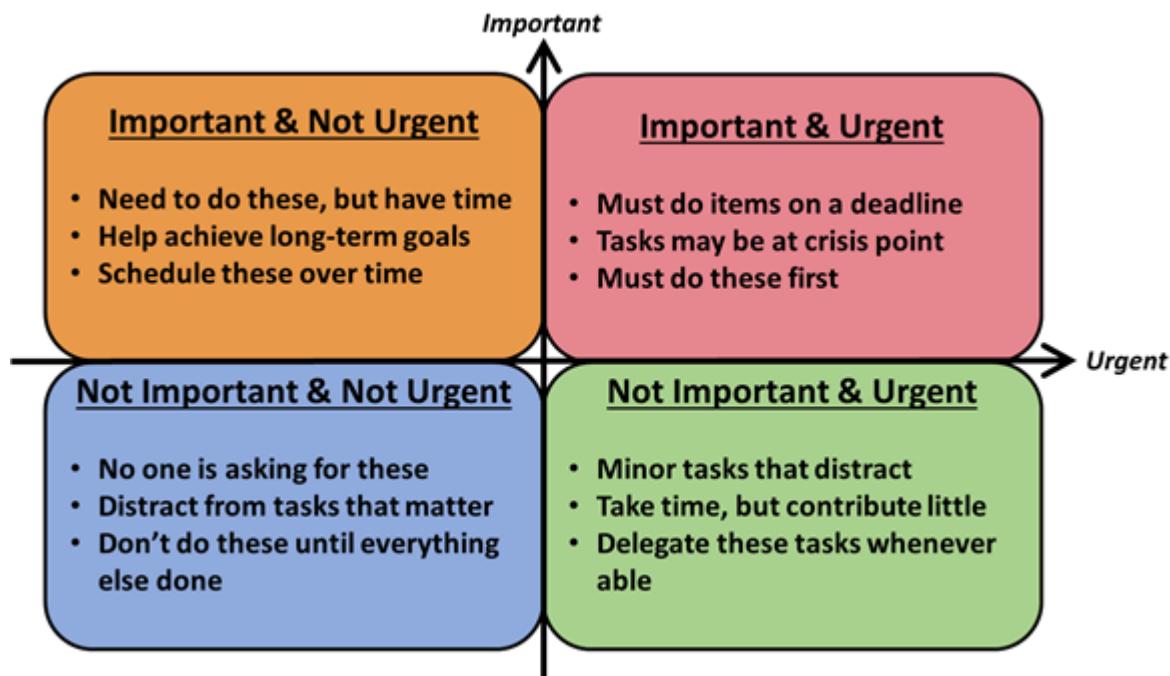
States. Eisenhower was never a Scout himself, but he became a huge and lifelong supporter when his son became a Scout in the 1930s.

The matrix we're going to use considers each problem or decision's importance to the team or person's success and the urgency required for a response.

- The highest priority problems or decisions are those that are both important and urgent, perhaps because the deadline is approaching or because they are already crises. They belong in the upper right. Normally, about 20% of our problems and decisions fall into this category.
- The least important decisions are those no one is asking for. These can be put off until everything else is done. Those go in the bottom left.
- In the middle are the categories of important but not urgent, and urgent but not important.

This is where leaders need to define their own and their team's priorities. Importance is defined in terms of school, family, your troop or crew, sports, clubs, etc. Urgency is often a function of external factors, such as the deadlines and timelines set by others.

- **Important but not urgent** issues are long-term decisions that must be made but that can be delayed and scheduled over time. Successful leaders spend most of their energy in this quadrant because they are getting ahead and making decisions about future events.
- **Urgent but not important** issues are those minor tasks that distract from the important work. They take time but contribute little to success. Effective leaders minimize the time they spend in this quadrant, although they sometimes have no choice. If a friend interrupts you studying, a short break may be okay, but remember, it disrupts your other priorities for the day, so you need to get back on schedule.





Patrol Activity (8 min)

Distribute copies of the Solving Problems Patrol Exercise Worksheet to the troop. Provide one copy for each Scout and an additional copy for each patrol.

- Ask the patrols to discuss among themselves and come up with three or four examples of problems a youth leader will face for each category. Have them enter them in the **patrol copy** of the blank matrix.
- After 5 minutes, ask each patrol to share one example from each of their categories. Encourage the rest of the troop to use their own **blank matrices** to write down the examples *they* think describe their *individual* leadership decision-making challenges.
- After every patrol has provided one example for each quadrant, offer the troop the opportunity to add additional good examples that were not brought up during the sharing.
- Thank the patrols for their answers.

Solving Problems: Patrol Exercise Worksheet

Directions:

1. As a patrol, come up with three or four examples of problems a youth leader will face for each category in the matrix below. Write them down on **one patrol copy** of the worksheet, leaving your individual copies blank for now.
 2. Choose one from each category to share with the troop.
 3. As patrols share their examples with the troop, write down on **your individual copy** the examples you think describe your leadership decision-making challenges.

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Emergency Problem-solving (5 min)

Emergency problem-solving can occur when a team must come up with a solution to a problem very quickly. For example:

You are on a mountain trail hiking with your patrol. Your plan is to reach the lake and camp overnight. It is late afternoon, and you are five miles from the nearest road when a member of your patrol trips over a rock and takes a bad fall. You examine him and find he has injured his ankle, perhaps has even broken it. What do you do? The person who fell and broke his ankle is also lying in a cold stream.

The patrol leader may need to make a quick call. Even though there is little or no time for discussion, the problem-solving process is the same.

The patrol leader (or the person with the best first aid skills) directs the rest of the patrol, telling them:

- **Identify the Problem.** The injured person must be moved out of the stream to prevent further injury. The team must stabilize the ankle during the move.
- **Develop a Workable Solution.** In an emergency, there is rarely time for brainstorming and working through the multiple iterations of options and alternatives. Some patrol members will stabilize the ankle while others lift the victim to a safe spot.
- **Make a decision and plan the solution.** Decide the order in which each step will be done.
 - First, prepare the place to put the victim.
 - Second, stabilize the ankle.
 - Third, get ready to move him.
 - Fourth, move the victim to safety.
 - Fifth, begin first aid treatment.
- **Assign Responsibilities.** Who is responsible for each step? “Everyone grab a towel from your backpack, and give it to Will. Will, get your foam pad from your pack and spread it on the ground right there. Kai and Aiden, you use another foam pad to support his leg and foot so that his ankle doesn’t move. The rest of you, space yourselves along either side of his body, and get a firm grip on his clothing. Tell me when you are ready. When I count to three, everybody lift together, and move him to the safe spot. Remember, everybody, please lift with your legs, not your backs.”

Leader Responsibilities

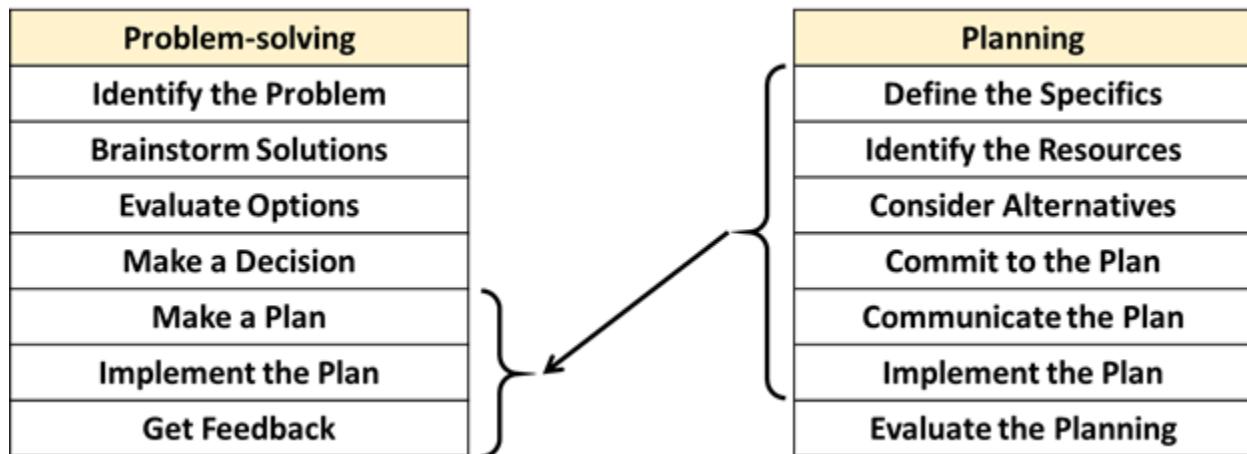
In emergency problem-solving, a leader directing a team toward a solution should try to stay a step back from the action. The leader needs to maintain an understanding of the big picture. If the leader gets involved in one step—for instance, stabilizing the injured person’s ankle—they are no longer free to view and direct everything else that is happening. Advanced first aid training reminds team leaders to “Don’t just do something . . . Stand there!” This applies to nearly every emergency situation. The leader needs to stay focused on providing the leadership the situation requires.



Problem-solving versus Planning (1 min)

Presentation Suggestion: Presenter may want to have a poster available that shows the overlap between *problem-solving* and *planning*.

Problem-solving is related to, but not the same as, planning. Problem-solving is about making a decision or finding a solution. As the graphic shows, planning usually results from the decision. Scouting America's 7-Step Planning Process is an expansion of the last three steps of Scouting America's 7-Step Problem-solving process.



Conclusion: Solving Problems Round-robin (1 min)

Conclude this session by describing the Solving Problems Round-robin that is about to begin. Whatever the challenge (or series of challenges), it should involve collaboration among everyone in the patrol to come up with a solution and then to make it happen. Encourage patrols to use the 7-Step Problem-solving Process to guide their efforts.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Three: Solving Problems Round-robin

Time Allowed

45 Minutes

Teaching Format

The round-robin is made up of the same number of events as there are patrols in the course. Patrols rotate through the events, spending 6–8 minutes at each station. Patrols will only be able to complete five or six of the activities given the allotted time. A youth staff member at each station will use effective communication skills to explain the problem-solving situation and provide patrol members with the materials they need. When appropriate, they will offer additional guidance to allow patrols to complete an event. They also will monitor activities to ensure that activities are conducted in a safe manner. NYLT staff members have the authority to stop any activity they feel is unsafe or inappropriate.

Wherever needed, NYLT staff will serve as spotters. A course staff member acts as timekeeper, sounding an alert at the end of each 6–8-minute segment that patrols should move on to the next events.

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Put into action the principles they have learned about planning and problem-solving.
2. Practice teamwork, including identifying their patrols' stage of development.
3. Have fun, especially as a patrol.

Materials Needed

- Every activity in the round-robin has its own requirements for materials. See the descriptions below.

Recommended Presenter

- Youth staff will present the problem-solving challenges.
- Patrol leaders will provide leadership as their patrols tackle the challenges.

Recommended Location

Troop assembly area or other suitable location

Recommended Facility Layout

Each event of the round-robin requires enough space for participants to engage in the activities without feeling cramped, though the sites should be close enough to one another for patrols to move quickly from one event to the next.

NYLT staff members will take responsibility for setting up the events well in advance of the round-robin and for ensuring that all the materials are on hand.

PRESENTATION OUTLINE

Introduction

Each event of the Solving Problems Round-robin has its own presentation procedure. See the descriptions below for details. Staff members may choose which of the events they would like to use from those described below.

Trolley (6–8 min)

The Trolley is a traditional Scouting challenge course problem that requires the utmost in teamwork for a patrol to succeed.

Equipment

- Two 2 x 6-inch boards, each 10 to 12 feet long and each having 2 ½–3-foot lengths of rope attached to it at 1-foot intervals

Preparations by the Instructor

1. Mark the start and finish points of the trolley course.
2. Inspect the condition of boards and ropes.
3. Place the trolley at the starting point.

The Problem and Objectives

While standing with one foot on each of the two boards that make up the trolley, patrol members grasp ropes attached to each board and then synchronize their movements to propel the trolley the length of a prescribed course. Patrols must follow these rules:

1. Once the trolley begins to move, participants may not touch the ground.
2. A time penalty will be assessed whenever a participant steps off the trolley.
3. Trolley sections may not be placed end-to-end or on top of each other.

Tasks of the Instructor

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

Use a smooth, level area for this problem.

Variations on the Original Problem

Challenge patrols to traverse the trolley course backwards.



Stepping Domes (6–8 min)

Equipment

- A set of 24 to 48 hard, plastic domes, about 8 inches in diameter and 3 ½ inches high (Provide about six domes for every three participants.)

Preparations by the Instructor

Place the domes on level ground, and position them a comfortable stepping-distance apart.

The Problem and Objectives

Each participant steps across a series of hard plastic domes without touching the ground or floor. The idea is to teach participants how to balance and to learn some of the basic moves for climbing. This is a great indoor activity for a rainy day.

Start by having each participant in turn step across a series of five to seven domes. When participants have demonstrated success, space the domes a little farther apart. Next, lay the domes out in a zigzag pattern, causing participants to shift their weight from one foot to the other. Then place a tennis ball or other easily grasped object near one of the domes so that participants must squat down while maintaining balance on the domes. Finally, place a more difficult item to grasp a little farther away from the domes so that participants must reach for it while maintaining balance on the domes.

Tasks of the Instructor

1. Inspect each dome to make sure it is not cracked. Stand on each one to ensure that it will hold up under full weight.
2. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

1. Clear the area of obstructions.
2. Have participants test to see that their footwear will not easily slip while stepping on the domes.
3. Use spotters as needed.
4. Avoid muddy or damp areas that could cause players to slip and fall.

Variations on the Original Problem

1. Have participants begin from opposite directions and cross in the middle of the series of domes.
2. Allow participants to help one another across the domes.
3. Set up several series of domes with varying difficulty, and let the group choose its challenge.

Brownsea Island Turnaround (6–8 min)

A patrol on Brownsea Island is asked to help conserve the area by rotating its campsite. Because of the small size of Brownsea, the most appropriate solution is to flip over the entire island.

Equipment

- A durable tarp, retired tent fly, drop cloth, or sheet of plastic approximately 5 x 5 feet in size

Preparations by the Instructor

Spread Brownsea Island (the tarp) flat on the ground in an area free of obstructions.

The Problem and Objectives

The entire patrol stands on Brownsea Island. Without stepping into the “water” surrounding the island, patrol members must figure out a way to flip over the island and spread it out again so that they can stand comfortably on the other side. Patrols must follow these rules:

1. All patrol members must remain on Brownsea Island for the duration of the challenge.
2. No participant may be lifted above shoulder height.

Tasks of the Instructor

1. Explain the problem and objectives to each team. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

“Brownsea Island” should be placed on smooth ground in an area free of obstructions.



Mafeking Message Machine (6–8 min)

Equipment

- 10 to 12 “message tubes” (Form the tubes by cutting PVC tubing into lengths of 18 to 24 inches. The tubing should have a diameter of at least 2 inches—large enough for golf balls to roll easily through it. Add variety by attaching PVC elbow joints to one or both ends of several of the message tubes.)
- Golf balls

Preparations by the Instructor

1. Determine the starting point and destination of the message.
2. Pile the message tubes near the starting point.

The Problem and Objectives

The patrol members are serving under the command of Baden-Powell during the siege of Mafeking. In his usual clever way, B-P has concealed a highly sensitive message inside a golf ball and has asked the patrol to deliver it to a certain location. Using the message tubes, the patrol members are challenged to form a Mafeking Message Machine to convey the message to its destination.

The instructor starts the message (the golf ball) on its way by placing it in the end of the message tube held by one of the participants. Patrol members must then arrange themselves in such a way that they can roll the message from one tube to the next until it arrives at its goal. They do so according to the following rules:

1. Patrol members cannot touch the ball. (That would leave telltale fingerprints.)
2. A patrol member who has the ball inside a message tube cannot move their feet until the ball has passed into another message tube.
3. The ball must remain hidden in the message tubes. (The Boers are watching with their binoculars.)
4. At no time can the ball touch the ground. (Nobody but Baden-Powell knows why—it's just a rule.)

Tasks of the Instructor

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

None

Variations on the Original Problem

The problem can be made more difficult by placing the destination of the message uphill from its spot of origin. Patrols also will find the problem more difficult if they must solve it in silence.

Nail-biters Nightmare (6–8 min)

Equipment

- Two dozen large nails
- A piece of wood, about 4 by 6 inches, with a large nail set upright in the center

Preparations by the Instructor

On a level, roomy workspace, set out the wood with the upright nail and, beside it, the pile of large nails. A sturdy picnic table is an ideal location for this activity.

The Problem and the Objectives

The problem is very simple—arrange as many large nails as possible on the head of the upright nail. In doing so, participants must follow these rules:

1. The large nails can touch only the upright nail and/or one another.
2. The large nails may not touch the board.

Tasks of the Instructor

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

None

Variations on the Original Problem

The original problem is sufficiently difficult. There are, however, a surprising number of variations in workable solutions.



Spider Web (6–8 min)

Equipment

- A grid-shaped web made of parachute cord stretched between two trees, posts, or other stationary standards. The web can be of any width (10 feet is a good size) and must be no more than 5 feet high. The openings in the grid are of various sizes; each of them must be large enough for a person to pass through. Openings should be of varying sizes.

Preparations by the Instructor

Set up the web. This is the most complicated preparation of any of the stations that will be used during the Solving Problems Round-robin. All of the station instructors can cooperate to build the web before the session and to test it for durability and the appropriateness of the challenge.

The Problem and the Objectives

On a hike, the patrol finds its way blocked by the spider web. Patrol members must cooperate to get the entire patrol to the other side of the web. While doing so, participants must follow these rules:

1. No one can touch the web.
2. Each opening in the web can be used only once for passage. After a participant has gone through an opening, no one else can use the same opening.
3. If any participant is lifted off the ground by other patrol members, that participant must be protected from falling.

Tasks of the Instructor

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol. Act as a spotter to help protect any participant lifted off the ground.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

Patrol members must plan their moves through the web so that any participants who are lifted to pass through openings higher on the web can do so safely.

Variations on the Original Problem

Invite patrols to remain silent while addressing the problem.

Human Knot (6–8 min)

Equipment

None

Preparations by the Instructor

Select a flat area free of obstructions.

The Problem and the Objectives

Patrol members stand in a tight circle. They reach into the center of the circle with both hands and, with each hand, grasp the hand of another patrol member, thus forming a human knot.

Maintaining their grasps, participants untie the knot by moving over, under, and around one another. The utmost of cooperation will be required for participants to visualize the moves that must occur and then to carry them out.

Tasks of the Instructor

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol.
3. A patrol sometimes forms a knot that cannot be fully untied or reaches a point where it is physically impossible to continue a particular solution. In either case, the instructor may change the grasp of one or several participants or may restart the challenge by having the patrol form a new human knot.
4. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

Participants must move deliberately to minimize the possibility of injury.

Variations on the Original Problem

The original problem is sufficiently difficult.



Team Pen (6–8 min)

Equipment

- A large sheet of paper for each patrol
- A large marker (like a highlighter marker) that has a 24-inch piece of string tied around it (or taped to it) for each patrol member. (The number of strings tied around the marker should equal the number of patrol members.)

Preparations by the Instructor

The only preparation is to have the sheets of paper and to prepare the marker(s) with the strings. (Each patrol may need its own marker if patrols are of different sizes.)

The Problem and the Objectives

1. The patrol members must work together to collectively write a word that is provided by the instructor using the “team pen.”
2. The instructor will give each patrol a word to write on the piece of blank paper.
3. The patrol members will have to navigate the pen together to write the word.
4. Instructors should start out with easy and short words at first but then can increase the difficulty.
5. The best part of this activity is seeing what the word ends up looking like once the patrol members are done.

Tasks of the Instructor

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

No extraordinary safety precautions for this activity

Variations on the Original Problem

Invite patrols to remain silent while addressing the problem.

Balloon Pyramid Construction (6–8 min)

Equipment

- A balloon for each patrol member (balloons will not be reusable by any other participants)
- Plastic drinking cups that have dimensions that make them stackable with each other. There should be one or more cups per patrol member (the number depends on the stacking configuration that the patrols are instructed to construct).

Preparations by the Instructor

The instructor needs to know the different stacking/pyramid shapes that they want the patrols to construct using the plastic drinking cups.

The Problem and the Objectives

1. The patrol members must work together to construct different pyramid shapes or other stacking configurations using the plastic drinking cups.
2. Each patrol member is given an individual balloon that they must use to move the plastic drinking cups. The patrol member inflates and deflates the balloon using their breath.
3. Patrol members inflate and deflate their balloons while the balloons remain in their mouths. Participants are not allowed to use their hands in constructing the pyramid or other shape.
4. Patrol members must inflate their balloon within the inside of the plastic drinking cup in order to be able to “pick up” the cup and then release their breath (to deflate the balloon) to place the cup in the desired location.
5. Instructors can tell the patrol that the pyramid or other shape must be constructed within a set amount of time.

Tasks of the Instructor

1. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem-solving.
2. Monitor the activities of each patrol.
3. After a patrol completes this task, encourage them to use SSC (Start, Stop, Continue) to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions to Consider

Ensure that the balloons that are used for the activity are easily inflated. Accommodations may need to be made for participants that have health conditions that prevent them from inflating a balloon.

Variations on the Original Problem

Invite patrols to remain silent while addressing the problem. Set a time limit for constructing the shape or decrease the time limit.



Day Three: Developing Your Team

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. See that a team is a group of people working toward the same goals and vision.
2. Describe the phases that any team will experience as members move toward achieving a goal or learning a new skill.
3. Discuss how knowledge of the four phases can enhance the ability to both lead a team and perform as a member of the team.
4. Understand the importance of celebrating success when a team reaches a point when it must disband or when its membership will change significantly.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Hula hoops (one per patrol)
- Flip chart/whiteboard
- Leadership Compass posters (one per patrol)

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening Activity (20 min)

The intention of this session's opening activity is to have fun and put the patrols in the Forming phase. The skills involved should be new to everyone. Enthusiasm will be high, but skills will be low. With luck, some patrols may also experience Storming, and perhaps even Norming and Performing.

Each patrol has a hula hoop, and they have to lift the hula hoop in the air with two fingers of only their right hand. They must work together to get the hula hoop to different heights and configurations as described by the presenter.

The Four Stages of Team Development (30 min)

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Let's revisit a couple of very important ideas by asking the following questions:

- What is a vision? *Vision is what future success looks like. ("If you can see it, you can be it." A vision can be big, like an elephant.)*
- What are goals? *Goals are the steps leading to realizing a vision. (The bites of the elephant.)*
- What is planning? *Planning is a means of efficiently reaching goals. (Where we get the silverware to handle the bites to eat the elephant.)*

Let's think about the opening activity we just participated in by asking the following questions:

- How did it go? *Give the participants time to answer and reinforce their answers with encouraging responses.*
- Did you succeed with the challenge? *This is typically a 1-word answer, yes or no. Follow up by asking "how" they succeeded and asking for examples.*

Ask why an individual could not have accomplished the task. *Again, give the participants time to answer. Solicit different answers from 3–4 different patrols. The gist of their answers should be along the lines of too complicated, too large, and too difficult for 1–2 people to do alone; they needed help.*

Remind the participants that many would call what they just did a team activity. We talk a lot in Scouting about teamwork. So, what exactly is a team?

Ask the group for examples of teams (*sports teams, academic teams, club teams, church teams, Scout patrols, and so on*). What makes these groups *teams* rather than just groups of people? Entertain answers and provide positive reinforcement for the participants' responses, leading the group to the idea that:

- A team is a group of people who share a common vision.
- They work together to complete goals that will help them realize their shared vision.
- They support and depend on one another.

A good team example is a Scouts BSA patrol, Venturing crew, or Sea Scout ship.

When Baden-Powell started Scouting, he was thinking about teamwork and said, "The patrol method is not one way to operate a Scout troop; it is the only way. Unless the patrol method



is in operation, you don't really have a youth-led Scout troop." Baden-Powell's point was that it is imperative to teach team leadership by allowing the youth to learn to lead.

One of the most valuable things to know about teams is that they progress through stages. It's happening with your NYLT patrol right now. Recognize which stage a team—whether it's a patrol or some other team—is in, and you will have a much better idea of how to move it forward. You can then be a far more effective member of the team.

Introduce the NYLT Leadership Compass. It is divided into four quadrants, each representing one team development phase. Each quadrant is also marked with the identifying characteristics of that phase. The development of a team occurs in a series of stages:

- Forming—High enthusiasm/low skills
- Storming—Low enthusiasm/low skills
- Norming—Rising enthusiasm/growing skills
- Performing—High enthusiasm/high skills

Let's look at these stages as a team experiences them.

Forming

What was it like when you first arrived at NYLT and were put into a patrol? How did you feel? How did people respond to each other? Entertain answers and lead an interactive discussion toward these ideas:

- You were just starting out. You were probably eager to be a part of the group, but weren't sure yet what was expected of you. You had just gotten here and didn't have time yet to master many of the skills of NYLT.
- Motivation in your patrol was probably high.
- Skills at being an NYLT patrol were probably low.

Offer a sports team as an example. (**Note:** This can be "acted out" by staff members to make it more interesting).

What about a high school sports team at the beginning of training for the season? Most of the starters from last year have graduated, so the team is pretty new. Everybody has high hopes for the season—motivation is high. Team members are still getting used to working together, though, and they've only had a couple of practices. So far, skills are low. That sports team is in the Forming stage.

Every newly formed team goes through the Forming stage. Every team, even one that has been together a long time, goes through Forming when its members set off to learn a new skill or reach a new goal.

Storming

Have any patrols here had any arguments? Maybe over who's going to do the dishes or how the dining fly is supposed to be set up? Is everybody getting along perfectly, or is there some friction? Tell me what's happened in your patrols that has been a little stormy.

Briefly entertain some stories from the patrols.

Being together as a team can get stormy sometimes. It's a normal part of team development. Perhaps your patrol is going through a stormy time right now. Storming is the second phase of team development. It's almost always going to happen. You've been together as a team long enough to realize how much is left to do. Motivation in your patrol has probably dropped from when you first formed. Skills at being a team are probably still not what you need to function smoothly.

Offer a sports team example again. (**Note:** This can be "acted out" by staff members to make it more interesting)

Take a look at our high school sports team again. The first game is against a veteran team, and the home team loses. How are they going to feel in the locker room? (*Discouraged, frustrated, upset, angry.*) It could be pretty stormy in there, and at the practices the following week. Players might blame each other for the poor game they had. They could be disappointed in themselves. The enthusiasm they had when they were just forming is gone, and everybody knows there's lots of hard work ahead to get better.

Storming is part of the process of a team developing and getting better. Every newly formed team, after it has been together a while, goes through Storming. Every team, even one that has been together a long time, goes through Storming as they are learning a new skill or working to reach a new goal.

Norming

Do any of you feel as though your patrols are getting pretty good at a skill? How about your experience with the pioneering projects today? Briefly entertain some patrol stories, keeping them on the subject of how they worked together to succeed.

You started out the first day by Forming. You may have hit rocky times when your patrol was Storming, and maybe you still are doing some of that. But you're probably also beginning to experience the Norming phase of team development. It comes from the word normal—everybody working together, your skills a match for the work to be done. You know there are lots of challenges still to be overcome, and there is more to learn. Skills are high, but patrol members can be somewhat discouraged by how much they know is left to accomplish.

Norming is the third phase of team development. It's almost always going to happen. You've been together as an NYLT patrol long enough that your skills are growing, and you are becoming better at working together. Motivation and enthusiasm are growing, but you still look ahead and see there is much to do and much to learn.

Return to the sports team example again. (**Note:** This can be "acted out" by staff members to make it more interesting).

Let's look at our high school team again. They formed, they went through some rough times, and they did a lot of storming. They kept at it, though, with lots of support and direction from their coach. They got better in practice, and they managed to beat an opponent in a game. How are they going to feel in the locker room after the game? And how will they feel about themselves at practice the following week? Their enthusiasm and motivation are going to be higher, but they still know there are tough games ahead. They still have skills to learn—new



plays, better execution—and lots of hard work left to do. They are getting used to the ways they will practice and prepare for games, and they know what they have to do in order to move forward.

Norming is part of the process of a team developing and getting better. Every newly formed team that is progressing will reach the Norming phase. Every team, even one that has been together a long time, goes through Norming as they are learning a new skill or working to reach a new goal. As teams develop, they can go back and forth between Storming and Norming. Team members who are beginning to work well together may run into difficulties that send them back to the Storming stage, at least for a while. That's all part of the process of team building. When you know it can happen, you can work through it and keep moving ahead.

Performing

Do any of you belong to really successful teams in your home units? What is it about them that makes them run so smoothly and achieve so much? Briefly entertain several team success stories.

Those teams you are describing have reached the stage called Performing. Team members are resolving difficulties and finding effective ways to get things done. They are confident in their ability to perform tasks and to overcome obstacles. They have a sense of pride in belonging to a successful team, and they enjoy working together. The trust and respect they have for one another is high. They are Performing. Performing is the fourth phase of team development. A team has developed the skills they need to achieve the goals that challenge them. They are working together well. Motivation and enthusiasm are high. The team is eager to push ahead and achieve all they can.

Offer a sports team example one more time. (**Note:** This can be “acted out” by staff members to make it more interesting).

Our high school sports team is deep into the season. They are winning some games and losing some, but they are playing at a high level of skill. They have learned their positions well and enjoy the weekly challenge of taking on another team. Their enthusiasm is high, and they are excited about their ability to play up to their potential. How are they going to feel in the locker room after a game? And how will they feel about themselves at practice the following week?

Performing is part of the process of a team developing and getting better. Every newly formed team that is progressing should strive to reach the Performing phase. Every team, even one that has been together a long time, strives toward the Performing phase as they are learning a new skill or working to reach a new goal. Note that when a team in the Performing phase starts down the trail toward a fresh goal, sets out to learn a new skill, or has significant changes in its membership, that team will no longer be in the Performing phase. For that new goal, skill, or membership, the team will begin again with Forming, then progress through the Storming and Norming phases, even if briefly, before finding themselves back at Performing.

When a Team Breaks Up (5 min)

There may come a time when a team is disbanded or dramatically reorganized. A number of Scouts in a regular patrol may become old enough to leave the patrol and take other troop leadership roles. Venturing crew members may go off to college. New members might join the unit, and that will change the team. If you are part of a team that is ending or becoming something else, be sure to celebrate the many successes that all of you have enjoyed during your time together. Then be ready for whatever new team you have joined to begin with the Forming stage, and progress from there.

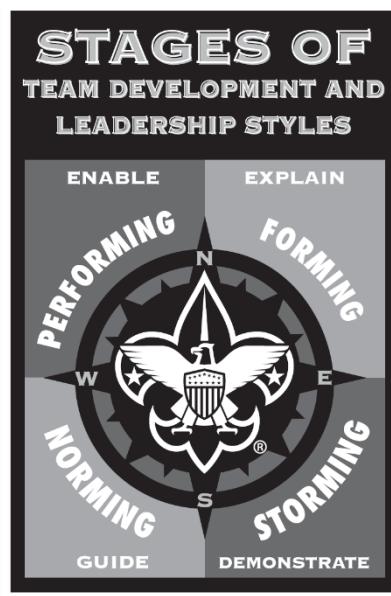
Give each patrol a large NYLT Leadership Compass like the one used in front of the troop during the presentation. Ask the patrols to display the large compass in their patrol sites and use it as a reminder of the stages of team development. Ask patrols which stage of team development they were experiencing during the orientation to the NYLT course, while they were setting up camp, and currently. Stress the value of recognizing a team's development stage as a tool for understanding why people are acting as they are and how they can move forward effectively.

Summary (5 min)

Scout patrols, Venturing crews, Sea Scout ships, youth groups, athletic teams, clubs, orchestras, school groups, work groups—in fact, all teams—go through four stages of development. Whenever people set out to reach goals and realize a vision, they will experience the phases of team development. The team's levels of skill, motivation, and enthusiasm are clues that can be used to identify its current stage of development. By recognizing the stage of a team's development, you can be more effective as a member of that team and as a force in helping it move to the next stage.

The NYLT compass is a strong reminder of those stages. As we continue through this NYLT course, use the compass and what you have learned in this session to identify the development stages of your patrol. You can use that knowledge to help your patrol progress.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Leadership Compass



Day Three: Patrol Leaders' Council Meeting

Time Allowed

30 Minutes

Teaching Format

Unlike the Day Two model patrol leadership council meeting (which occurred in the round with all participants and staff either taking part or observing), the patrol leaders' council meetings that occur throughout the remainder of the course involve only the members of the patrol leaders' council: the senior patrol leader(s), assistant youth course leads for program and service, the day's patrol leaders, and the Scoutmaster(s).

Learning Objectives

As a result of this session, participants will be able to do the following:

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

Materials Needed

- Participant Notebooks for notetaking
- Checklist of things to be done before the patrols set out for the Outpost Camp (one per patrol leader)

Recommended Presenter

Senior patrol leader(s), who will model appropriate leadership behavior within the meeting setting

Recommended Location

Patrol leaders' council meeting site

PRESENTATION OUTLINE

Premeeting Discussion

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

Once the meeting begins, though, the SPL is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the SPL now and then, but in a youth-led unit, the youth staff are in charge.

At the end of the premeeting discussion, the SPL calls the PLC to order and begins the meeting.

Meeting Agenda

Patrol Leaders' Council Meeting Agenda Day Three

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

Welcome and Introductions

The SPL takes charge of the meeting, introduces those persons attending the PLC meeting, and welcomes everyone.

Purpose of the Meeting

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

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

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

Reports on the Progress of Each Patrol

The SPL asks each patrol leader to report on their patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using Start, Stop, Continue:

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

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

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

Encourage each patrol leader to use the Leadership Compass to determine the current stage of development of their patrol (i.e., forming, storming, norming, performing).



Remind patrol leaders that each patrol should be thinking about its Quest for the Meaning of Leadership presentation. Briefly review the challenge (offered by the Scoutmaster at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.

Assignments for the Upcoming Troop Meeting

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

During the patrol meetings, each patrol leader will lead their patrol in using the 4W+H (What, When, Where, Who, and How) approach to determine how the patrol will reach the goal of being ready for Outpost Camp.

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

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

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

Announcements

The SPL makes any announcements relevant to the group. Explain that patrol leaders have a responsibility to convey the information covered at this meeting to the members of their patrols. Note the time and location for the next meeting of the PLC.

Program Patrol and Service Patrol Assignments

The SPL asks the assistant youth course leads for program and service to take the floor.

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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

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

Staff Service Patrol

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

Closing

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

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels. The SPL adjourns the meeting but invites the members to stay a moment to observe the post-meeting debrief with the Scoutmaster.

After the Meeting

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



Day Three: Patrol Meeting

Time Allowed

30 Minutes

Teaching Format

Patrol meeting

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Describe the purpose of the patrol meeting.
2. Describe how a patrol meeting should run.
3. Know what the patrol leader and patrol members are each responsible for doing.
4. Use Start, Stop, Continue to evaluate patrol performance.

Materials Needed

- Written patrol meeting agenda (Building on the presented model, the patrol leader may adjust the meeting agenda prior to the meeting in order to fulfill the needs of the patrol.)

Recommended Presenter

Patrol leaders

Recommended Location

Patrol sites or another location where patrols will not interfere with one another's activities

PRESENTATION OUTLINE

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

Model Patrol Meeting Agenda Day Three

- Welcome (Patrol leader)
- Meeting agenda (Patrol leader)
- Evaluate patrol progress using Start, Stop Continue
 - Start**—“What should we be doing that will make things better?”
 - Stop**—“What should we stop doing because it isn’t helping?”
 - Continue**—“What is working well that we want to continue doing?”
- Determine the patrol’s current stage of development (Forming, Storming, Norming, Performing) and discuss ways the patrol can move ahead to the next stage
- Review and discuss most recent campsite inspection results
- Continue work on the patrol’s Quest for the Meaning of Leadership presentation
- Other issues to review and/or discuss?
- Adjourn (Patrol leader)



Day Three: Patrol Games Challenge

Time Allowed

30 Minutes

Teaching Format

Troop activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Use the skills of problem-solving, leadership, and team development.
2. Create greater patrol unity.
3. Have fun.

Materials Needed

- See each patrol game below for a list of materials needed.

Recommended Presenter

NYLT staff members

Recommended Location

Troop assembly area or other suitable location

PRESENTATION OUTLINE

The patrol games challenge is an opportunity to increase the level of activity within the course. Courses may have to run multiple stations of the following games depending on the number of patrols. Note the timing of each activity, and pace this session accordingly to allow time to conduct and debrief each one.

Alternative patrol game options can be found at <https://troopresources.scouting.org/patrol-activities/>.

Kim's Game (10 min)

Materials

- Upright display board
- Cloth to cover the board
- 15–20 items large enough to be seen by everyone gathered around to play the game (Items could be camping oriented—a pocketknife, a tent stake, a camp mug, a piece of firewood, and so on—but do not need to be)
- Timer

Description and Directions

In this classic Scouting game, youth staff will have prepared a number of items, arranged them on a board that can be displayed upright, and covered the board with a cloth.

Patrols seat themselves in front of the covered board. At a signal, the cloth is removed, and everyone has 60 seconds to study the items. They may not speak or make any notes.

At the end of the minute, the items are again covered. The patrols can move some distance from one another to ensure some privacy, then patrol members will work together to write down a patrol list of all the items they can remember.

Debrief Questions

1. Which seems like it would be more effective: playing the game alone or as a patrol?
2. How did the patrol's strategy impact their performance?
3. How would you plan to work together differently if you were to play again?

Loop Da Loop (10 min)

Materials

Each patrol will need:

- 2 hula hoops
- Timer

Description and Directions

Have the group form a circle, holding hands. Explain that the goal of this activity is to pass a hula hoop completely around the circle as quickly as possible without breaking handholds. While you are explaining this, place a hula hoop over the held hands of two group members.

Have the group pass the hula hoop around the circle once so that everyone participates, and time it. Encourage the group to set a goal, and see if they can do it faster. Support the group in working through goal-setting and strategizing about how to go faster while providing encouragement. Start the group on their second attempt. You can do multiple attempts if the group does not meet their goal and wants to try again or wants to redefine their goal.



As a final challenge, tell the group that you are going to add another hula hoop to make it a little bit more interesting. Add another hula hoop to the opposite side of the circle, with it moving in the opposite direction.



Debrief Questions

1. What was your strategy during this activity?
2. How did you depend on the players who were next to you during the activity?
3. How can you relate this activity to working together and setting goals?

Rubidium Relocation (10 min)

Materials

Each patrol will need:

- 1 long rope (~20 feet) to encircle the radiation zone (about 6–7 feet in diameter)
- Rubidium “harness” supplies—2 ropes of the same length (~10 feet) to use to transport the waste bucket, placed outside the radiation zone
- No. 10 can filled with water, placed in the middle of the radiation zone (6 tennis balls can be used in place of the water if playing indoors)

Description and Directions

Patrol members have to transfer the container from its original position inside the circular radiation zone to one approximately 15–20 feet away. In the initial pickup, the carrying, and the delivery, the container of rubidium must be suspended in such a way that it is carried 2–3 feet off the ground and at least 2 feet away from any Scout.

The Scenario: In front of you stands a lead container filled with the deadly, radioactive isotope, liquid rubidium. (It looks surprisingly like ordinary tap water in a no. 10 can.) The rubidium must be relocated without human contact to a “safety zone” approximately 20 feet away.

Because of its highly toxic and unstable composition, the rubidium in the container should be kept as stable as possible. Rubidium is highly explosive, especially when it comes into contact with a grassy area or earth. Be cautious, and do not allow any of the rubidium to spill.

Useful Tips

There is more than one way to complete this challenge. The best solution involves getting the 2 ropes; with 2 people standing across from each other (opposite sides of the circle), they keep overlapping the ropes to tighten the slack in the middle and eventually lift the toxic waste from the radiation zone.

If someone enters the radiation zone or comes within 2 feet of the rubidium during transport, then initiate a penalty for the rest of the challenge, such as loss of limbs (hand behind back) or sense (blindfold the participant or they cannot speak), or declare they have died and must sit out the rest of the challenge.

If the team fails and spills the content of the waste, tell them they have failed in their task, and everyone is dead. Refill the bucket, and begin the challenge again.

For particularly adept patrols, you can add a red herring object to challenge, which will throw the group off as they think they have to use it to complete the challenge. This adds extra

value to the team building challenge, and you can use this as a discussion point during the reviewing and debriefing stage.

Debrief Questions

1. How did you initially respond to the challenge?
2. How did you generate ideas for completing the task? Whose idea did you choose?
3. Did you have a leader? How important was leadership?
4. Was everyone involved? How did you use different people's strengths?
5. What did you learn about yourself as a team member?
6. What lessons did you learn from the challenge? How can your patrol use these in future situations?



Day Three: Troop Meeting

Time Allowed

90 Minutes

Teaching Format

The troop meeting is conducted by the senior patrol leader(s), who will model appropriate leadership behavior within the setting of the meeting.

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Be able to conduct a well-prepared troop meeting built on the seven-step unit meeting plan.
2. Build and/or practice skills needed for the upcoming Outpost Camp.
3. Continue preparations, as a patrol, for Outpost Camp.
4. Practice good communication skills.
5. Practice first aid skills needed for Outpost Camp.
6. Practice Start, Stop, Continue as part of the seven-step unit meeting plan (patrol leaders' council only).
7. Have fun.

Materials Needed

Each troop guide will need the following:

- A first aid kit to be used during Outpost Camp
- A copy of the *Scouts BSA Handbook*

Each patrol will need the following:

- Two 8-foot spars for the legs
- One 6-foot spar for the ledger
- Three 15–20-foot ropes
- Materials to make a leg splint

Recommended Presenter

Senior patrol leader(s)

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

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

Preopening

During the preopening, the Scoutmaster(s) and senior patrol leader(s) (SPL) discuss the upcoming meeting to ensure that everything is in order. The Scoutmaster should model good coaching and mentoring skills. Conduct this visit in full view and hearing of the NYLT participants so that they understand that this is a regular and important part of every unit meeting.

The SPL reminds troop members that there are seven steps to a good unit meeting:

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

Troop Meeting Plan

Day Three

Activity	Description	Run By	Time	Total Time
Preopening		Patrol leaders' council	5 min.	5 min.
Opening ceremony	Scout Oath and Scout Law	Program patrol	5 min.	10 min.
Skills instruction	First aid skills	Troop guides	25 min.	35 min.
Patrol meetings	Menu planning for Outpost Camp	Patrol leaders	20 min.	55 min.
Interpatrol activity	A-frame transport race	Troop guides	25 min.	80 min.
Closing	Scoutmaster's Minute	Scoutmaster	5 min.	85 min.
After the meeting	Debriefing and planning ahead	Patrol leaders' council	5 min.	90 min.



Ask the patrol leaders; troop guides; assistant youth course leads for program and service; and Scoutmaster(s) to join you for the preopening. Check in with the patrol leaders and troop guides to see who has responsibility for the main parts of the upcoming troop meeting—the opening, the skills instruction, the patrol meetings, and the interpatrol activity. Ask if everyone has the resources needed to carry out their portion of the meeting. Ask the Scoutmaster if there is anything else that requires attention before opening the troop meeting.

Opening Ceremony

Ask the troop members to make the appropriate sign and recite the Scout Oath and the Scout Law. Ask if there are announcements or other contributions from participants and staff.

Skills Instruction

The SPL asks the troop guides and/or other skills instructors to conduct the skills instruction portion of the troop meeting. (**Note:** Unit meetings at home may have different levels of instruction for members who are at different levels of learning.)

Skills instruction for the Day Three Troop Meeting will involve first aid skills and treatment. All first aid skills instruction should be relevant to those skills found up through the First Class rank requirements in Scouts BSA.

Preparations

Each troop guide will need the following:

- A first aid kit to be used during Outpost Camp
- A copy of the *Scouts BSA Handbook*

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

- All of the first aid kits are stocked with identical supplies.
- All troop guides can teach others about first aid skills instruction and the treatment of minor cuts and illnesses.
- Everyone understands and can teach the safety issues associated taking a unit out on a camping trip and hazards they may encounter.
- Use of one key instructor may help with information dissemination as the patrols are practicing with their kits.

Procedure

Using EDGE, the troop guide **explains** how to treat minor cuts and illnesses, then **demonstrates** those skills. Next, they **guide** patrol members in handling and using the first aid kits themselves. The goal is that every patrol will be **enabled** to use the kits safely during Outpost Camp, and understand the components of an Emergency Action Plan, as was discussed in the morning troop assembly's safety moment.

Patrol Meetings

The SPL asks the patrol leaders to take charge of their patrols. The patrol meeting should cover health and safety supplies that will be needed by each patrol. The course quartermaster can prepare an inventory and list that explains what first aid supplies are available for Outpost Camp.

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

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

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

The troop guide stays on the sidelines of the patrol meeting, ready to support the patrol leader and provide coaching if needed, but otherwise is not involved in the meeting.

Interpatrol Activity—A-frame Transport Race

The SPL explains and conducts the interpatrol activity. The A-frame Transport Race will build on skills learned at the Day Two troop meeting (lashings) and the Day Three troop meeting (first aid).

Materials

Each patrol will need the following:

- Two 8-foot spars for the legs
- One 6-foot spar for the ledger
- Three 15–20-foot ropes
- One “injured” patrol member with a splinted leg

Instructions

Each patrol assembles their equipment and treats their “patient” with a leg splint.

On the “Go” signal, the patrol lashes an A-frame using the Japanese Mark II Square lashing. They then attach the four 15-foot harness ropes to it. While the A-frame is being constructed, one “injured” Scout is being treated with a leg splint. Once the A-frame is finished, the injured Scout rides the A-frame while the rest of the patrol carries it around the course and back. When the patrol reaches the finish, they disassemble it, stack the equipment, line up, and give their patrol yell.

Score for speed, teamwork, quality of A-frame, and neatness of equipment.



A patrol can be awarded extra credit for clearly using the 4W+H (What, When, Where, Who, and How) planning process. A patrol can lose credit for any action deemed unsafe regarding first aid and for unsafe lashings.

This challenge should encourage patrols to use their planning skills to devise the most efficient solution. They may divide up responsibilities, having several people build the A-frame and others treat the patient. They'll need to come to an agreement on who does what and how to safely conduct the transporting.

The troop guide will monitor the first aid kit use of their patrol, using Start, Stop, Continue to ensure that the injuries are being treated correctly.

Closing—Scoutmaster's Minute

The Scoutmaster offers a Scoutmaster's Minute:

"Someone once asked Baden-Powell, 'Be prepared for what?' 'Why, for any old thing,' the founder of Scouting replied. Being prepared is usually thought of as having the knowledge, skill, and gear to meet any challenge. We may think that we only hurt ourselves by not developing the skills, obtaining the knowledge, or having the right gear. If a Scout is too lazy or inattentive to be prepared, they become a burden. They ask everyone else to make up for their selfishness, for others to bear their responsibility.

- When meeting time rolls around and the patrol leader is unprepared, then they are being irresponsible and disrespectful of their patrol.
- When night falls and a Scout has no flashlight because they "couldn't find it" at home, then they are placing the responsibility for themselves on their fellow Scouts.
- If the rain starts to fall, and one out of twenty Scouts has no rain gear, the greatest harm is done not to the Scout who gets wet, but to the nineteen that can't go ahead because someone was unprepared.

Scouting develops individuals by inspiring personal responsibility and interdependence. No one will refuse to help a fellow Scout when needed. We depend on the support of others when we make mistakes. We should not become dependent on others to compensate for our lack of preparation. Being prepared isn't simply about your comfort and safety; it is respect for the comfort and safety of those around you."

After the Meeting

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

The Scoutmaster then invites the members of the patrol leaders' council (PLC) to assemble for a stand-up meeting. In this case, the leadership council will comprise the SPL; assistant youth course leads for program and service; patrol leaders; troop guides; and the Scoutmaster.

The SPL leads the PLC in reviewing the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings. Go over any assignments for the next day's troop meeting.

Thank the troop for a job well done, and adjourn.



Day Three: Scouting EDGE

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Explain the elements of EDGE.
2. Match the steps of EDGE with the stages of team development.
3. Understand that the emotions and feelings associated with the stages of team development also apply to learning new skills.
4. Describe how a leader might act differently depending on a team's stage of development.

Materials Needed

- Computer
- LCD projector and screen
- Appropriate sound system for the presentation venue
- Posters (see Resources section on last page):
 - Stages of Team Development (one poster for each stage)
 - EDGE (one poster for each step)
- Handout: Verb Activity Worksheet (one per patrol)
- Flip chart or whiteboard with markers

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Four Stages of Team Development—Review (10 min)

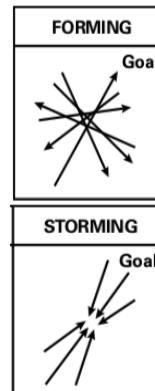
Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Think back to the earlier session called Developing Your Team. What were the four stages of team development? *Participants should reply with Forming, Storming, Norming, and Performing.*

As each of the stages is reintroduced, show its image (either electronically or on a poster). Take a moment to review what defines each stage with regard to enthusiasm & skills.

Forming (High Enthusiasm, Low Skills)

If the team is in the Forming stage, the members will likely exhibit high enthusiasm and motivation for doing something new, though their skills and productivity are low.



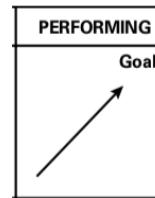
Storming (Low Enthusiasm, Low Skills)

A team that is in the Storming stage may have less enthusiasm and motivation for doing something new. Their skills and productivity are still low.



Norming (Rising Enthusiasm, Growing Skills)

If the team is in the Norming stage, the enthusiasm grows. The team's skills and productivity grow as well.



Performing (High Enthusiasm, High Skills)

When the team reaches the Performing stage, team members have high enthusiasm and motivation for doing something new, and their skills and productivity are high as well.

Note: Keep in mind that the stages of team development are fluid and non-linear. It is possible for a team to go backwards if something happens to change the situation, for example a key member leaves the team or if they are given an unpredictable and particularly difficult challenge. The good news is that high-performing teams nearly always overcome the situation and quickly get back to the high-performing stage. Teams may also be in different stages of team development at the same time depending on the challenge. To illustrate, a patrol or crew that is high performing when it comes to backpacking and outdoor skills might find themselves at the norming or storming level for more academically oriented challenges such as citizenship and public speaking or communication.

EDGE (15 min)

Because teams behave differently when they're excited or struggling, or when they're doing something for the first time or doing something they've done hundreds of times, it's important to lead teams differently based on their stage of team development.



In Scouting we use the EDGE method. It can help us identify how to best work with a team. EDGE in this case is a noun that describes the stage a team is in.

When teaching a skill to an individual or a group, we also use the EDGE method. It can help us be better instructors to increase the likelihood that our audience will successfully master the skill. EDGE also helps a leader determine the actions needed—used as a verb—to teach a skill or change group behavior across the different stages of team development.

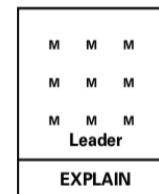
One acronym; two uses.

As each element of edge is introduced, show its image (either electronically or on a poster). Take a moment to review what defines each stage with regard to leadership.

Explain

An effective leader of a team that is **forming** often will do lots of careful explaining to help the team members understand exactly what the leader expects them to do. Notice how the leader is in front.

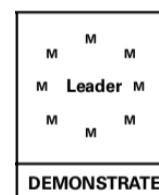
The leader might have to explain things multiple times. This is a good time to share your vision of success.



Demonstrate

An effective leader will continue to make things clear by demonstrating to the team how to succeed. The leader may act as part of the team, helping with difficult tasks. This is a good time to set expectations, and share goals that will help the team accomplish a shared vision.

The team may enter the **storming** stage as they realize that the goals might be difficult to achieve. Set small goals early to help them see early successes. Sometimes when the team is storming, the leader needs to be in the middle in order to demonstrate a necessary or frustrating skill, bolster morale, or relieve tension/stress.



Guide

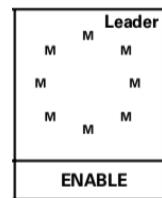
Leaders of teams in the **norming** stage can find success by giving team members lots of freedom to act on their own, while also being ready to provide guidance and coaching when a little help is needed. The team's skill is getting better, and they can do more things on their own. You'll see goals being completed in this stage, which will give the team more confidence.



This is also the time when other leaders start to emerge. Invite others to lead, and help those budding leaders succeed.

Enable

When teams get to the **performing** stage, they make decisions on their own. The team may have developed its own vision, instead of just relying on their leader's vision. This is also a good time for the team to reflect on its success. A valuable role the leader can play is to facilitate the team's reflection about their vision, goals, and objectives for the future, and in the process.



Just like there are four stages of team development, there are four parts to the EDGE method. We can and should change how we work with teams, depending on their progress.

Pair the posters together, and have scouts shout the Stages of Team Development and steps of the EDGE method. Do this a couple of times in order. This should feel like a pep rally.

FORMING!
EXPLAIN!

STORMING!
DEMONSTRATE!

NORMING!
GUIDE!

PERFORMING!
ENABLE!

Isn't it neat how simple that is?

One important point is that the stages of team development apply not just to the team as a whole, but also to the experience of learning a new skill. When a person or team learns something new, they go through the same stages of enthusiasm and ability. This is one of the reasons that teams might perform at one time, and storm at another: they have different levels of ability depending on their task.

Demonstrating the Scouting EDGE (15 min)

Let's do some practice scenarios. Try to identify the leadership style used. It might help to watch for the enthusiasm and skill level of the team members.

Have the staff prepared to role-play in these scenarios. Do a quick debrief after each scenario, but don't spend too much time here. Later reinforcement activities are more important.

Scenario 1 (Explaining)

Leader addresses some new Scouts.

Leader: "Charlie, you, Elliot, and Jesse will need to go to the dining hall at exactly 4 p.m. to pick up our food for dinner. Are you good with that?"

Ask:

- What style was used here? (*Explain*)
- How can you tell? (*Exact directions with lots of detail*)



- Would this be a good style to use with a newer Scout? (Yes)
- With an experienced Scout? (No, though someone might point out that age does not matter if someone is inexperienced or new to the group and its culture.)

Scenario 2 (Demonstrating)

Leader enters with Scouts following behind, as if hiking.

Leader: “Let’s hold up on our hike for a minute. I’d recommend we all take a moment to drink some water. No one wants to get dehydrated. (*Take a drink yourself.*) I noticed a while back that some of you were pulling the leaves off the branches as you pushed the branch out of your way on the path. We’re a Leave No Trace kind of group. That means no one should be able to tell we’ve been by here. I’ve been taught to push the branches down, gently, so the branch doesn’t break, but also so it doesn’t bounce back into the face of the person behind me.”

(Optional) Younger member: “Yeah! I saw you doing that. Now I understand why you were doing it that way. Cool!”

Ask:

- What style was used here? (*Demonstrate*)
- How can you tell? (*The leader described their actions and modeled the behavior.*)
- Would this be a good style to use with a newer member? (Yes)
- With an experienced member? (*Probably not, unless the member is new to hiking and the Leave No Trace principles*)

Scenario 3 (Guiding)

A group of Scouts arrives at a new campground.

Leader: “Talia, we set up camp as a group on our last trip. I noticed you did a nice job. I think you can set up your tent by yourself this time. Pick out a good site and pitch your tent. If you need some help, I’ll be over here with the new Scouts.”

Ask:

- What style was used here? (*Guide*)
- How can you tell? (*The leader showed confidence in Talia’s growing skill, gives her a few reminders, and offers assistance if called upon. Skill level is improving. The Scout didn’t act on her own (that would be performing), but she has the skills to.*)
- Would this be a good style to use with a new member? (*Probably not, unless they have a lot of prior experience that the leader is aware of*)

Scenario 4 (Enabling)

Scouts are successfully practicing first aid.

Leader: “Aaron, you’ve really got your first-aid skills down. I’d like to have you go through the first aid requirements with Joey and Shawn and give them some pointers on tying bandages and splints. I think you’ll find you get even better as you teach someone else!”

Ask:

- What style was used here? (*Enable*)
- How can you tell? (*Expressed confidence in Aaron's skill; gave him an opportunity to share his skills and deepen them through teaching others.*)
- What's the Scout's skill level? (*High.*)
- Enthusiasm level? (*High.*)

Guiding the Scouting EDGE (10 min)

So far, we talked about how to use EDGE to match the stages of team development. (*Have Scouts shout out the labels again as you point to the posters. It's important to keep energy and attention high.*) We've also demonstrated ways to use EDGE as teams try new tasks.

Now, it's time for you to think about how a leader might act at each stage. Each patrol has a worksheet with the four stages of team development. I want you to list as many verbs as you can for how a leader might behave at each stage. (*Show the Verb Activity Worksheet.*) For example, under "Forming", you might write directing, telling, explaining, introducing, sharing, or any other verbs. (*Ask for other examples to make sure everyone understands the task.*) Let's take a few minutes as patrols, and try to fill in the rest of the sheet.



Scouting EDGE & Stages of Team Development: Verb Activity Worksheet

Directions: Fill in as many verbs as you can that would describe how a leader might act at each stage of team development.

Forming	Storming	Norming	Performing
Telling Explaining Introducing			

Note: Patrols should be guided in this activity by their Troop Guides to keep responses aligned with the stages. Give patrols 3–5 minutes, then debrief with the whole group. Give brief recognition and praise to the group with the most words. Make sure to recognize excellent answers during the debrief.

Address each stage in order, and write participants' answers where everyone can see them. The completed table might look something like the following. It's okay if words appear in more than one stage.

Forming	Storming	Norming	Performing
Telling	Demonstrating	Guiding	Enabling
Explaining	Encouraging	Questioning	Listening
Introducing	Showing	Asking	Relaxing
Directing	Presenting	Observing	Rewarding
Sharing (vision)	Serving	Hinting	Reflecting
Opening	Teaching	Coaching	Mentoring
Presenting	Upstanding	Advising	
	Disciplining	Acknowledging	
	Correcting	Nudging	

Enabling the Scouting EDGE (5 min)

You've shown that you know how leadership styles can change as a team's skill level grows and its level of enthusiasm changes. Now, it's time for you to practice! There are many ways for you to practice the Scouting EDGE during NYLT.

1. Every day as you review what stage of team development your patrol is in, describe your enthusiasm (high, low, or rising) and ability to work together (starting, learning, succeeding). Discuss what things a leader might do to help the patrol move closer to performing.
2. Leading and teaching are connected. A good leader helps others be good leaders. When you learn a new skill, it's important to help others learn new skills. We want each patrol to teach a skill. You get to pick what the skill is. It might be related to a merit badge or preparation for a fun activity.

Conclusion (5 min)

Everyone has their own leadership style. An effective leader shares a vision and is a servant to others. An effective leader adopts different styles as the team grows and changes. Effective leadership is always based on the Scout Oath and the Scout Law.



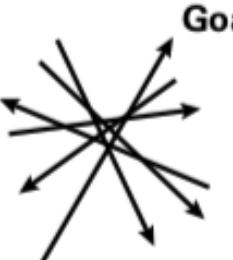
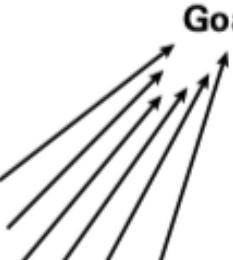
Among the most powerful leadership tools is the Scouting EDGE. That stands for Explain, Demonstrate, Guide, and Enable. Each approach is useful for a certain stage in the development of any team and for teaching a new skill.

As you work together throughout the week, take time to reflect on whether what you're doing matches the stage of the team you're leading.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.

Resources

Create the following eight posters. Each should be large enough to be seen by the entire audience. You may add a little bit of color to emphasize the session concepts. For example, make the "Goal" red and the "Leader" blue.

FORMING	STORMING	NORMING	PERFORMING
			
M M M M M M M M M Leader	M M M M Leader M M M M	M M Leader M M M M M M	M M Leader M M M M M M
EXPLAIN	DEMONSTRATE	GUIDE	ENABLE



Day Three: Patrol Activity

Time Allowed

45 Minutes

Teaching Format

Patrol activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Demonstrate the skills to be used during the interpatrol geocaching activity on Day Four.
2. Use a GPS receiver to find a destination.
3. Recognize how to use EDGE when teaching skills to others.
4. Observe how teaching/leading can differ depending on a patrol's stage of development.

Materials Needed

- GPS receivers (at least one per patrol)
- Latitude and longitude of 8–10 waypoint locations within a few minutes' walking distance of the patrol presentation area, written in an easily visible format on individual sheets of paper
- Measuring tapes and markers (i.e., stakes) for pacing activity

Recommended Presenter

Troop guides

Recommended Location

Patrol site and/or activity area

Preparation

During the NYLT staff training that precedes an NYLT course, troop guides should become familiar with the GPS receivers they will be using during this session. All receivers are operated in basically the same way, but different models differ in the ways they are programmed for use. The instructional manual for each GPS model can be an invaluable aid in mastering—and then teaching—the use of that particular receiver.

Before the NYLT course begins, each troop guide should determine the sample waypoints that will be used during this activity. Troop guides should keep in mind several facts concerning GPS receivers:

- The accuracy of a GPS receiver varies according to the number of satellites within its range. In general, a receiver can bring a user within a 50-foot radius of a waypoint.

- GPS receivers must be set to use the same units as the specified coordinates.
- Deep valleys, ravines, and other confining terrain may block some satellite signals and make a GPS receiver less accurate than when it is used in more open territory.
- In some areas, it may be advisable to provide a compass in addition to a GPS receiver, or even to substitute a compass for it, but you should use a GPS receiver if at all possible.

For GPS: Prepare ahead of time a series of 8–10 waypoints that can be used by patrol members to sharpen their skills with GPS receivers. Since each patrol will be conducting this activity from its own campsite (or some other area they can use as their own), each troop guide should prepare their patrol's waypoints that can be used at the patrol's location. These waypoints should be documented in an easily visible format on individual sheets of paper and provided to the patrol.

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

PRESENTATION OUTLINE

Procedure (12 min)

Explain that tomorrow the patrols will take part in an interpatrol geocaching activity.

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

To do well in the geocache challenge, patrols will use a number of Scouting skills. One will be following instructions to find locations. As a preparation for the geocaching activity, this session will go over the steps for finding locations with a GPS receiver.

Let's take a look at how a GPS receiver works.

1. Briefly discuss the concept of latitude and longitude.

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

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

Locations are sometimes cited in decimal units. For example, the location of Scouting America's national office is:

32 degrees, 53.145 minutes North
96 degrees, 58.203 minutes West



In this case, the units are degrees ($^{\circ}$) and decimal minutes ($'$) (dd, mm.mmm).

2. Show the GPS receiver.

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

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

Next, demonstrate how to program the GPS receiver with a destination—called a waypoint in GPS usage. For example, you could use the location of Scouting America's national office. The GPS receiver should provide the direction of travel to reach the waypoint and also an accurate measurement of the distance between your current location and the waypoint.

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

When you are satisfied that those you are teaching have mastered the skill to the degree that they can do it on their own, **Enable** patrol members to continue with little further input from you. Let them know that in order to truly own the skill, they need to practice it many times. You will be there if they have questions or need help, but to the greatest degree possible you are enabling them to use the skill on their own. It is through repetition that one becomes fully enabled to use a skill and comfortable enough with that skill to be able to teach it to others.

Activity (25 min)

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

Using the available waypoints, half the patrol can continue practicing with their GPS receivers and the other half of the patrol can review the skill of measuring distances by pacing, then practice using EDGE to share that skill with others.

Troop guides probably will be more focused on participants involved with the pacing exercise; however, they should also monitor the activities of participants practicing with GPS receivers and be ready to do a little coaching and encouraging (guiding) as a means of enabling those patrol members to succeed.

With the measuring-by-pacing group, the troop guide explains that everyone will explore the skills of measuring a distance by pacing it out and of using EDGE to teach that skill to others.

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

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

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

$$\begin{aligned}50 \text{ steps} &= 2 \text{ feet per step} \\40 \text{ steps} &= 2.5 \text{ feet per step} \\33 \text{ steps} &= 3 \text{ feet per step}\end{aligned}$$

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

Demonstrate the skill you want participants to learn.

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

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

Guide others in doing the skill themselves.

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

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

Enable others to use the skill.

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

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

Using EDGE (3 min)

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

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



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

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

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

Reverse the Roles (3 min)

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

The teaching participants should use EDGE throughout—**Explaining, Demonstrating, Guiding, Enabling**.

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

Summary (2 min)

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



Day Three: LEGO® Challenge and Realistic First Aid

Note: This session includes lesson plans for two activities presented in sequence: LEGO Challenge and Realistic First Aid. **Allow 90 minutes to present the entire session**—30 minutes for LEGO Challenge and 60 minutes for Realistic First Aid. *Note that Realistic First Aid starts suddenly, just as LEGO Challenge is ending.* There is also additional time built in after Realistic First Aid for a cracker barrel.

LEGO Challenge

Time Allowed

30 Minutes

Teaching Format

Troop activity with patrol breakouts

Learning Objectives

As a result of this session, participants will be able to reinforce the skills of communicating, planning, problem-solving, and team building.

Materials Needed

- LEGO bricks or other plastic construction brick toys
- Small zip-top bags (one per patrol)

Recommended Presenter

NYLT staff members and troop guides

Recommended Location

Troop assembly area

Preparation

Prior to the session, youth staff facilitating the LEGO Challenge will construct two different models that will be used for the patrol exercise, taking care to keep them out of participants' sight. Each model should be made of no more than a dozen LEGO bricks. Prepare small zip-top bags of LEGO bricks, ensuring that each patrol will receive at least the same number and kinds of LEGO bricks as are present in each of the models.

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PRESENTATION OUTLINE

The Challenge (25 min)

The session leader asks each patrol leader to come to a nearby location out of sight of the rest of participants and study an object constructed of no more than a dozen LEGO bricks. Tell the patrol leaders they will be giving verbal instructions to their patrols to build replicas of the LEGO model. They may look at the model but are not allowed to touch it. They are not to draw or write anything down.

Reassemble the troop, and give each patrol a small bag containing at least the same number and kinds of LEGO bricks they will need to construct each of the models. Ask patrol leaders to lead their patrols in reproducing the LEGO model. Patrol leaders may offer verbal instructions only. They may not touch the LEGO bricks or in any way assist except by providing verbal comments.

Repeat the process with a different LEGO model. This time, invite a different member of the patrol to see the original model and lead the patrol in reproducing the LEGO model. Again, those leading their patrols may offer only verbal instructions. Encourage patrols to use their experience building the first LEGO model to improve upon both describing the model to be reproduced and the listening required to use that information efficiently.

Challenge Discussion (5 min)

Debrief the participants on their experiences with the LEGO Challenge. What made their efforts successful? What role did good communication play? If there were difficulties communicating, why did they occur, and what solutions might have been used?



Realistic First Aid

Time Allowed

60 Minutes

Teaching Format

Troop activity with patrol breakouts

Learning Objectives

As a result of this activity, participants will be able to do the following:

1. Recognize the importance of risk management in preparation for the Day Four hike to Outpost Camp.
2. Understand the leadership skills needed in an emergency situation.
3. Explain an emergency situation and describe the appropriate first aid response.
4. Learn and practice using realistic first aid methods in a way they can reproduce to teach members of their home units.
5. Identify how their patrol worked as a team and how leadership was provided during an “emergency.”

Materials Needed

- First aid kits to treat “wounds”
- “Accident” materials to set the stage

Recommended Presenter

NYLT staff members and troop guides

Recommended Location

Troop assembly area

Preparation

Prior to the session, youth staff involved in the mock emergency will make up the “victim” with realistic first aid wounds and will have rehearsed their presentation of the emergency and the correct first aid responses to be demonstrated. Troop guides will have practiced making realistic-looking wounds, will be able to teach the skill effectively, and will have in mind a number of possible injuries to suggest to their patrols.

The injuries chosen for Scenarios 1 and 2 should be of the sort that can be treated using the level of first aid training expected of First Class Scouts. They should conform to the type of injuries that were discussed in the Day Three Troop Meeting. Response to the emergency should conform to methods described in the *Scouts BSA Handbook* and First Aid merit badge pamphlet and reinforce the safety moment highlighted at the Day Three Troop Assembly.

Note: A key element to remember about this activity is that it is used to highlight the leadership skills needed during an emergency situation. When an emergency arises, reactions can be unpredictable. A Scout needs to be able to Be Prepared in all kinds of situations. Youth staff should keep in mind that during the mock emergency, they will be modeling teamwork and leadership as well as emergency response. The leadership skills participants learn and develop during NYLT may help to determine how they react in an actual emergency.

This activity is not to be used as an over-the-top first aid exercise, but as preparation for how those leadership skills may come into play. Adult staff members should stress these points with youth staff to be able to keep the situation relevant to the outcome.

PRESENTATION OUTLINE

Realistic First Aid Scenarios (15 min)

As the LEGO Challenge is ending, NYLT youth staff hurry into the meeting area with one of two possibilities (the choice of which should be at the discretion of youth and adult leadership):

- an “injured” person; or
- a report of an “accident” at another location in camp.

Note: Adults should be in a position to monitor either scenario and call the end to Scenario 2 once they feel it has played out. They must also be able to monitor the participants to make sure that no one is feeling uncomfortable or uneasy.

Scenario 1: Theatrical First Aid—Emergency Interruption and Triage

As the LEGO Challenge draws to a close, NYLT youth staff enter to announce that someone has been injured near the troop assembly area, or (depending on the chosen injuries) someone is needed either to assist an “injured” person into the gathering area or to carry them in. The “victim” has been made up to appear as if they have sustained various injuries that look realistic.

Modeling good leadership and teamwork for the participant audience, the youth staff members play out the scenario of stabilizing the “victim,” treating the wounds, and summoning medical help, following correct first aid procedures to do so.

Scenario 2: Realistic First Aid—Emergency Interruption and Triage

Youth staff guide the troop to the site of the “accident” and encourage the troop to assess and treat the wounds found there. Do this with encouragement and guidance, but allow the patrols to treat the victims as they would in a real emergency. Reassure the troop that emergency personnel have been contacted (so that no one tries to call in the emergency), and place one youth staff member in charge of getting an adult staff member to the site of the accident.



Ensure that first aid supplies are near the accident site so that the troop has supplies to work with. Have patrols work together to treat the injuries, while youth staff members play the role of victims.

Debrief (10 min)

Once the activity is over, youth staff members bring the troop together for the debrief. This component is integral to the success of this activity, and plenty of time should be given to make sure that everyone has time to relax from the “emergency.”

Troop guides lead patrols in the discussion of the treatment of the realistic-looking wounds used in either scenario:

- Discuss the reaction to the “accident” or the “victim.”
- Discuss and call out positive actions by members of the Troop, offering positive reinforcement for how the activity was done.

Practice the Skill (35 min)

Once the debrief has concluded, invite the troop to now take part in the creation of injuries so they can use this skill back in their home units. Have troop guides work with their patrols to learn and practice the skills of making realistic injuries for practicing first aid techniques. Provide approximately 15 minutes for this. Ensure that patrols have small amounts of premeasured, prepackaged wound creation and first aid supplies to work with, and instruct them to focus on first aid techniques that First Class Scouts should know.

Use the following methods of EDGE in working with patrols:

- **Explain:** Tell your patrol how the NYLT youth staff developed the realistic injuries exhibited by the “victim” in the mock emergency.
- **Demonstrate:** The realistic injuries displayed during the mock emergency serve as a demonstration of realistic wounds. As you explain the process and materials for making realistic wounds, demonstrate by developing a simple wound that utilizes the basic techniques involved.
- **Guide:** Guide the entire patrol (or groups of two or three patrol members, depending on the resources available and size of the patrol) in selecting wounds to replicate and then applying those injuries to one or more NYLT participants.
- **Enable:** Encourage patrol members to return to their home units with these skills and use them for setting up mock emergencies that will enhance the first aid training of other members.

Ask each patrol to present their “victim,” describing the emergency situation, the methods used to develop the “injuries,” and the appropriate first aid responses to those injuries. Be sure to leave time at the end of the session for everyone to see all of the realistic wounds and first aid techniques.



Day Four: Breakfast Questions

Time Allowed

15 Minutes

Teaching Format

Patrol activity with staff member facilitation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Reflect on the patrol's development.
2. Discuss course, patrol, and personal expectations.
3. Reflect on what they have learned and experienced so far.
4. Reflect on how their goals are evolving as a result of the course.

Materials Needed

- Breakfast questions (below)

Recommended Presenter

One or more NYLT staff member(s) will join each patrol for breakfast

Recommended Location

Patrol breakfast locations

PRESENTATION OUTLINE

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

Day Three was really active and lots of fun. Patrols should be norming from all the patrol activities.

Day Four Breakfast Questions

- What are your expectations for today? From the course? From your patrol? From yourself?
- What stage of team development is your patrol in? Why do you think so?
- What is an example of a problem that your patrol has faced, and how did you work together to solve it?
- How did the Start, Stop, Continue recommendations you made on Day Two change your patrol's performance yesterday? If they didn't, what prevented the patrol from changing?



Day Four: Troop Assembly

Time Allowed

30 Minutes

Teaching Format

Troop assembly

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Gather for the start of the National Youth Leadership Training course day.
2. Feel welcomed and valued (as will the staff).
3. Reaffirm that the NYLT course operates according to the Scouting ideals.
4. Participate in a flag ceremony presented by the program patrol.
5. Participate in the installation ceremony for new patrol leaders and assistant patrol leaders.
6. View youth staff as supporters, guides, and mentors to course participants.
7. Discuss key parts of a good course assembly.
8. Recognize good communication skills.
9. Recognize the spirit and enthusiasm of the course.
10. Be inspired to bring new ideas back to their home units.

Materials Needed

- American flag
- Course flag
- Historic American flag (Star-Spangled Banner)
- Historic American flag presentation and song lyrics
- Program and service patrol emblems
- Small box of items for the Scoutmaster's Minute

Recommended Presenter

Senior patrol leader(s) and NYLT staff

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening

Patrol leaders lead patrols to the assembly area and arrange them in an appropriate formation, as chosen by the flavor of the NYLT course. The senior patrol leader (SPL) uses the Scout sign to bring the assembly to order, then welcomes participants to Day Four of NYLT and expresses pleasure in having everyone here. The SPL explains that Day Four

symbolizes the third week of the month for a normal Scouting unit. There will be a variety of presentations and activities during the day, as well as a troop meeting.

Opening Ceremony

The SPL asks the day's program patrol to provide the opening ceremony, including the flag ceremony and the Scout Oath and Law, following the model that staff provided on Day Two.

Note: The patriotic song for Day Four is verse 1 of our national anthem, "Star-Spangled Banner". Scripts for the American flag ceremony and historic flag presentations, including lyrics for the appropriate songs, can be found in the Participant Notebook and on the National NYLT Google Drive. Ensure that the staff knows and can sing the appropriate patriotic song of the day.

Announcements

The SPL offers any announcements important for conducting the day's sessions and events. This is also an opportunity for the "widgets" to be used in between announcements (see Day One and Day Two Troop Assemblies). By repeating widgets or announcement segments, it keeps participants engaged and looking forward to what may come. Intersperse the widgets between the new patrol leader and assistant patrol leader installations, the presentation of the service and program patrol emblems, the recognition items, and the Scoutmaster's Minute for a lively and attention-grabbing assembly. A morning prayer may be appropriate to be offered at this time.

New Patrol Leader and Assistant Patrol Leader Installation

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

As introductions are being made, the SPL can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, and so on. Pointing out the participants' use of good communication skills is a way of guiding them and enabling them to use the skills in many situations. Patrol leader and assistant patrol leader assignments for each day of the NYLT course are located in the Patrol Duty Roster, included in the NYLT Participant Notebook.

The SPL conducts the installation by doing the following:

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



Program and Service Patrol Emblem Exchange

The assistant youth course leads for program and service briefly explain the duties of the program patrol and the service patrol.

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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

- Police the troop meeting area.
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the leadership council meeting.

Ask the leaders of the day's program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag or a spirit stick or a themed element if the NYLT course has a theme (e.g., a canoe paddle if the NYLT theme is a tropical one).

Campsite Inspection and Other Recognition Presentations

The SPL presents the campsite inspection recognition based on the previous day's campsite evaluation. Point out that Scouting America encourages patrols to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the campsite inspection recognitions, every patrol can be a winner.

Each patrol can tie its recognition item for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another recognition item each day of the NYLT course. Recognition items can include: a good turn emblem, a quartermaster award for meals, creation of a patrol flag, creation of a patrol yell, uniform inspection, and so on. Recognition items are up to the discretion of the NYLT staff and should be measured up to a uniform standard that is something that all patrols have the opportunity to earn without exclusion.

Scoutmaster's Minute

The Scoutmaster presents the Scoutmaster's Minute for Day Four, prepared with a small box of items in hand to help with the illustration:

"See this container? This is my Box of Stuff that I keep at home. When I do a project around the house, if there's a few bolts or screws left over, I dump them in here. If I have an extra scrap of fabric or piece of wire or hinge, it goes in here."

Some of these things have been in here, never used, for almost 20 years. But I know they are here. I know that because I will occasionally need a screw or bolt and I rummage through here until I find one. Every time I do that, I see what else is still here, ready to be used when needed.

How does this have anything to do with Scouting and with this week at NYLT? Well, everything you're learning in Scouting goes into your Box of Stuff up here in your brain. It's ready for that one day when it's needed.

You learned how to lash an A-frame and participated in a race. Do you do that every day? No. But some day, you might run into a situation where you need to do that again, and you'll reach into your Box of Stuff and know how to build that frame.

You know what SMART goals are now. Will you need to use them every day? Possibly not. But when faced with a new project at school or in Scouting, you will remember how to set those goals, and you will pull them out of the box.

When you use something from your Box of Stuff, you should also check out all the other things you have in there. Take some time and refresh your skills so you remember you have them.

Like some of these pieces of hardware or scraps of fabric, some skills may sit there unused for years until you find yourself in an emergency when you need to dump out your whole box and put all of it to use. That's when you'll be glad you have your Box of Stuff full to the brim so that you will always Be Prepared."

Conclusion

The SPL thanks the Scoutmaster and brings the troop assembly to a close, dismissing the group to the first activity of the day.



Historic American Flag Presentation: Star-Spangled Banner



Star-Spangled Banner

By 1795, Vermont and Kentucky had joined the Union, bringing the number of states to 15. The new flag, featuring 15 stars and 15 stripes, flew over the nation for the next 23 years and the administrations of five presidents. It was this flag that flew over Fort McHenry the memorable night of its bombardment by the British in 1814, inspiring Francis Scott Key to write the versus of our national anthem.

The actual flag that flew over Fort McHenry that night is now preserved in the Smithsonian Institute's National Museum of American History.

Let us honor the flag by singing the first verse of the song it inspired.

(Note: Ensure that everyone has lyrics to the song.)

The Star-Spangled Banner

O say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there!
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?



Day Four: Communicating—Part 4: The Receiver

Time Allowed

30 Minutes

Teaching Format

Patrol presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Understand the importance of effective listening.
2. Understand that good leadership requires effective listening.
3. Understand what empathy is.
4. Understand how empathy is important to effective listening.
5. Understand how effective listening, empathy, and nonverbal cues are important for feedback.

Materials Needed

- Visual aid(s) developed by the presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- 1 small ball for each patrol

Recommended Presenter

Troop guide

Recommended Location

Patrol breakout area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Opening Activity: Message Toss (5 min)

Let's do a quick review. We've been talking about effective communication all week. Today we are going to discuss the role of the receiver. Half of all communications are spent listening, and studies have shown that effective listeners are perceived as more intelligent, more effective, and more successful than their peers.

Ask the participants to stand in a close circle. The troop guide picks someone opposite them, across the circle, and says their name out loud along with the word “catch” while tossing the ball to that person. The presenter then asks for the ball back and asks the participants what just happened in terms of the messaging model. Who was the sender? (*The troop guide*) What did the ball represent? (*The message*) Who was the receiver? (*The participant who caught the ball*)

Ask the receiver how they knew the message was coming and how did they receive it? When the Scout starts answering the question, toss the ball at someone who isn’t ready for it so that they drop the ball. Make the point that a sender will normally give the receiver some indication that a message is coming, but sometimes they do not. Not knowing a message is coming—and therefore being unprepared to receive it—is often the cause of ineffective communication.

Ask the participants to provide examples of not being prepared to receive a message. Their answers might include the following:

- Not having your phone with you (or being out of battery) when someone calls
- Being in the middle of a task when you’re asked to do a different or unrelated task
- Already being scheduled for an event when you’re invited to go with your friends
- In a group setting, a friend commits you to do something before ensuring you are willing

Explanation of Effective Listening (5 min)

When you listen effectively, you are more likely to receive the intended message from the sender. There is a difference between “hearing” and “listening.” The presenter is encouraged to share examples, either personal or from staff development, that illustrate the difference between hearing a message and listening to a message.

Hearing is the act of perceiving sounds using one’s ears. Barriers to hearing include noisy rooms and physical impairment. Listening is a conscious act where the listener concentrates on the message so that the brain comprehends the meaning of the signals being sent (words, noises, music, etc.). Barriers to listening include physical distractions, semantics (when a word or phrase means different things to different people), and emotional factors.

When someone is an effective listener, they will receive and understand the message as well as why the message is being sent. If the listener has questions or does not fully understand the message content, effective listeners will ask the sender to repeat the message for clarification.

When you are listening effectively, you are focused on the sender, and you are not distracted. You are thinking about the words the sender is using, processing whether you understand the words, and confirming that you share a common understanding of the words being used.

Effective listening also includes awareness and understanding of the tone and emotion associated with the message.



Why Listening Skills are Important to Leadership (2 min)

Effective listening skills are frequently identified as important to leadership because, if a leader is going to influence others, that leader need to effectively receive their team's messages and feedback. The leader needs to understand the team's needs, goals, and feelings.

A leader who is an effective listener builds trust with their team. Effective listening conveys that the leader cares about and respects the team members. Leaders who do not seek to effectively listen to their colleagues or members of their team are less able to influence the team and are, therefore, less effective as leaders.

Power of Conversation to Communicate (6 min)

Conversation enables us to connect with one another. Through connection, we can achieve common goals. We can better understand and learn from each other.

Conversations require speaking and listening. Below are tips to improve listening and verbal communication:

1. Don't multitask. Put down your phone and be present.
2. Stop talking. You cannot listen when you are talking.
3. Enter every conversation with the mindset that you have something to learn (humility).
4. Ask open-ended questions for clarification. Think of 5WH (i.e., Who, What, When, Where, Why, and How).
5. Be interested in the other person and their point of view.
6. Pay attention to the sender's body language and tone of voice.

What is Empathy? (6 min)

Empathy is the ability to understand and share the perspectives of another. An expression that captures the meaning of empathy is "putting yourself in someone else's shoes." **Note:** *If neither of these definitions of empathy resonate for either staff or participants, it is important to find a definition that works for the group.*

The presenter should share one or two examples of situations in which they showed empathy as a listener (*receiver*) and the impact it had on the sender. The presenter should encourage the participants to recall a situation in which they demonstrated or could have better demonstrated empathy as a listener. **Note:** *This is a self-reflection question; answers do not need to be shared aloud.*

Oprah Winfrey once said, "Leadership is about empathy. It is about having the ability to relate to and connect with people for the purpose of inspiring and empowering their lives." Ask participants how they see empathy relating to effective listening and leadership? Their answers might include the following:

- Allows the leader to fully appreciate what matters most to the team
- Helps the leader choose words that connect better with the receivers
- Demonstrates the leader's understanding of the challenges facing the team
- Gives the leader opportunities to build trust with and among the team

Empathy is a skill that can and needs to be developed by effective leaders. Empathy, as a skill, comes more easily for some people than others. Empathy is a skill we can learn and get better at through practice. The presenter should encourage all patrol members to begin practicing empathy during their remaining time at NYLT.

The Language of Body Language (3 min)

In the Message Toss game, what were some of the ways a sender can let the receiver know the ball is on its way? (*Discuss verbal cues—“Hey! Here comes the ball!”—and body language—waving arms, eye contact, motioning toward a receiver.*)

What are some of the ways a receiver can let the sender know they are ready to catch the ball? (*Again, discuss verbal cues—“Here! Throw it here!”—and body language—eye contact, holding hands in a catching position.*)

A person who is speaking should also be aware of their own body language and the effect it may have on the listener. It means paying attention to the body language of the people the speaker is addressing. The speaker needs to understand what signals the listener (or listeners) are sending and how the speaker can adjust their body language to effectively deliver the message.

Conclusion (3 min)

Let's wrap up by talking about effective listening feedback. By rephrasing the information and bouncing it back to the speakers, the listeners are making sure they are hearing what the speakers have to say, and they are letting the speakers know that their messages are getting through.

Ask a volunteer to bounce that last bit of information back to you, and encourage them to put the message into their own words. You can help them get started by offering the phrase, “What I understand you to be saying is this...”.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Four: Servant Leadership

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Define leadership.
2. Understand the connection between values and leadership.
3. Understand the basic concepts of servant leadership.
4. Recognize the attributes of a servant leader.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Candy Toss Game
 - A copy of the rules for each patrol leader and each observer
 - Handout for half of the patrol leaders: Leadership Style “A”
 - Handout for the other half of the patrol leaders: Leadership Style “B”
 - Candy Toss Game score sheet for each troop guide
 - Painter’s tape, measuring tape, marking pen
 - Plastic cans or bowls (6–8 inches in diameter and 3–6 inches deep)
 - Chart for scoring
 - Individually wrapped hard candies for all participants (3 per person)

Recommended Presenter

NYLT staff member and troop guides

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Introduction (8 min)

Ask the group, "What is a Leader?"

Possible answers include the following:

- A person who takes control of a situation
- Someone who is in charge
- A person who helps others find their way
- Someone who inspires others to achieve a better version of yourself

A leader is anyone who has the ability and responsibility to influence the actions of others. Leaders motivate others toward accomplishing a goal.

Let's take a look at two examples of leaders:

(Conduct a brief skit that requires two youth staff to demonstrate an authoritarian type of leadership style versus a servant leadership style.)

Example #1

Scout 1 to Scout 2: "You need to go put up the tent for the Tenderfoot Scouts. NOW!"

versus

Example #2

Scout 1 to Scout 2: "The Tenderfoot Scouts are struggling to set up their tent. Let's go help them learn how to set it up."

Ask participants, "Which type of leader would you want leading you? The first one or the second? Why?" *Wait for 3–4 answers from participants.*

As Scouts, we live by a well-defined set of core values:

1. The Mission of Scouting America

"The mission of Scouting America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law."

So, let's review those values.

2. The Scout Oath

As Scouts, our core values emphasize our duty to others, as in the Scout Oath:

"On my honor, I will do my best..."

"To help other people at all times"



This promise is not a “once in a while” thing. It quite literally says that we should *always* be helpful. It means that we take on an obligation to serve others willingly and without expectation of reward.

3. The Scout Law

Have the group stand and recite the Scout Law. (*A Scout is Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean, and Reverent.*)

The first five points of the Scout Law outline a way of treating other people with dignity and respect regardless of who they are. It does not say that we are guaranteed these things in return. Because the Scout Law says "A Scout *is*", it evokes a strong obligation to live by each point of the Scout Law.

We believe these guides for our behavior will lead us to meaningful and productive relationships with others. They provide a pathway toward a civil society that is beneficial for all.

4. The Scout Slogan

“Do a Good Turn Daily” is an explicit reminder that we must do something positive for others every day. Being not only advocates, but also practitioners, of doing good things for others highlights again the obligation we take on as Scouts to serve others.

This theme of service plays out strongly throughout the Scouting program. From the beginning, Scouts are encouraged to provide service to others. It is what Scouts do. The duty to provide service culminates in the leadership service project required for advancement to Eagle and Summit. It is no coincidence that this project embodies both leadership and service to others. It's a very real statement that leadership in its highest forms is service to others.

5. The Vision of Scouting America

The expression of our desire to produce leaders is contained in the Scouting America vision statement:

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

In following Scouting’s values, we are inevitably led to consider what options best fit our ethical and moral framework with regard to the appropriate choice of leadership philosophy to teach and practice. We must make conscious choices of how to exercise the responsibilities of leadership while embracing Scouting’s core values. We must choose a style that can be adapted to the needs of different leadership challenges.

There is such a leadership philosophy available to us. It’s called “Servant Leadership.”

In 1970, Robert Greenleaf introduced the term “servant leadership” in an essay titled “The Servant as Leader.” The concept was later expanded into a book that became an influential management text; however, the concept is thousands of years old. It has its roots, at least partly, in religious teachings on leadership. The term “servant leadership” is now widely recognized.

Ask the group, “What does the term servant leadership mean to you?” Possible answers include:

- The most effective leaders put those whom they lead first.
- Good leaders see themselves as serving those they lead, enabling the team’s success.

They are always looking for ways to make the team’s experience better, to help team members learn new skills and succeed in reaching goals, and to take on as much responsibility as they are able.

Motivation to Be a Servant Leader (12 min)

Have you ever wondered why we tend to feel good when we are generous to others or help others in need? Could there possibly be tangible benefits to servant leaders for the actions they take to help others? You might be surprised to learn that there is a very real and scientifically reinforced basis for claiming that our own physical, social, and psychological well-being can be tied to our service to others.

Ask the group, “As you think about your own experiences in providing service to others, how do you think you have personally benefited?” Possible answers include the following:

- I get to see others become successful.
- I feel a closer connection to those I serve.
- I see others’ pride at what the team has accomplished.
- I get a sense of personal satisfaction.

Now that we have described what a servant leader is, let’s examine the attributes of the servant leader in more detail. As we begin, please think back to all of the modules we have completed in this course. As you look back, you may be able to recall those things that the servant leader must be able to do.

You will recall that leaders are taught to adapt their leadership style to the situation at hand. Think back to when we talked about the Scouting EDGE. Remember that appropriate adjustments to the leader’s actions can be tied to the stages of team development (forming, storming, norming, and performing).

Do you remember the acronym we used to describe the appropriate leadership behaviors to use for each stage of team development? E - Explaining / D - Demonstrating / G - Guiding / E – Enabling.

Let’s examine the leadership skills needed for effective servant leadership.



Ask participants, “As you think about servant leaders you have known, what attributes and skills stand out in your mind?” Take a few minutes within your patrol to discuss and be prepared to share examples.

Potential answers include:

- **Self-aware.** They have a good sense for their strengths and weaknesses, and can leverage their strengths for the benefit of others.
- **Attuned to the emotions of the group.** They have an ability to identify the emotional state of the group, and take action to address issues.
- **Good coaches and mentors.** Servant leaders are concerned with the development of their followers, and they use effective coaching and mentoring skills to guide their growth.
- **Good communicators.** Servant leaders use sound, supportive communication skills to provide information and feedback to their followers. This is especially true when conflict resolution is necessary to help the team move forward.
- **Good listeners.** They know that the art of listening well can help discover underlying needs of both individuals and the group as a whole.
- **Good problem-solvers.** Servant leaders use both analytical and creative problem-solving skills to help the group accomplish its goals while reinforcing the development of interdependent relationships within the team.

In summary, it is clear that servant leaders are masters of the skills we have learned throughout this course. While we may not be masters now, we can all continue to learn and practice our skills so that we can become better.

The Benefits of Servant Leadership (10 min)

The ultimate currency of the effective leader is trust. The ultimate outcome is a high performing team whose members demonstrate the attributes of servant leaders. All of us have been members of teams. Even now, as NYLT patrol members, you are part of a team with an identity that has successfully accomplished a number of tasks. Along the way, perhaps you have experienced most of the stages of team development.

Let's take a moment to think about the best team you have ever been a part of.

- What did it feel like? *Get participants to offer a few of their thoughts (2–3 is sufficient).*
- How did your team demonstrate they trusted each other? *Again, have the participants offer 2–3 examples.*
- How did your team demonstrate they cared for each other? *Continue to have the participants contribute. Keep them participating.*
- In what ways did your leadership skills improve as a result of the experience? *This is the “WHY” of servant leadership. If time allows, take 3–5 answers.*

Depending on the participants' answers, they should have demonstrated the attributes of high performing teams. Conclude this portion by reviewing the benefits of being a servant leader for a high-performing team:

- There is shared responsibility for getting work done.
- Tasks are effectively delegated as a way of developing others.
- Others succeed because of good coaching and mentoring.
- Team members are trusted to meet their commitments, and they respond to that trust by exceeding expectations.
- Members of the team grow personally (self-confidence, trust others, respect everyone) and professionally (learn new skills or improve skills, take on greater responsibility, become leaders).

Patrol Discussion (10 min)

Take no more than five minutes and think back over your patrol and leader experiences thus far in this course. As a patrol, identify one or two examples of servant leadership and also a couple examples of exemplary *followership* you have observed during NYLT.

After the patrols have had a chance to develop their answers, ask for examples from two patrols. They may recognize that many of the responsibilities we have outlined have already been practiced, possibly unconsciously. The conscious, active application of all these mutual and reciprocal responsibilities is the true nature of servant leadership. This process can have a major effect on the development and operation of high-performing teams.

Candy Toss Game (18 min)

Provide the following (make as many copies of the next three pages—game rules, leadership styles, and score sheet—as needed):

- Candy Toss Game Rules (1 per patrol leader and 1 per observer)
- Handout for half of the patrol leaders: Leadership Style "A"
- Handout for the other half of the patrol leaders: Leadership Style "B"
- Candy Toss Game score sheet (1 per troop guide)
- Painter's tape, measuring tape, marking pen
- Plastic cans or bowls (6–8 inches in diameter and 3–6 inches deep)
- Individually wrapped hard candies for all participants (3 per person)

Play the game.



Candy Toss Game Rules

1. For each patrol, place a 3-foot-long piece of tape on the ground, and set the bowl/can 5 feet from the tape.
2. The object of the game is to score as many points as possible while staying within the rules. At the end of the game, the patrol with the most points wins.
3. The challenge is to stand somewhere on the marked tape and successfully toss pieces of candy into the container. The piece must come to rest in the container (a HIT). If the piece misses the container or bounces out, it is a MISS, and no points are scored.
4. One point is scored for each HIT.
5. Distance bonus points are possible with each HIT. One bonus point is awarded for each foot of distance the player stands from the container while scoring a HIT. No distance bonus points are awarded for a MISS.
6. Each player gets three pieces of candy.
7. One practice round is allowed before scoring begins. Each player is allowed three practice tosses in the practice round. (Points will be deducted if participants practice beyond the rules.)
8. Once scoring begins, each player may toss each piece of candy one time—a total of three tosses per participant.
9. The troop guide does the scoring.
10. The patrol leader is in charge at all times.
11. The patrol must complete the practice round and scoring round in no more than 10 minutes.
12. These are the rules. The troop guide will remain silent throughout the game and will not reveal your leadership style.
13. Score until the game is over.



Leadership Style “A”

You are the boss. You are in charge. You know what is best for your team and for each player. You must take control of your team to lead it to victory.

You believe that information is power and that you must maintain power to maintain control. Therefore, give out little information, answer few questions, and maintain strict discipline. Strictly enforce the rules and the time limits.

You will give your team orders on how to complete the game. You will not reveal the rules to them. You will tell each person where to stand, both in practice and in the scoring round.

Do not give in to complaints or whining from members of your patrol. “Let me do it my way” or “Let me decide” are demands that indicate a desire by someone to take over your control. You know the rules; therefore, you know the best way to win. What you say, goes.

Now read the rules, implement them, and lead your team to victory!

Leadership Style “B”

You believe in sharing decision-making with members of your team. You feel that the best way to achieve high performance and creative results is to take advantage of the full talents of everyone on your team.

You want to draw on their ideas and experience and their knowledge of their own skills and ways of finding solutions.

You think that solutions to problems can emerge from an environment that is rich in information, even if that seems chaotic.

You will share all the information you have with your team. You will tell them the rules of the game, its objectives, and the way it will be scored. Seek the ideas and creativity of the team in planning the best ways to win. Take part in discussions to overcome problems. Help the team stay within the rules and the time limits. Allow players to assess their own skill and comfort level in determining their individual scoring strategies. Be a cheerleader. Participate with your team. Have fun. Celebrate positive results.

Now, good luck and enjoy the game!



Candy Toss Game Scoresheet

Patrol Name: _____ Observer's Name: _____

Leadership Style Observed: Style "A" _____ Style "B" _____

		Toss One		Toss Two		Toss Three		Total
Player's Name	Three Practice Tosses	Hit (1), Miss (0)	Distance (1-15)	Hit (1), Miss (0)	Distance (1-15)	Hit (1), Miss (0)	Distance (1-15)	# Hits + Distance on Hits Only

Team Total _____



Candy Toss Game Debrief

- Ask the patrol leader, “Did your patrol know the purpose or goal for the game? What do you think that was?”
- Ask the patrol leader, “How did you feel about the leadership style you were given?” Then, ask the patrol members how they felt about the patrol leader’s leadership style.
- Ask the patrol members, “Did you feel like a valued member of the patrol?”
- Ask the patrol leader, “Why did you think you could—or could not—win?” Then, ask the patrol members the same question. Ask them to explain the differences in opinion.

Show the troop the results of the game. Discuss which patrol was assigned to which leadership style.

Ask participants to describe what effect, if any, the different “role profiles” of the leaders had upon their performance and that of their patrols.

Explore through the discussion any new perspectives participants may have gained on the importance of their relationship with the team leader, especially with regard to the leader’s vision or lack of it, and the leader’s commitment to the development and involvement of the team or group in the task.

Conclusion

Make no mistake about it, servant leadership isn’t easy. It requires a lifetime of continuous learning, and often it is easier just to give orders and yell a bit if necessary. This might work in the short run, especially in emergency situations, but servant leadership builds robust teams that perform for the long run.

Remember that a servant leader enables the success of those they lead. The ultimate measure of success for a servant leader is whether their followers are better off as a result of their efforts. To paraphrase the old saying, “Giving a man a fish is helpful; teaching a man to fish is servant leadership.”

Choosing to be a servant leader requires personal sacrifice. As such, it must come from deep personal commitment that originates within the soul. If the leader makes a superficial effort, the result is that the followers feel manipulated rather than cared for.

The importance of servant leadership is in the effort, not in the victory.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Four: “Styles of Leadership” Games

Time Allowed

30 Minutes

Teaching Format

Troop activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Recognize different styles of leadership through activities.
2. Use the skills of problem solving, leadership, and team development.
3. Create greater patrol unity.

Materials Needed

- **Minefield**
 - Blindfold
 - Items to serve as obstacles, if needed
- **Toxic River**
 - Ream of 8.5" x 11" paper
 - Scissors
 - Tape
 - Instruction sheet (one half-sheet per person)

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Choose from the following activities. Allow 5 minutes for game rules, 20 minutes for patrols to play the game, and 5 minutes for reflection.

Minefield

Participants are asked to blindfold one team member and then create a “minefield” of obstacles to negotiate around or over. Using only specified communication techniques—for example, only being able to use the words left, right, forward, and backwards—the other participants must guide the blindfolded person through the “minefield.” This activity can be set in an elaborate outdoor environment or in a simple, regular office space. It is great for enhancing communication skills and building trust.

Toxic River

The objective is to have all members of the team cross the river at the same time. Create three islands by taping together four 8.5" x 11" sheets of paper for each island. Create a pebble for each person by cutting sheets of paper in half lengthwise to form 4.25" x 11" sheets. Create one rock (an 8.5" x 11" sheet) for every six participants. Tape off an open area at least 10 medium strides long (25–30 feet) and six strides wide (15–18 feet) wide.

Have all participants stand on the left side of the bank. Hand out a copy of the instruction sheet to each person, and review the situation and rules together. Then give two minutes for questions. The clock starts after the last question is answered.

The Situation

You and your teammates are on one bank of a poisonous, deadly river. The river is so contaminated that if any part of a person's skin or clothing touches the river, they will die instantly! Each of the people on your team must cross from one bank of the deadly river to the other. You have 20 minutes.

The Rules

- No part of a person's skin, clothing, or personal articles may touch the river.
- The only items that can survive in the river are islands, rocks, and pebbles.
- Islands, rocks, and pebbles are safe spots (i.e., touchable).
- Islands in the river may not be moved.
- Rocks may not be moved once placed in the river.
- Each team member owns a pebble.

Reflection Questions

Depending on the chosen game, discuss some of the following questions:

- Did the group establish an effective communication system? Describe it.
- Who created it?
- Who was the leader, really?
- Did you trust each other? Did you trust the leader?
- How did you take care of each other?
- Did you help the group or “blindly” follow?
- How did you feel about being the only sighted one?
- How did you feel about dual leadership roles?

Scouts are helpful, cheerful, and trustworthy. In that context, discuss the importance of working together to share ideas, being part of a team, and learning to cope with stress, fear, and anxiety. Through this activity, team members should recognize that all people are different and have challenges but that people with challenges are not helpless and often give back to their community through service to others.



Toxic River

The Situation

You and your teammates are on one bank of a poisonous, deadly river. The river is so contaminated that if any part of a person's skin or clothing touches the river, they will die instantly! Each of the people on your team must cross from one bank of the deadly river to the other. You have 20 minutes.

The Rules

- No part of a person's skin, clothing, or personal articles may touch the river.
 - The only items that can survive in the river are islands, rocks, and pebbles.
 - Islands, rocks, and pebbles are safe spots (i.e., touchable).
 - Islands in the river may not be moved.
 - Rocks may not be moved once placed in the river.
 - Each team member owns a pebble.
-



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Day Four: Leading Yourself

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Discuss the importance of having a personal vision.
2. Recognize at least one new way of thinking about themselves.
3. Describe the phases a person experiences while moving toward a goal or learning a new skill.
4. Prepare a personal vision with goals.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Long rope (or cones) to divide area in two and markers for back boundaries of game space
- Handout: Personal Vision Worksheet (one per participant)

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening Activity: The Identity Game—Hawk, Snake, Coyote (20 min)

Play “The Identity Game” in an open area, perhaps the troop assembly area. Prepare the area by stretching a rope on the ground to separate the area into two equal parts. Mark the back boundaries of the two parts about 50 feet behind, and parallel to, the center rope. Cones may be used in place of rope for this activity.

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

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

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

The key to the game is this:

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

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

Each person who is tagged becomes a member of the other team for the next round of the game. The game continues for 8–10 rounds. The numbers on each team will ebb and flow as participants are tagged and change sides. At the end of the game, participants rejoin their teams and make themselves comfortable in the learning area.

Introduction (7 min)

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Ask participants what they liked about the game and what they learned about playing the game successfully.

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

Apply that idea to leading yourself: Being a hawk, a coyote, or a snake is the simplest of qualities to know about yourself. We all have our own sets of strengths and ways of doing things. We each have had experiences that have helped make us who we are today, and we are influenced by our parents, teachers, religious leaders, friends, and neighbors.

Instruct the participants to turn to their neighbor and share an experience that has helped shape them. The presenter should share a couple examples to get the sharing started. The example can be something simple as:

- My dad taught me how to change the oil in a car. Now, I want to become a mechanic for my career.

Or, it can be something more complex, such as:

- When I was younger, I saw my sister choke at a restaurant. A stranger performed the Heimlich maneuver on her. I am now an American Red Cross CPR trainer.



We also have the freedom to *choose* much of who we will be and what guidelines we choose to follow. For example, everyone here pledges themselves to follow the Scout Oath and the Scout Law.

Leading Yourself (7 min)

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

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

1. Where am I now?
2. Where do I want to be?
3. Why is it important to me?
4. How do I get there?

Give a simple example:

1. I'm a person at the base of a mountain. (*Where I am now*)
2. I want to be a person standing at the top of the mountain. (*Where I want to be*)
3. I want to conquer fears and feel a sense of accomplishment. (*Why it is important*)
4. I need to plan a route, organize my group, develop a training plan, get the equipment and supplies ready, load my pack, etc. (*How I get there*)

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

Transition to Vision (7 min)

Where you are now is pretty easy to figure out. But how do you figure out where you want to go? Does that sound familiar to anything we've discussed so far? We are referring to a vision.

One of the most important ideas leaders can communicate is where they want the team to go. It is hard to lead if you do not have a destination in mind.

When we reach the last day of this course, what will success look like to you, and why is it important to you?

Entertain answers. Invite participants to turn to another participant and answer this question.

Participants might see themselves as better leaders or as having more skills. They may imagine themselves with new friendships or with fresh ideas to take back to their home units. It is important to note that completing the course will merely be a goal; however, completing the course could be one of the goals to becoming a better leader.

Each participant's answer is a vision. The word vision comes from the word visual—to see. In a vision, you can see yourself doing something, being something.

Vision is what future success looks like.

To put it another way: If you can see it, you can be it.

Have a youth staff member and an adult staff member share their personal visions.

Remember, a vision does not say, "I want to do something" or "I'd like to do something." A vision says, "In the future, I clearly see myself in this [picture of success]." You can see yourself doing it.

Personal Vision Challenge (14 min)

Challenge NYLT participants to investigate the future and see themselves in a picture of what future success looks like for each of them.

Distribute the Personal Vision Worksheet. Ask them each to create a personal vision.

Have them think about the following questions as they develop their personal visions:

- What will be a measure of success for me in five years, 10 years, 20 years?
- What is it that already makes me unique?
- What do I like to do?
- What makes me happy?
- How can I build on that strength?

Encourage each participant to make their initial vision bigger. Make it fill the room. Don't be shy. Don't hold back because a vision seems unreachable. Dream big. A vision should touch your heart, mind, and spirit.

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

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

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

There are lots of people to whom we can turn for support and whom we can draw upon for help. Ask for examples of who that might include? Could be a Scoutmaster, trusted adults, friends, etc.



<p>NATIONAL YOUTH LEADERSHIP TRAINING</p> <p>Personal Vision Worksheet</p> <p><i>Personal and Confidential</i></p> <p>Name: _____ Unit: _____</p> <p>Instructions: This personal vision worksheet is a contract that you are being asked to make with yourself. You will share it with your unit leader, and together you will develop some goals to make your unit better.</p> <p>During the week, you are learning about leadership. Using what you have learned in NYLT, you can begin to define your success as a youth leader. Use this space to record your feelings about leadership, especially your personal vision and goals and how to accomplish them. Your vision and goals may concern your troop, crew, or ship (making it better) or yourself (becoming a better leader).</p> <p>Record your personal vision.</p> <hr/> <hr/> <hr/> <hr/> <p>List three personal goals to ensure that your personal vision is successful.</p> <p>1. _____ _____ _____</p> <p>2. _____ _____ _____</p> <p>3. _____ _____ _____</p> <p>2021 Edition © Scouting America. For use in approved NYLT courses only.</p>	<p>List five personal plans to ensure your personal goals are met.</p> <p>1. _____ _____ _____ _____ _____</p> <p>2. _____ _____ _____ _____ _____</p> <p>3. _____ _____ _____ _____ _____</p> <p>4. _____ _____ _____ _____ _____</p> <p>5. _____ _____ _____ _____ _____</p> <p>1 2</p>
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Summary (5 min)

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

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

Some traits may have no clear explanation, but they are still part of who we are.

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

We each have responsibility for understanding who we are, where we are, where we want to be, why it is important to us, and how to get there—in other words, to lead ourselves and others, we have a responsibility to develop a personal vision, determine the goals to fulfill that vision, and make plans for reaching our goals.

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

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Four: Patrol Leaders' Council Meeting

Time Allowed

30 Minutes

Teaching Format

As with the Day Three patrol leaders' council meeting, the patrol leaders' council meeting on Day Four is attended by the senior patrol leader(s), assistant youth course leads for program and service, the day's patrol leaders, and the Scoutmaster(s).

Learning Objectives

As a result of this session, participants will be able to do the following:

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

Materials Needed

- Participant Notebook for notetaking
- Extra checklists from the Day Three patrol leaders' council meeting just in case

Recommended Presenter

Senior patrol leader(s), who will model appropriate leadership behavior within the meeting setting

Recommended Location

Patrol leaders' council meeting site

PRESENTATION OUTLINE

Premeeting Discussion

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

Once the meeting begins, though, the SPL is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the SPL now and then, but in a youth-led unit, the youth staff are in charge.

At the end of the premeeting discussion, the SPL calls the PLC to order and begins the meeting.

Meeting Agenda

Patrol Leaders' Council Meeting Agenda Day Four

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

Welcome and Introductions

The SPL takes charge of the meeting, introduces those persons attending the PLC meeting, and welcomes everyone.

Purpose of the Meeting

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

- Receive reports on the progress being made by each patrol.
- Make assignments for the upcoming troop meeting (continuing patrol planning for Outpost Camp).
- Share any announcements. (Include a reminder that there will be evening patrol campfires with follow-up discussions on the Ethics and Values in Decision-making session.)
- Make program patrol and service patrol assignments.

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

Reports on the Progress of Each Patrol

The SPL asks each patrol leader to report on their patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using Start, Stop, Continue:

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

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

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



Encourage each patrol leader to use the Leadership Compass to determine the current stage of development of their patrol (i.e., forming, storming, norming, performing).

Remind patrol leaders that each patrol should be thinking about its Quest for the Meaning of Leadership presentation. Briefly review the challenge (offered by the Scoutmaster at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.

Assignments for the Upcoming Troop Meeting

The patrol meetings that take place during the Day Four course meeting will focus on continuing to plan for Outpost Camp. The SPL gave each Day Three patrol leader a checklist of things to be done before the patrols set out for Outpost Camp.

During the patrol meetings, each patrol leader will continue to lead the patrol in determining how they will reach the goal of being ready for Outpost Camp.

In general, the checklist includes these items to be planned:

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

Ensure that the patrols know what equipment they are expected to bring to the troop meeting for the backpacking relay.

Announcements

The SPL makes any announcements relevant to the group. For Day Four, share that there will be evening patrol campfires with follow-up discussions on the Ethics and Values in Decision-making session.

Explain that patrol leaders have a responsibility to the information covered at this meeting to the members of their patrols. Note the time and location for the next meeting of the PLC.

Program Patrol and Service Patrol Assignments

The SPL asks the assistant youth course leads for program and service to take the floor.

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

Program Patrol (*sample assignments*)

- **Troop assembly**—Conduct the flag ceremony for the next day.
- **Troop meeting**—Prepare the meeting area.

- **Troop meeting**—Conduct the preopening activity. (The patrol should be provided with a printed sheet of instructions for organizing and conducting the activity. If materials are needed, the quartermaster should make those available.)

Service Patrol (sample assignments)

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

Staff Service Patrol

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

Closing

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

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels. The SPL adjourns the meeting but invites the members to stay a moment to observe the post-meeting debrief with the Scoutmaster.

After the Meeting

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



Day Four: Patrol Meeting

Time Allowed

30 Minutes

Teaching Format

Patrol meeting

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Describe the purpose of the patrol meeting.
2. Describe how a patrol meeting should run.
3. Know what the patrol leader and patrol members are each responsible for doing.
4. Use Start, Stop, Continue to evaluate patrol performance.

Materials Needed

- Written patrol meeting agenda (Building on the presented model, the patrol leader may adjust the meeting agenda prior to the meeting in order to fulfill the needs of the patrol.)

Recommended Presenter

Patrol leaders

Recommended Location

Patrol sites or another location where patrols will not interfere with one another's activities

PRESENTATION OUTLINE

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

Model Patrol Meeting Agenda Day Four

- Welcome (Patrol leader)
- Meeting agenda (Patrol leader)
- Evaluate patrol progress using Start, Stop Continue
 - Start**—“What should we be doing that will make things better?”
 - Stop**—“What should we stop doing because it isn’t helping?”
 - Continue**—“What is working well that we want to continue doing?”
- Determine the patrol’s current stage of development (Forming, Storming, Norming, Performing) and discuss ways the patrol can move ahead to the next stage
- Review and discuss most recent campsite inspection results
- Continue work on the patrol’s Quest for the Meaning of Leadership presentation
- Other issues to review and/or discuss?
- Adjourn (Patrol leader)



Day Four: Patrol Games Challenge

Time Allowed

30 Minutes

Teaching Format

Troop activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Use the skills of problem-solving, leadership, and team development.
2. Create greater patrol unity.
3. Have fun.

Materials Needed

- See each patrol game below for a list of materials needed.

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

The patrol games challenge is an opportunity to increase the level of activity within the course. Courses may have to run multiple stations of the following games depending on the number of patrols. Note the timing of each activity, and pace this session accordingly to allow time to conduct and debrief each one.

Alternative patrol game options may be found at <https://troopresources.scouting.org/patrol-activities/>.

Blind Shapes (10 min)

This activity requires a medium amount of space and can be delivered either indoors or outdoors.

Materials

- Blindfolds (one per participant)
- 20–30 feet of rope

Description and Directions

1. Ask the group to line up in a straight line and give everyone a blindfold.
2. Have participants put their hands in front of them and then place the length of rope in their hands.
3. Explain that everyone must hold on to the rope with both hands for the entire activity. Letting go of the rope, even for a moment, is not permitted and will result in restarting the challenge.
4. Now give them a shape to create with the rope. Start with something simple such as a square.
5. When group members feel the task is completed, they can take off the blindfolds to check the results.
6. Once they have completed the challenge, allow time to reflect on the task and review with the group.
7. If time permits, give them another shape to form (e.g., triangle, hexagon, octagon).

Useful Tips

- Give members time to come up with a plan before putting on blindfolds. Once participants are ready, they may put on their blindfolds; however, from that moment on they are not allowed to speak or use verbal signals.
- To make the challenge more difficult, tell the group they cannot talk during the challenge, give them a time limit or have them form two shapes from the same length of rope.
- If you have a large group, divide into smaller teams of around 12 people and either have the teams compete against one another or give them their own shapes to form.

Debrief Questions

1. What was the initial reaction of the group?
2. How well did the group cope with this challenge?
3. What skills did it take to be successful as a group?
4. What creative solutions were suggested, and how were they received?
5. What would an outside observer have seen as the strengths and weaknesses of the group?

The Golden Glesat (10 min)

Materials

- Blindfolds (one per participant)
- Binder twine
- Obstacles (optional, see below)
- Bell

Description and Directions

Blindfolded patrol members follow a complex rope maze laid out at waist height where they find a small bell (the “Golden Glesat”). Consider using 150–200 feet of rope and adding several obstacles, such as chairs or a table. This activity could also be setup in an area with



trees. Patrols will generally determine that they should proceed in a single-file line with hands on a rope to stay together through the maze.

The Scenario: Your patrol is about to embark on a quest for the Golden Glesat, a rare and treasured prize. It has a unique and beautiful voice, and when you find it, you will know it immediately.

There is no moon, and it is now the darkest hour of the night. Dangers lurk along the way, on the left and the right.

Debrief Questions

1. What was the initial reaction of the group?
2. How well did the group cope with this challenge?
3. What skills did it take to be successful as a group?
4. What creative solutions were suggested, and how were they received?
5. What would an outside observer have seen as the strengths and weaknesses of the group?

Helium Sticks (10 min)

Materials

- One stick long enough for the group (the “helium stick”)

Description and Directions

The group has a goal to lower a stick to the ground, but in reality, the stick magically rises up!

1. Have the patrol line up in two rows that face each other.
2. Ask participants to hold their arms out and point their index fingers.
3. Lay the helium stick down on their fingers. Have the group adjust their finger heights until the helium stick is horizontal and everyone's index fingers are touching the stick. Explain that the challenge is to lower the helium stick to the ground.
4. Explain that each person's fingers *must* be in contact with the helium stick at all times. Pinching or grabbing the pole is not allowed—it must rest on top of their fingers. If anyone's finger is caught *not* touching the helium stick, the task will be restarted.
5. Begin the task!

Note: Particularly in the early stages, the helium stick has a habit of mysteriously “floating” up rather than coming down, causing much laughter. A bit of clever humor can help (e.g., act surprised, and ask what they are doing raising the helium stick instead of lowering it). For added drama, jump up and pull it down!

Why does this happen? The stick does not contain helium. The secret is that the collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. As a result, the more a group tries, the more the stick tends to “float” upwards.

Useful Tips

As your group begins their challenge, see how individuals react when the stick starts moving in the exact opposite direction than they intended. What do they do? You may find that players start blaming each other. The more the stick rises, the more they point fingers and accuse one another by asking, “What are *you* doing?”

This observation can lead to an important learning point: that they won’t find solutions without shifting from telling to asking and without assuming collective responsibility for and ownership of the results. For instance, they might ask, “Why is this happening to *us*? What can we do differently? How can we come up with another strategy?”

Debrief Questions

1. What was the initial reaction of the group?
2. How well did the group cope with this challenge?
3. What skills did it take to be successful as a group?
4. What creative solutions were suggested, and how were they received?
5. What would an outside observer have seen as the strengths and weaknesses of the group?



Day Four: Troop Meeting

Time Allowed

90 Minutes

Teaching Format

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

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Be able to conduct a well-prepared troop meeting built on the seven-step unit meeting plan.
2. Build and/or practice skills needed for the upcoming Outpost Camp.
3. Continue preparations, as a patrol, for the Outpost Camp.
4. Practice good communication skills.
5. Practice gear-packing skills needed for Outpost Camp.
6. Practice Start, Stop, Continue as part of the seven-step unit meeting plan (patrol leaders' council only).
7. Have fun.

Materials Needed

Each troop guide will need the following:

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

Each patrol will need the following:

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

Recommended Presenter

Senior patrol leader(s)

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

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

Preopening

During the preopening, the Scoutmaster(s) and senior patrol leader(s) (SPL) discuss the upcoming meeting to ensure that everything is in order. The Scoutmaster should model good coaching and mentoring skills. Conduct this visit in full view and hearing of the NYLT participants so that they understand that this is a regular and important part of every unit meeting.

The SPL reminds troop members that there are seven steps to a good unit meeting:

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

Troop Meeting Plan Day Four

Activity	Description	Run By	Time	Total Time
Preopening		Patrol leaders' council	5 min.	5 min.
Opening ceremony	Scout Oath and Scout Law	Program patrol	5 min.	10 min.
Skills instruction	Leave No Trace, gear packing	Troop guides	25 min.	35 min.
Patrol meetings	Outpost equipment planning	Patrol leaders	20 min.	55 min.
Interpatrol activity	Backpack loading challenge	Troop guides	25 min.	80 min.
Closing	Scoutmaster's Minute	Scoutmaster	5 min.	85 min.
After the meeting	Debriefing and planning ahead	Patrol leaders' council	5 min.	90 min.

Ask the patrol leaders; troop guides; assistant youth course leads for program and service; and Scoutmaster(s) to join you for the preopening. Check in with the patrol leaders and troop guides to see who has responsibility for the main parts of the upcoming troop



meeting—the opening, the skills instruction, the patrol meetings, and the interpatrol activity. Ask if everyone has the resources needed to carry out their portion of the meeting. Ask the Scoutmaster if there is anything else that requires attention before opening the troop meeting.

Opening Ceremony

Ask the troop members to make the appropriate sign and recite the Scout Oath, the Scout Law, and the Outdoor Code. Ask if there are announcements or other contributions from participants and staff.

Skills Instruction

The SPL asks the troop guides and/or other skills instructors to conduct the skills instruction portion of the troop meeting. (**Note:** Unit meetings at home may have different levels of instruction for members who are at different levels of learning.)

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

Notes on Skills Instruction

- These skills will be used during the interpatrol activity of this troop meeting. They also will be needed during the hike to the Outpost Camp campsite on Day Five.
- The instructors for this portion of the course meeting can be the troop guides assigned to each patrol or can be other youth staff fully versed in Scouting America's Outdoor Ethics program—including the Outdoor Code, Leave No Trace Seven Principles, and Tread Lightly!—and able to teach others how to use them.
- As they prepare to teach this skills session, instructors should refer to the *Scouts BSA Handbook*, *Fieldbook*, Outdoor Code, Leave No Trace Seven Principles, and Tread Lightly! literature.
- Instructors should also review the NYLT presentation on EDGE and use the methods described in that session as their approach to troop meeting skills instruction.
- If instructors discover that some of the NYLT participants are well informed about the skills being taught, those participants can be encouraged to help less-knowledgeable patrol members to master the skills. In most cases, though, instructors will probably find that everyone can benefit from a well-presented review of the skills.

Preparations

Each troop guide will need the following:

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

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

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

Leave No Trace and Outdoor Ethics

The Leave No Trace Seven Principles

1. Plan ahead and prepare
2. Travel and camp on durable surfaces
3. Dispose of waste properly
4. Leave what you find
5. Minimize campfire impacts
6. Respect wildlife
7. Be considerate of other visitors

The Outdoor Code

As an American, I will do my best to
Be clean in my outdoor manners,
Be careful with fire,
Be considerate in the outdoors,
and be conservation minded.

Tread Lightly!

Travel responsibly.
Respect the rights of others.
Educate yourself.
Avoid sensitive areas.
Do your part.

From <http://treadlightly.org/about-us/our-principles>.

Lead the patrol in evaluating how each program's principles reinforce another program's principles.

- Where do these programs overlap each other?
- How do you think one approach is better than another?
- How do these principles affect your behavior in the outdoors?

Procedure

Using EDGE, the troop guide **explains** how to organize, repackage, and pack one patrol member's personal gear, troop equipment, and provisions for a campout, then **demonstrates** those skills. Next, they **guide** patrol members in preparing and packing the gear and provisions themselves. The goal is that every patrol will be **enabled** to pack their own backpack correctly for Outpost Camp.



Items that instructors can cover include the following:

- Adjusting shoulder straps and hip straps
- Lining the sleeping bag stuff sack with a plastic trash bag to protect the sleeping bag from rain
- Stowing clothing in a stuff sack or plastic trash bag
- Placing water bottles and fuel bottles in outside pockets of the pack to make them accessible and keep them away from foodstuffs
- If items are tied onto the outside of the bag, making them secure so they won't swing about or fall off while you are hiking
- Carrying a large cook pot by slipping it over the end of a sleeping bag before lashing the bag to the pack
- Striving toward the goal of having a neatly loaded backpack and nothing in your hands

Patrol Meetings

The SPL asks the patrol leaders to take charge of their patrols. The patrol meeting should cover planning personal and troop equipment for Outpost Camp. Equipment planning can draw on the skills developed during the Planning session. The course quartermaster can prepare a troop equipment planning worksheet that explains what group gear is available for Outpost Camp. With the worksheet for guidance, patrols can develop their troop equipment list for Outpost Camp. Using their Outpost Camp menus developed at the Day Three patrol meeting, members of each patrol also can make a list of the troop cooking gear they will need to prepare their meals. The quartermaster can clarify where and how patrols can get the gear they need for Outpost Camp.

At the Day Three and Day Four meetings of the patrol leaders' council (PLC), patrol leaders are given checklists to guide their planning for the Outpost Camp. They are directed to use the checklists and the 4W+H (What, When, Where, Who, and How) planning tool to lead their patrols in making their Outpost Camp plans. Checklists will vary from one NYLT course to another, depending upon the nature of the Outpost Camp. Sample checklists will include:

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

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

The troop guide stays on the sidelines of the patrol meeting, ready to support the patrol leader and provide coaching if needed, but otherwise is not involved in the meeting.

Interpatrol Activity—Backpack Loading Challenge

The SPL explains and conducts the interpatrol activity. The Backpack Loading Challenge will build on skills learned earlier in the troop meeting.

Materials

Each patrol will need the following:

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

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

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

Instructions

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

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

When it is not practical to use actual backpacks and camping supplies, a course may consider an alternate version of this activity:

Find or create an image of an empty backpack in line drawing form that fills up an 8 1/2" by 11" piece of paper. Make enough copies for each participant.

On another sheet of paper, have visual images (to scale) of backpack contents or a typed list backpack content words (i.e. sleeping bag, sleeping pad, warm clothes, mess kit, etc.). Have some extra items listed or pictured that are not appropriate (i.e. video game console, lamp, alarm clock, etc.). The idea is that the participants have to know what to pack as well as how to pack after the prior skills instruction session.

Participants are to cut out the items and "pack" them in the bag by taping them in place as they would if it were real materials. The facilitator can walk around offering comments and suggestions if it looks like participants are doing something in error. Another option is to have them draw the items into the empty pack, if you want to avoid the cutting and taping.



Closing—Scoutmaster’s Minute

The Scoutmaster offers a Scoutmaster’s Minute:

“There was a group of Scouts who were on a high adventure backpacking trip through a national park. They had obtained a permit, which allowed them to camp only in designated sites. These specific sites had been identified and approved by park rangers because of the likelihood of minimal environmental damage caused by backcountry travelers.

“Late one afternoon, the Scouts came to a beautiful meadow about a mile from the campsite that had been assigned to them for the night. They were tired and, for a moment, were tempted to set up their tents in the meadow. After all, nobody would know that’s where they had camped. The damage they caused would probably be only some trampled grass and plants as well as compacted soil that most people wouldn’t even notice. But the Scouts decided to hike on to their designated campsite, leaving the meadow untouched.

“Many of our choices in life are like that. We think nobody is watching us, but in fact we are looking right into a mirror whenever we make a decision. We are, in fact, watching ourselves.”

After the Meeting

At the conclusion of the Scoutmaster’s Minute, the Scoutmaster reminds participants that the seventh step of a successful troop meeting is to meet after the meeting.

The Scoutmaster then invites the members of the PLC to assemble for a stand-up meeting. In this case, the leadership council will comprise the SPL(s); assistant youth course leads for program and service; patrol leaders; troop guides; and the Scoutmaster(s).

The SPL leads the PLC in reviewing the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings. Go over any assignments for the next day’s troop meeting.

Thank the troop for a job well done, and adjourn.



Day Four: Interpatrol Activity (Geocaching)

Time Allowed

90 Minutes

Teaching Format

Interpatrol activity that is a combination of a scavenger hunt, geocaching course, and troopwide game

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Practice finding their way with GPS receivers.
2. Further team development.
3. Apply leadership skills learned during the NYLT course.

Materials Needed

- GPS receivers (one per patrol)

Recommended Presenter

Senior patrol leader and troop guides

Recommended Location

Selected activity area

Preparation

Note: Staff can execute this activity in a manner that best suits the physical location and budget of the course. If it is not practical to execute this activity using GPS receivers, the activity can be executed using compasses/number of steps between waypoints or another scavenger hunt format.

Setting up an effective course for the interpatrol geocaching activity will require careful planning by NYLT staff, ideally completed before the NYLT course begins.

The basic tasks to be completed include the following:

1. Determine the coordinates for six geocache hiding sites. The geocaches should be located far enough apart that patrols finding them will be out of sight of one another. A cache requiring five minutes to reach and locate is about right. Double-check each waypoint to ensure accuracy and timing.
2. Write down the coordinates for each waypoint on a sheet of paper. Include close-in clues patrols will need to find each cache.

3. Prepare each cache. (*Information on what to include in each cache can be found later in this session description.*)
4. Youth staff should rehearse their roles for the interpatrol geocaching activity before the NYLT course begins. That will permit them to operate the game smoothly and will allow them to double-check coordinates, waypoints, and cache contents.

PRESENTATION OUTLINE

Introduction (15 min)

Geocaching is an activity finding great popularity among Scouting groups and the general public. It combines the delight of orienteering with puzzle-solving and outdoor exploration.

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

1. Players visit apps or websites featuring geocache locations. They narrow their search to geocache locations in their hometown. For example, there might be a listing that says:

On My Honor
N 32° 53.113, W 096° 58.280
Find the bronze fellow who can show you the way.
The date at his feet
Will help you complete
Your Good Turn quest for today.

2. Players enter those coordinates into their GPS receivers and use the receivers to guide them to the one spot on Earth (the waypoint) indicated by that listing of latitude and longitude. (GPS receivers are accurate enough to pinpoint a location within a radius of about 50 feet or fewer.)
3. Once the players reach the waypoint, they refer to the rest of the clues to find the cache. In this case, the waypoint is the statue of a Scout standing outside the entrance to Scouting America's national office in Irving, Texas. The puzzle refers to the date etched near the shoes of the Scout.
4. The geocache instructions then ask that geocachers use the final digit of the date to complete the coordinates for a second waypoint—this one, the front door of the former location of the National Scouting Museum, just next door to the national office.
5. The final waypoint of a geocache challenge will often have a plastic container hidden nearby. Inside the container will be a notebook where the players can write down their names and the hour and date they found the cache. There might also be a number of trinkets (e.g., cheap toys, key chains, small plastic figurines, interesting coins).
6. The players take one of them and can leave a trinket of their own so that the number of trinkets in the jar remains the same. (Some trinkets are known as "geotravelers"—items that geocachers move from one geocache to the next.)



7. Finally, geocachers close up the plastic container and put it back in its hiding place. Then, if they wish, they can revisit the geocaching app or website and report their success in finding the cache and leaving it hidden for others to discover.

NYLT and Geocaching

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

Playing the Interpatrol Geocaching Game (75 min)

1. All the patrols begin at a central point where the senior patrol leader explains the rules of the game. Each patrol leader is given the GPS coordinates for its first waypoint and close-in clues to find the location of the first geocache. Patrols should be informed that they must find a cache, complete the challenge, and return to the starting point within a set amount of time. With the same number of caches as there are patrols, every patrol can set off in search of a different cache.
2. Each patrol is accompanied by its troop guide. The troop guides serve as referees for the game. At some caches, they will have active roles to play in presenting challenges to participants. Otherwise, they should allow the patrols to operate on their own, stepping in only if the patrols need coaching and support in the use of GPS receivers or if they have become completely stumped and need an additional clue to find a particular cache.
3. Each patrol follows its GPS reading. That should get the members of each patrol close to their first geocache. The close-in clues will take them the rest of the way to the cache. (e.g., "Look behind the big oak tree growing beside the fence.") The combination of GPS readings and close-in clues should make each geocache easy to find if patrol members use their geocaching tools with care and pay attention to their surroundings.
4. Each patrol will find one piece of a scavenger hunt, such as an object, a challenge, a question from their troop guide—something that must be done, gathered, answered, or completed—and a means for the patrol to prove they reached the spot and fulfilled what was asked of them.
5. When a patrol has found its first geocache and completed the challenge, they are to leave the geocache as they originally found it and return to the starting point. A staff member at the starting point can acknowledge the success of each patrol by giving it some token of its progress. Each round trip to a waypoint and back will be given 15 minutes to complete.
6. Each patrol then receives the coordinates that will lead it to its next geocache. At the start of the second 15-minute segment of the game, all the patrols set off to find their second caches. The process repeats until every patrol has had a chance to find all the geocaches.

The Cache Challenges

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

Vision—Goals—Planning: Creating a Positive Future

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

“Vision—A picture of what future success looks like.”

“If you can see it, you can be it.”

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

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

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

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

Assessment Tool: SSC (Start, Stop, Continue)

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

1. “What do the letters SSC stand for?”
2. “Use SSC to evaluate the way your patrol worked together to locate this geocache.”
(The troop guide may need to coach the patrol on being thorough in their use of SSC to conduct their evaluation.)

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



Scouting EDGE—Explain, Demonstrate, Guide, Enable

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

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

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

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

SMART Goals—Specific, Measurable, Attainable, Relevant, Timely

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

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

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

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

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

Stages of Team Development and the Scouting EDGE

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

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

Forming	Storming	Norming	Performing
Low skill	Low skill	Rising skill	High skill
High enthusiasm	Low enthusiasm	Growing enthusiasm	High enthusiasm
Explaining	Demonstrating	Guiding	Enabling

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

Seven Steps to Problem-solving

In the cache, patrol members find a challenge to use the seven steps to problem-solving to resolve an issue.

The patrol will be given a scenario regarding the upcoming outpost. For example, there is a possibility of bad weather, and several patrol members do not have adequate rain gear. Course staff can also create a different scenario that is appropriate for this exercise.

Patrol members can take a few minutes to walk through the seven steps to problem-solving as they discuss how address this problem. The steps should be provided to them with the scenario as a quick reference.

1. Identify the problem.
2. Brainstorm solutions.
3. Evaluate options.
4. Make a decision.
5. Make a plan.
6. Implement the plan.
7. Get feedback and be flexible.

When the patrol is done, the troop guide can use SSC to make a brief evaluation of how effectively patrol members applied the seven steps to solve the problem.

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



Day Four: Model Scouts' Own Worship Service

Time Allowed

30 Minutes

Teaching Format

Troop instructional discussion followed by model service

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Have experienced an appropriate Scouts' Own worship service.
2. Be able to plan a Scouts' Own worship service.
3. Be able to discuss the importance of religious services for a unit.

Materials Needed

- Copies of selected hymns/songs, responsive readings, unison prayers, etc. (These can be included in the Participant Notebook ahead of time.)

Recommended Presenter

NYLT staff members

Recommended Location

Chapel or other appropriate, quiet setting site from the learning area where all participants can be comfortably seated as they take part in the proceedings

PRESENTATION OUTLINE

Instructional Presentation (12 min)

Lead a discussion of key issues surrounding religious observance in Scouting. The nature of the discussion will vary with different courses depending on participants' backgrounds and information needs. Among the issues that may be covered are the following:

Why Include Religious Services in Scouting?

Scouting America's Charter and Bylaws recognize the religious element in the responsibilities of its members, but it is absolutely nonsectarian in its attitude toward that religious training. Religious instruction is ultimately the responsibility of the home (family) and the religious institution.

From the Scouting America's Charter and Bylaws

"Scouting America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God."

From the Scouts BSA Handbook, 14th edition (2019):

"A Scout is reverent. A Scout is reverent toward God. A Scout is faithful in fulfilling religious duties. A Scout respects the beliefs of others."

"Wonders all around us remind us of our faith in God, and we show our reverence by living our lives according to the ideals of our beliefs.

"You will encounter people expressing their reverence in many different ways. It is your duty to respect and defend their rights to their religious beliefs even when they differ from your own."

What is a Scouts' Own worship service?

Baden-Powell's explanation is as valid today as when he wrote it:

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

—Lord Robert Baden-Powell

Printed in "The Scouter"

November 1928

Basic Concepts for Planning a Scouts' Own Worship Service

- Choose a setting that lends itself to the occasion and promotes reverence—a grove of trees; a site with a view of a lake, pond, or brook; etc. For small groups, sitting in a circle can be a very effective arrangement.
- Everything must be in good taste.
- The service should be planned, timed, and rehearsed (generally 30 minutes maximum; shorter is acceptable).
- It should go without saying that those attending a Scouts' Own worship service will be courteous, kind, and reverent. Participants should respect the rights and feelings of others even if their beliefs and religious practices differ from their own.
- Everyone in attendance should have opportunities to participate, if they wish, through responsive readings, silent and group prayer, singing, etc.

Recognizing Diversity in a Scouts' Own Worship Service

Scouting America itself is a secular organization, not affiliated with or preferring any religion. Scouts practice many faiths, and many units are composed of Scouts from a variety of faiths. When this is the case during a Scout outing, **ask them** to suggest materials, to participate in the planning, and to assist in leading the service.

An interfaith worship service recognizes and respects the differences among individual religious beliefs and observances and among faith traditions. The service should be a



learning opportunity for all Scouts and conducted in a manner that offends no religion or faith.

Interfaith worship should be relevant for youth and meaningful and uplifting for all who attend the service.

Key Points

- Multifaith, or interfaith, means a service that all Scouts and Scouters may attend; therefore, much attention must be paid to recognizing the universality of beliefs in God and reverence. With that in mind, perhaps the most appropriate opening for a Scouts' Own worship service is, "Prepare yourself for prayer in your usual custom."
- While we encourage voluntary participation, no unit, even one chartered by a religious organization, can require participation in a religious ceremony or service.
- Because different faiths observe different religious practices and have a variety of holy days, it is not always possible to conduct an interfaith service in a time frame that fully recognizes their individual religious obligations. This should be acknowledged and discussed ahead of time so that opportunities can be built into the schedule to allow for all Scouts to meet their religious obligations.
- If you know that all people attending a service are of a particular faith, you can tailor the service to that faith if desired.
- Encourage Scouts and Scouters to participate in religious services. Let them know ahead of time the nature of a service so that they can decide if it is appropriate for them to attend.

Summary

Whenever possible, Scouting America outings and activities should include opportunities for members to meet their religious obligations. Encourage Scouts and Scouters to participate. Even the opportunity to share the uniqueness of various faiths, beliefs, and philosophies with other members may be educational and meaningful. The best way to become knowledgeable about the religious beliefs of others is to inquire about them. By sharing religious beliefs with others, we add to our program and help everyone appreciate religious diversity. People of all faiths need to know they are safe and will not be criticized for their faith.

Planning and carrying out religious activities can be as simple or complex as the planners choose to make them, but the effect is not necessarily increased with complexity.

Care must be taken to support and respect all the faiths represented in the group. For example, certain hymns and songs, as well as certain scriptures, are not appropriate for everyone. Also, the concept of an offering is foreign to some religions; to others, carrying money on the Sabbath is forbidden.

If services for each faith are not possible, then an interfaith, nonsectarian service is recommended. Scout leaders can be positive in their religious influence while honoring the beliefs of others and without promoting a particular faith.

The Scouts' Own Worship Service (18 min)

At this point, the session can shift from instruction to example as staff members offer a brief Scouts' Own worship service that follows the guidelines set out above.

There are many formats for Scouts' worship services. One of the more traditional frameworks is developed in the following plan.

Key Elements of a Scouts' Own Worship Service

1. Call to worship
2. Hymns or songs
3. Scripture(s) or readings from a variety of religious or inspirational sources
4. Responsive reading
5. Personal prayer
6. Group prayer
7. Inspirational reading or message (ideally reinforcing servant leadership)
8. Offering (World Friendship Fund*)
9. An act of friendship
10. Benediction or closing

- * Explanation of World Friendship Fund (*from the Scouting America website*):

"Through the World Friendship Fund, voluntary contributions of Scouts and leaders are transformed into cooperative projects that help Scouting associations in other countries to strengthen and extend their Scouting programs. The World Friendship Fund gives members of Scouting America a good turn opportunity to help fellow Scouts who are in need of their support. It teaches Scouts that Scouting is global. Since the inception of the World Friendship Fund, American Scouts and leaders have voluntarily donated more than \$11 million to the fund. The World Friendship Fund was developed during the closing days of World War II. At that time, there was a great need to rebuild Scouting in those nations that had been wrecked by war and were just emerging from the shadows of totalitarianism."

If an offering is collected, it will be used to make a donation to the World Friendship Fund. All those contributing need to know this is the beneficiary. **No other beneficiary may receive these funds.**



Day Four: Ethics and Values in Decision-making

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Give a definition for “ethics” and discuss the importance of ethical decision making.
2. Describe three kinds of decisions (Right vs. Wrong / Right vs. Right / Trivial).
3. For each kind of decision, explain one approach to making an ethical choice.
4. Use the Checklist for Ethical Decision Making to test at least one choice involving a right vs. right situation.
5. Understand the relationship between ethics, trustworthiness, and loyalty.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Flipchart or whiteboard and markers
- Handout: Checklist for Ethical Decision-making (one per participant)

Recommended Presenter

Scoutmaster

Recommended Location

Troop assembly area (outside is ideal, weather permitting)

PRESENTATION OUTLINE

Presenter Notes:

- The goal of this session is to have course participants overtly explore using ethics and values in their decision-making by considering dilemmas that sometimes make decisions difficult. It is not a place for any staff member—youth or adult—to grandstand by interjecting a particular societal or personal point of view. All staff should be made aware of this and counseled prior to delivery of this session.
- Because the point of this module is for each participant to be able to freely explore their ethics and values in making decisions, consider minimizing the number of staff present at this session so participants do not look to staff for the “right” answers and for staff approval. Be sure to have the minimum number of required adults present to ensure all Youth Protection guidelines are being followed.
- It is vital to provide participants with time and encouragement to share answers and receive positive feedback for participating early on. This creates the atmosphere of trust and safety, so that, later in this presentation, they will feel comfortable sharing their ideas and will feel validated.
- Arranging Scouts in a circle or semicircle works best with chairs that participants can retreat to after making a decision based on the scenario being discussed. A key aspect to this session is to have the participants physically move to the front or back, or to one side or another, when making their decision. It means no participant can hide; represents a “demonstration” of their deliberate decision; and makes the presentation more powerful, meaningful, and thought provoking.

Introduction (2 min)

Begin by reading the following statement:

“This presentation will discuss ethics and values in decision-making. We will be exploring several scenarios where you will be asked to make decisions.

“For some of you, this will be the first time you will be called upon to search your feelings and make a decision. The goal is to show and understand the relationship between ethical decision-making, trustworthiness, and loyalty.

“Some of you may find it challenging, and some of you may not. Some of you may make one decision and some of you may make a different decision. Some of you may initially make one decision and then change after personal reflection. This is OK.

“Before we start, it is critically important for you all to know that in this session there are NO right or wrong answers, only YOUR answers (*this must be stressed*). Your decision will not be judged in any way.



"This session is designed to challenge you to decide what you would do in a given situation. It is most important you each be allowed to decide for yourself, choose your course of action, and then reflect on those decisions. As mentioned previously, upon reflection you may or may not decide to change your decisions, and it is very important that each of you understand that it is OK for you to do so."

"Again, there are no right or wrong answers, only your answers."

Opening Discussion (8 min)

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Share the following quote, and ask for several volunteers to describe what it means.

"Our lives are the sum total of the choices we have made" —Wayne Dyer

Present participants with the situation that follows below, then lead a brief discussion about the situation. Have participants move to a location in or near your presentation area representing their decision.

Encourage them to share the decisions they would make and, more importantly, the means they used to arrive at those decisions. Allow a little chatting with the person sitting next to them.

This discussion allows them to talk through feelings and decisions at the "easy" stage of the exercise and puts them at ease with owning their decisions. The Scoutmaster presenting should support each decision equally, which builds validation and safety in making decisions and sharing in the coming scenarios.

(Remember, this is not time to impose your personal perspective on right and wrong. The purpose of this lesson is to have the participants explore *their* right and wrong. It is only by exercising their decision-making that participants can begin to be aware of and develop their decision-making abilities. Don't be drawn into the trap of answering a question of what you would do beyond saying, "This is your decision to make.")

Scenario

You are the coach of a Little League baseball team about to play in a championship game. Team rules say that anyone who misses a practice without a good excuse can't play in the next game. Your star pitcher has missed the last two practices and won't tell you why. The team's catcher tells you there are rumors that the pitcher is embarrassed because their dad was drinking and couldn't drive the player to practice, but the catcher isn't sure if the rumors are true. You know that according to team rules, you should bench the pitcher. You also know that without your best pitcher in the lineup, the team has no chance of doing well in the championship game.

Give participants the following choices (*have Scouts wait to move until you finish offering the three choices*):

"If you stick with the team rules and bench the pitcher even though you don't know the reason for the absences, step to the right of the meeting area."

"If you assume the rumors are true, and so you will let the pitcher play, step to the middle of the meeting area."

"If you would do what's best for the greatest number by letting the pitcher play and help the entire team succeed, step to the left of the meeting area."

Scenario Discussion

Ask those in each group to discuss why they made the decision they did. Remind everyone that there is no right answer to this situation.

Ask if anyone would like to comment on why they chose to move where they are. Entertain their answers. If they don't bring it up, ask them if any of them were influenced to decide as they did because they saw others in their group moving to one part of the meeting area.

During the debrief, it is very important that the Scoutmaster (and any other staff members present) does not interrupt or make any comment whatsoever, whether it be verbal or simply raised eyebrows. This is the participants' time to explore their decision-making and answer themselves honestly.

Take answers from each of the three groups. If no one offers to answer, the Scoutmaster should provide an answer to each decision, which offers a positive reason why that decision is a logical and appropriate answer. It is by exposure to these divergent, but also valid, viewpoints that NYLT participants will start to reflect inwardly on their own, probably until now, unquestioned decision-making basis.

The point of this discussion is not to decide the "right" answer to the situation in question. In fact, each situation may have a variety of "right" answers. The point of the discussion is to get the participants thinking about *how* they arrive at ethical decisions.

Ask participants to return to their seats. Again, provide time for a debrief with those sitting next to them.

Explaining Ethical Decision-making (15 min)

Ask participants if any of them can tell you the Scouting America Mission Statement.

If someone can recite it, have them do so. Also, have it available on a flip chart to show as your prepared visual aid. Either show the flip chart after the participant recites the mission or show it so one of the participants may read it aloud.

The mission of Scouting America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Scout Law.

A mission statement is the primary objective of an organization.



If a key element of the Scouting America Mission Statement is “make ethical . . . choices,” that must be mighty important—so important that we want to spend plenty of time exploring what it means.

Exploring the Mission Statement

If we are going to be able to make ethical choices, we should at least understand what the words mean.

Ask: What does the word “choices” mean?

Collect a few answers from participants. They should essentially get to “several ways to do something” or “several answers to a question,” and we need to select one of them.

Ask: “Ethical” comes from the word “ethics,” so, what are ethics?

Lead the group in coming up with a working definition of the word “ethics.” As they offer ideas, write them on the flip chart. Two answers to draw out are the following:

- An understanding of what is right and wrong for an individual and for a group of people.
- The standards by which we act, both when we are around others and when we are alone.

Next, ask the group for their ideas about where ethics come from. Write their answers on the flip chart. An important idea to draw out is that ethics develop, in large part, from the values a person gains from their family, their society, and their cultural traditions.

An Example of Ethics

Ask the group if they recognize these words and can identify where they come from?

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

Answer: The second paragraph of the “Declaration of Independence.”

For most people who live in the United States, we accept these ideas as obvious values. As Americans, they are part of our shared ethic.

Codes of Conduct

Ask if any participants attend a school that has a code of conduct. What are other examples of places or activities that have codes of conduct? Entertain several answers (e.g., NYLT; their troop, crew or ship; a sports team; a theme park; airplanes; etc.).

Why are these codes in place? What makes them effective or ineffective. Entertain several answers.

Use participants' examples and comments to explore the general idea of codes of conduct—that they are agreements among people as to generally accepted standards of behavior. Specific items in codes of behavior may be included to make it possible for people to live and work together effectively.

Some say that ethics are determined largely by what most people believe to be appropriate decision-making behavior. Without generally accepted standards, we would have trouble coming to agreement on much of anything. It would be much more difficult to function as a society.

Ask and Discuss

Ask: Why should people be ethical? (A contrasting question would be, "What would happen if people were not ethical?")

Possible answers may include the following:

- To develop trust
- To show mutual respect for others
- To create a just and fair society

Ask: Why would anybody *not* follow a code of ethics?

Possible answers may include the following:

- I'm just one person, so it doesn't really matter what I do.
- If I stand up for a belief, people won't like me.
- The chance to do something went by really fast.
- It would cost too much to do the right thing.
- Sometimes I don't know what I should do.

Steps to Ethical Decision-making (15 min)

Life is about choices. Some are big choices; some are small. There are some very clear steps we can follow to make choices that are in keeping with our ethical beliefs. Let's look at them before we consider a few decisions people have faced.

Step One: Getting the Facts Straight

Any attempt to make a good decision has to begin with getting the facts of the situation straight. In some cases that at first seem quite difficult, additional facts are enough to make the correct course of action apparent. If, for example, we wish to decide how much of our forests should be cut down now, and how much should be left for future generations, we first need to establish some facts about the rate at which forests regenerate. These facts might be ascertained through science or just through the experiences of people who have observed forests over long periods of time.

Step Two: Figure Out What Kind of Choice It Is

The categories of choices are:

- Those that are **trivial**



- Those that are **right vs. wrong**
- Those that are **right vs. right**

Trivial Decisions

Why did you choose the seat you took when you came to this session? Is it a decision that really matters? Probably not. What about this choice: You can watch television or you can do your homework. Or this one: You can set your alarm and get up on time or you can sleep in and be late for school. What would you do? These are decisions that do not require much thought. If you don't do your homework because you choose to watch television, you will have to complete your schoolwork later. Your grades might suffer. You won't feel very good about yourself. If you sleep in rather than getting to class on time, you might have to stay after school. Your grades might suffer. You'll miss being with your friends. Decisions like this are **trivial** not because the outcome doesn't matter, but because they're usually very clear and the consequences are known. They don't require deep ethical thinking to figure them out. "If I do this, then that will be the result."

Right vs. Wrong Decisions

Consider this choice: The clerk at a store has left the building, and you are alone. Nobody would ever know if you slipped a candy bar into your pocket and left without paying. Or this one: A friend tells you he has a copy of the answers to a difficult math test you are to take tomorrow and that you can look at it if you want. What would you do? Would you take the candy bar? Would you borrow the test answers? These are **right vs. wrong** choices. There is a clear right course of action and a clear wrong course. These are no-brainers—you don't need to have serious ethical decision-making debates with yourself to know that you shouldn't steal the candy or look at the test. Whenever we know that one choice is the right one and another is the wrong one, we all know that the right thing is the thing to do. If it's so easy to tell right from wrong, why do we ever choose to do the wrong thing (i.e., steal the candy bar or look at the test answers)?

Right vs. Right Decisions

A Scout had promised his parents he would be home by a certain time. On his way, he sees a person who has dropped groceries in a parking lot and is having a difficult time. If he helps her, he will get home late. If he ignores her and hurries home, he'll arrive on time but will not have helped a person in need. It's sometimes hard to know which decision to make when it is a **right vs. right** decision. If you had been that Scout, what would you have done? Why?

Checklist for Ethical Decision-making (15 min)

Review the Checklist for Ethical Decision-making handout, which is in the Participant Notebook, and discuss the checklist with the group. Encourage them to consider how the various Yes/No questions can help them clarify choices and determine appropriate decisions.

Let's use this checklist to discuss a couple of scenarios. Each scenario has three points. For each point, once it is shared, participants should be encouraged to review the checklist and then asked by a show of hands whether they would or wouldn't report on the specific situation. The presenter should also ask for feedback after each point to support why they would or wouldn't.

NATIONAL YOUTH LEADERSHIP TRAINING 

Checklist for Ethical Decision-making

This checklist can be used to test choices when you are considering whether a decision is ethical. If you answer NO to any of the items, you may be heading in the wrong direction.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	Does it allow me to remain loyal to my values?
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Does it allow me to lead myself and others correctly?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Does it conform to the Scout Oath and Scout Law?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Is it legal?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Does it conform to the Golden Rule?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Will this choice help me build trust with others?
<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No	Does it conform with my religious beliefs?
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Does it conform to the principles of the Outdoor Code?

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Situation Dilemma #1

- You are in a store and witness a man who you don't know shoplifting. Do you report it?
- A friend who knows the man shares that he is shoplifting to support his family since he is out of work. Do you report it?
- The store is owned by a close friend of your parents and recently has had quite a few issues with theft that is causing his business to suffer. Do you report it?

Situation Dilemma #2

- A friend confides in you that he cheated on a test, but you know that he has to work at night to help his family and is unable to study. If he fails, he will need to take summer school and will not be able to work as much. Do you report him?
- You find out that the test was graded on a curve and because he cheated, several of your classmates, who you don't know well, received lower scores than they deserve. Do you report him?
- Your score is now lower because he cheated, and now you will have to take summer school. Do you report him?

As with the discussions, the point of this exercise is not to judge some choices as being better than others, but rather for participants to gain experience applying the checklist and deciding for themselves if their choices were the best ones that could have been made.



Summary (5 min)

Lead a reflection on ethical decision-making.

Ask: How will you use what they learned about ethical decision-making to change your actions in the future? What will you do differently today, tomorrow, this week, and this year?

Have them write down several ideas in the Participant Notebook.

Ethical decision-making is at the heart of Scouting America. It is also a true measure of each person's character. Who you are is the sum of your decisions. You can change who you are by changing your decisions.

Our personal values are reflected in our behaviors. Behavior is not, "Do I *think* the right thing?", but rather, "Do I *do* the right thing?"

I am sure that everyone here fully intends to only make the right decision. Yet we have seen, even within the very limited few examples we looked at, that no situation is always right and that even decisions that look trivial on the surface may have lifelong consequences. This means that, from time to time, each of us will make a bad decision. It is something that happens to us all.

What do you do then? It is often said that hindsight is always very clear! Use the power of hindsight to make your next decision the right one.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Four: Patrol Campfires

Time Allowed

60 Minutes

Teaching Format

Patrol activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Enjoy fellowship of a patrol campfire.
2. Continue discussion of issues raised during the Ethics and Values in Decision-making session.

Materials Needed

- Campfire-building materials
- Discussion scenarios prepared by the NYLT youth staff (discussed below)

Recommended Presenter

Patrol leaders and troop guides

Recommended Location

Patrol sites

PRESENTATION OUTLINE

The end of Day Four provides an opportunity for patrol members to share their reflections and thoughts on the Ethics and Values in Decision-making session in a small group setting. If the physical setting permits, patrols may be provided with materials to make campfires at their patrol sites.

There must be proper adult supervision at all times during the course. Adults must be able to see and hear what is being discussed. If this will be a challenge for the course, it may be appropriate to conduct this activity in a different location other than the patrol sites.

Patrol campfires should be relaxed opportunities for patrol members and their troop guides to enjoy an evening of their own making that also includes talking about issues of importance to youth.

As a participant in the campfire, the troop guide for each patrol will lead the conversation toward discussions of several situations involving ethical decision-making. The scenarios will have been prepared before the course by the NYLT youth staff. The troop guide will invite patrol members to explore the scenarios and apply the tools for making ethical decisions.

The topics laid out by the troop guide can be fully formed scenarios that lay out situations where ethical decision-making is needed, or they may be presented as direct questions:

- In my school, here's a situation that comes up a lot. (*Describe the situation.*) What's the ethical thing to do?
- I knew someone who was confronted with this ethical dilemma. (*Describe the situation.*) What should they have done?

Troop guides should also encourage patrol members to offer situations from their own experience that have demanded ethical decision-making. As much as possible, the troop guides should be supportive of the comments of patrol members and encourage a frank and open discussion of ethical situations.



Day Five: Breakfast Questions

Time Allowed

15 Minutes

Teaching Format

Patrol activity with staff member facilitation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Reflect on the patrol's development.
2. Discuss course, patrol, and personal expectations.
3. Reflect on what they have learned and experienced so far.
4. Reflect on how their goals are evolving as a result of the course.

Materials Needed

- Breakfast questions (below)

Recommended Presenter

One or more NYLT staff member(s) will join each patrol for breakfast

Recommended Location

Patrol breakfast locations

PRESENTATION OUTLINE

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

Day Five Breakfast Questions

- You have now had four sessions on effective communication. How do you think it will change the way you communicate after NYLT?
- We have all used EDGE in Scouting, but will you share instances where you have used EDGE with your families, friends, or other groups?
- Last night, we talked about ethical decision-making. How have you dealt with ethical dilemmas in Scouting, at school, or with friends?



Day Five: Troop Assembly

Time Allowed

30 Minutes

Teaching Format

Troop assembly

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Gather for the start of the National Youth Leadership Training course day.
2. Feel welcomed and valued (as will the staff).
3. Reaffirm that the NYLT course operates according to the Scouting ideals.
4. Participate in a flag ceremony presented by the program patrol.
5. Participate in the installation ceremony for new patrol leaders and assistant patrol leaders.
6. View youth staff as supporters, guides, and mentors to course participants.
7. Discuss key parts of a good course assembly.
8. Recognize good communication skills.
9. Recognize the spirit and enthusiasm of the course.
10. Be inspired to bring new ideas back to their home units.

Materials Needed

- American flag
- Course flag
- Historic American flag (The 46-Star Flag of 1908)
- Historic American flag presentation and song lyrics
- Program and service patrol emblems

Recommended Presenter

Senior patrol leader(s) and NYLT staff

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening

Patrol leaders lead patrols to the assembly area and arrange them in an appropriate formation, as chosen by the flavor of the NYLT course. The senior patrol leader(s) (SPL) uses the Scout sign to bring the assembly to order, then welcomes participants to Day Five of NYLT and expresses pleasure in having everyone here. The SPL explains that Day Five is the day that we will actually do the activity we have been planning all week. It corresponds

to the fourth week of the month for a normal Scouting unit. There will be a variety of presentations and activities during the day, as well as a troop meeting.

Opening Ceremony

The SPL asks the day's program patrol to provide the opening ceremony, including the flag ceremony and the Scout Oath and Law, following the model that staff provided on Day Two.

Note: The patriotic song for Day Five is "God Bless America". Scripts for the American flag ceremony and historic flag presentations, including lyrics for the appropriate songs, can be found in the Participant Notebook and on the National NYLT Google Drive. Ensure that the staff knows and can sing the appropriate patriotic song of the day.

Announcements

The SPL offers any announcements important for conducting the day's sessions and events. This is also an opportunity for the fun "widgets" to be used in between announcements (see Day One and Day Two Troop Assemblies). By repeating widgets or announcement segments, it keeps participants engaged and looking forward to what may come. Intersperse the widgets between the new patrol leader and assistant patrol leader installations, the presentation of the service and program patrol emblems, the recognition items, and the Scoutmaster's Minute for a lively and attention-grabbing assembly. A morning prayer may be appropriate to be offered at this time.

New Patrol Leader and Assistant Patrol Leader Installation

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

As introductions are being made, the SPL can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, and so on. Pointing out the participants' use of good communication skills is a way of guiding them and enabling them to use the skills in many situations. Patrol leader and assistant patrol leader assignments for each day of the NYLT course are located in the Patrol Duty Roster, included in the NYLT Participant Notebook.

The SPL conducts the installation by doing the following:

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



Program and Service Patrol Emblem Exchange

The assistant youth course leads for program and service briefly explain the duties of the program patrol and the service patrol.

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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

- Police the troop meeting area.
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the leadership council meeting.

Ask the leaders of the day's program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag or a spirit stick or a themed element if the NYLT course has a theme (e.g., a canoe paddle if the NYLT theme is a tropical one).

Campsite Inspection and Other Recognition Presentations

The SPL presents the campsite inspection recognition based on the previous day's campsite evaluation. Point out that Scouting America encourages patrols to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the campsite inspection recognitions, every patrol can be a winner.

Each patrol can tie its recognition item for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another recognition item each day of the NYLT course. Recognition items can include: a good turn emblem, a quartermaster award for meals, creation of a patrol flag, creation of a patrol yell, uniform inspection, and so on. Recognition items are up to the discretion of the NYLT staff and should be measured up to a uniform standard that is something that all patrols have the opportunity to earn without exclusion.

Scoutmaster's Minute

The Scoutmaster presents the Scoutmaster's Minute for Day Five:

"We've talked a lot during this course about vision and have looked at a lot different personal and team visions."

"Talking is good. Sorting out ideas is fine. But the real test of whether we've learned something comes when we set out to do it. Today, you are setting off as patrols for Outpost

Camp. It's a chance to use all you've learned so far at NYLT to make your patrol a success. No doubt there will be some challenges along the way that will test you. You have the knowledge to respond well to those challenges, both as individuals and as a patrol.

"Outpost Camp is a step toward realizing an even greater vision—that of making the most of all the opportunities and challenges that come your way."

Conclusion

The SPL thanks the Scoutmaster and brings the troop assembly to a close, dismissing the group to the first activity of the day.

NATIONAL YOUTH LEADERSHIP TRAINING



Historic American Flag Presentation: 46-Star Flag



46-Star Flag

By 1908, the United States of America had grown to encompass states from the Atlantic to the Pacific. Nearly all of the territory in between had also been recognized with statehood. When Oklahoma joined the Union, the U.S. flag changed to include 46 stars, a design that would last for only four years and the administration of two presidents, Theodore Roosevelt and William Taft.

For us, there is further significance. This is the flag that was flying over America in 1910 when Scouting America had its beginnings.

Let us honor this flag with a song that also honors our nation; let us honor our nation with a song that also honors the land.

(Note: Ensure that everyone has lyrics to the song.)

God Bless America

God bless America, land that I love.
Stand beside her, and guide her,
Through the night with a light from above.
From the mountains, to the prairies,
To the oceans, white with foam—
God bless America! My home, sweet home.
God bless America! My home, sweet home.



Day Five: Communicating—Part 5: The Story

Time Allowed

30 Minutes

Teaching Format

Troop presentation (ideally led by an experienced presenter)

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Understand that storytelling is a key element of effective communication and thus is also critical to effective leadership.
2. Understand the components of good storytelling.
3. Develop a story using the components and effectively communicate it.

Materials Needed

- Visual aid(s) developed by the presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Handout: Storytelling Components Worksheet (one per patrol)

Recommended Presenter

NYLT staff member and troop guides

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Before this session, troop guides should fully understand what is expected and be prepared to guide this first activity. The troop guide should NOT give them a topic and should NOT let the patrol choose a topic before starting. This is an improvisation exercise.

A recommended technique for the Staff Example is to prepare this ahead of time and rehearse it during staff development.

Opening Activity: One-word Story (5 min)

Have each patrol stand in a circle with their troop guide, who explains that the patrol members will all contribute to telling a story about a topic that will reveal itself in the course of the exercise. The troop guide should start the exercise, and then each participant will

speak only one word per turn. For example, the troop guide might say “once.” The second participant says “upon,” the third person says “a,” the fourth says “time,” and so on. Continue going at a brisk pace until time is called.

Once the troop returns to their seats, the instructor explains that they just participated in an improvisation exercise. Each patrol was trying to build one story, although not necessarily certain which direction the members might be going while listening carefully and trying to think on their feet. Improv is a form of group storytelling that teaches you to adapt, develops both confidence and creativity, and strengthens your speaking and listening skills.

Storytelling Components (5 min)

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

As leaders, you must do more than demand different behavior from those you lead. Effective leaders shift mindsets and try to get people to think and act differently. Storytelling is a great way for a leader to help change the way their team thinks. Storytelling is a natural form of communication that is used in every culture. It is an age-old tradition passed down for generations to help others understand backgrounds, beliefs, and experiences. It's about conveying a message clearly and simply while connecting with your audience at the human level (feelings, emotions, values) by building enthusiasm and influencing attitudes.

Effective storytelling helps leaders create a unified vision around desired beliefs and actions. The ability to tell stories that inform, persuade, or inspire can get a team excited, aligned, and rallied around the same goal.

Here are some components of good storytelling:

1. **Understand your audience.** Knowing who you are speaking to as well as what they value and don't value can help you tell the right story and achieve the best effects with your audience.
2. **Know your message.** Be sure to understand what you are trying to convey to the audience and how your story relates to the action you want them to take.
3. **Have a structure.** Consider the amount of time your story should take and that it contains a beginning (set-up), a middle (contrast or conflict), and an end (resolution and key takeaways).
4. **Be authentic, and consider your tone.** Storytelling should not be fictional. If the audience can relate to a real-life story, you are making a connection and building trust. Use a conversational tone and common words to help your audience relate to you.

Staff Example (3 min)

Have youth staff members deliver a story that was developed and rehearsed ahead of time. During this demonstration, the staff's story should model the skills of effective communication and the components of good storytelling.



Reinforcing Patrol Activity (15 min)

Note: Troop guides should be nearby and available to enable the patrols' success during this activity. They will more than likely need to guide their patrol as this is a new and possibly difficult concept for them to understand.

Following the staff demonstration, explain that each patrol will develop a three-minute story using the skills of effective communication and the components of good storytelling. The theme of their story should be reasons why someone should attend NYLT, based on your experiences thus far. Have them use the Storytelling Components Worksheet.

Give the patrols 10 minutes to develop their stories. Have two to three staff members, both youth and adult, observe each patrol as they share their stories among themselves in the final five minutes of the session. As time permits, have a couple patrols share their stories with the entire troop.

Conclusion (2 min)

In their own words, the presenter briefly summarizes why storytelling is such an important part of effective communication (i.e., connect with the team at the human level) and thus a critical skill for effective leadership. End the session by challenging the participants to become effective storytellers.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Storytelling Components Worksheet

Understand your audience. Knowing who you are speaking to as well as what they value and don't value can help you tell the right story and achieve the best effects with your audience.

Describe your audience:

Know your message. Be sure to understand what you are trying to convey to the audience and how your story relates to the action you want them to take.

Outline your message:

Have a structure. Consider the amount of time your story should take and that it contains a beginning (set-up), a middle (contrast or conflict), and an end (resolution and key takeaways).

Determine your structure:

Be authentic, and consider your tone. Storytelling should not be fictional. If the audience can relate to a real-life story, you are making a connection and building trust. Use a conversational tone and common words to help your audience relate to you.

Identify how you will be authentic and use an appropriate tone:



Day Five: Diversity and Valuing People

Time Allowed

60 Minutes

Teaching Format

Troop Presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Define diversity.
2. Recognize that similarities and differences we share with others can help groups be stronger.
3. Understand that the Scout Oath and Scout Law guide us in valuing other people.
4. Use the ROPE principles in their home units and daily lives.

Materials Needed

- Visual aid(s) developed by the presenter
- Video clip(s) available on the National NYLT Google Drive
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Piece of rope long enough for the entire troop to hold (optional)
- Four large envelopes:
 - One containing a picture of a square
 - One containing a picture of a square with an X in it
 - One containing a picture of an equilateral triangle
 - One containing a picture of a pyramid

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

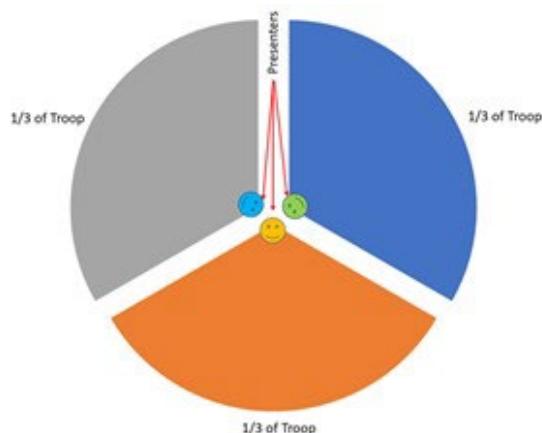
Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Opening Activity: It's All About How You View It (15 min)

Note: This activity deliberately presents each group with only partial information needed to solve and discover what three-dimensional shape they are viewing. Each group receives a different two-dimensional view of the figure, which represents a different frame of reference or point of view of the figure, and asked to figure out the solution. It is very rare that the groups come together and identify the combined pictures they see. When the two-dimensional views are combined, however, the solution—a pyramid—becomes obvious.

This activity deliberately forces diverse viewpoints on participants as a way to illustrate that it is only with diversity that complex problems can be identified and solved. The aim of this activity is not necessarily to solve it, but to understand in the debrief how the activity is solved and how it links with real life.

Divide the patrols into three groups, each occupying a third of a circular area, as shown in the diagram below.



Show each group only the figure in their envelope.

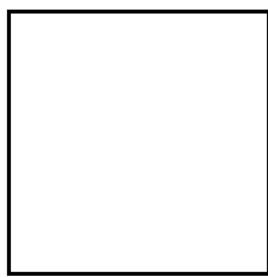


Figure 1

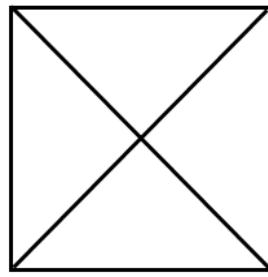


Figure 2

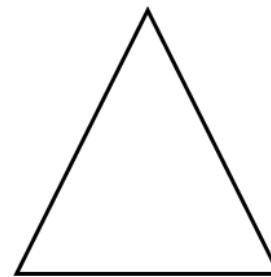


Figure 3

Tell the troop that they are all being shown the same thing. Care should be taken so that no group can see what the other groups are shown. After the group has viewed the figure, put



the figure back in the envelope. Give the groups two minutes to discuss what they have seen.

Lead a discussion among the different groups on what they have seen. Remind them that they have all seen the same thing. Allow 3–5 minutes for this discussion, then ask the group collectively what they all saw.

Show everyone the pyramid in the fourth envelope with each shape also shown side-by-side.

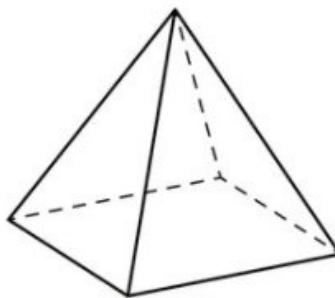


Figure 4

If the group solved it, ask how they were able to solve the problem and what information they received from the other groups that enabled them to solve it. If the group did *not* solve it, ask why they were collectively unable to solve the problem and what they could have done differently to try to solve it.

Make the following points:

- Life today is full of complex problems that require different points of view to solve.
- Diversity brings different points of view. Working together and embracing different viewpoints allows us to solve the complex problems we face today.
- We need diversity to become a high-performing team—diverse teams overcome limitations and maximize a variety of skills and talents.

What is Diversity? (15 min)

Diversity is defined as anything that may be used to differentiate groups and people from one another. People are more different from each other than they are alike, and that is the power of diversity. It is also the unique qualities each person brings to a group.

Differences can often push us apart. Think about the differences between your patrol members. What are some of those differences? Some differences may be simple—“We live in different towns.” “I like to play soccer, and everybody else is into football.” Some may be more complicated—“My religious beliefs are different from the rest of the group.” “I was born in a different nation than everybody else.”

There are lots of differences even within an NYLT course. Those differences are the diversity we share and embrace.

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

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

- Gender identity
- Race/ethnicity
- Age
- Physical appearance
- Sexual orientation
- Education
- Family structure
- Friendships
- Geographic location
- Occupation
- Language
- Heritage
- Belief systems and social norms
- Religious beliefs
- Traditions
- Health/physical ability/disability

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

- What are some of your experiences of times when you realized you were different from other people?
 - What were the consequences of being different?
 - What were your feelings about it?
- If you are trying to solve a problem and the team all thinks the same way, you may only come up with one solution. What can you do to make sure all solutions are heard?

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

But if our differences tend to push us apart, the values we share through the Scout Oath and Scout Law draw us toward each other and bind us together. Let me share a story about how we overcome our differences.

The Story of the Unknown Japanese Boy Scout Soldier

In Yokohama, Japan, near Tokyo, there is a statue in memory of a true event that occurred after a ferocious battle on an island somewhere in the South Pacific during World War II. When silence had fallen over the battlefield, an American soldier lay severely wounded.

At the sound of approaching footsteps the soldier opened his eyes. Before him stood a Japanese soldier holding a bayonet fixed on his rifle. "This is it. I am about to die," thought the American soldier and he lost consciousness.

After some time had passed, the American soldier opened his eyes. His wounds had been bandaged. He noticed a scrap of white paper lying nearby and put it in his pocket.

Shortly thereafter, he was rescued and taken to a field hospital. While recovering, he recalled the note and asked the medical personnel to show him the piece of paper he had had on him. When he read it, he finally understood why his life was spared.

On the paper was written the following message: As I was about to stab you, you saluted me with three fingers. I, too, am a Scout. Scouts are brothers. It is forbidden to kill anyone who no longer can fight. I applied a bandage to your wound. Good luck.



After the war, this soldier and his father visited the Boy Scouts of America (now known as Scouting America) headquarters and related this story. When officials from the Boy Scouts of America visited Japan in 1952 to assist with reorganizing the Scout movement there, they informed their hosts of the story. Two years later, the chairman of the Boy Scouts of Japan began a fundraising drive to build a memorial in honor of the story of the two Scout soldiers. Eventually, the funds were raised to make a *bas-relief* featuring the interaction of the two men, an accompanying text plate, and a statue of a saluting Scout.

On May 5, 1966—the annual Children’s Day in Japan—some 2,500 Japanese and American Scouts gathered at the site of the memorial for its unveiling. It is a monument to our shared humanity—that, in the midst of war and violence, of hatred and bloodshed, two young men found that they were, in fact, brothers. It is a monument to the ideals of Scouting—that even when thus deeply divided, Scouting is a link that joins us and encourages compassion, mercy, understanding, and peace.

The statue stands tucked in a peaceful, wooded part of an amusement park devoted to children, a monument to the spiritual values of the worldwide movement known as Scouting. It is also a monument to hope—the hope that if we can only recognize our common bonds, the world would be a better place.



Mumei Senshi no Hi (Unknown Soldier Memorial)
located in Kodomonokuni (Children’s Country),
Yokohama, Japan

Ask the troop what they thought of the story? Allow responses, then ask how the Scout Oath and Law bring and bind us together?

The message is that even in the very worst of times, the Scout Oath and Law is a force that can overcome the biggest differences, binding us together. The counterbalancing force of diversity pushing us apart is the Scout Oath and Law pulling us together.

Dealing with Differences (10 min)

Show “5_04_Diversity and Valuing People—Video Clip 1” about President George W. Bush and Ellen DeGeneres (available on the National NYLT Google Drive or at <https://www.youtube.com/watch?v=ISZtjol7mJA>).

Emphasize the video's key point: Just because people are different doesn't mean they cannot be friends, colleagues, or teammates. Scouts respect and value others, welcoming people of all differences and backgrounds to join us and to live by the values embodied in the Scout Oath and Scout Law. There will be times these may be unpopular with some, and it is important to be loyal to yourself.

Leaders have the ability to influence other individuals and groups. In a group or team, the personality and values of the leader may become the accepted norms. The influence can be both positive and negative.

Ask for examples of groups or teams that participants are part of. These could include their NYLT patrol; their troop, crew, or ship; a school team or club; their family; etc. Challenge each participant to think about the different groups or teams that they have been a part of and how a particular leader may have had a positive or negative impact on the group.

Valuing others and embracing diversity helps us make the most of the talents of everyone in a group. Everyone is different. All of us share some common values. There are many people who do not share all of our values; however, there may be many things about each one of them that we can appreciate, value, and respect.

Ask participants how we should treat people who do not share all of our core values. What do the Scout Oath and Scout Law tell us about how we should act toward other people?

They remind us that we should respect each individual, for each one of us is a special person. Each of us can enrich our own life experience and that of others by helping each other appreciate the fun times and get through the tough times.

Ultimately, the answer can be found in the Scout Law: A Scout is Friendly. A Scout is Courteous. A Scout is Cheerful. A Scout is Kind. By abiding by the Scout Law, we can value others and, at the same time, continue to serve as examples of the core values we cherish.

Embracing Diversity (10 min)

We've talked about diversity and valuing people as an important part of building strong teams. Now let's talk about ways to put those ideas into action. A good place to practice these ideas is with our home Scouting units.

An effective approach to increasing the diversity of a team is R-O-P-E. Like a square knot and the Scout handshake, R-O-P-E binds us together. Display the following, written out ahead of time on a flip chart:

- Reach Out
- Organize
- Practice
- Experience

Reach Out

Many people who aren't Scouts would be willing to join if someone would just share all the benefits of being a member and invite them.



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

Once you have a diverse set of members in your unit, it is important that you reach out to them to learn about their experiences and understand them better. Make an effort to sit down with members of your unit who are not like you and ask them about their experiences, taking care to listen carefully as they tell you about what makes them unique. Don't assume that your culture or identity is shared by everyone; instead, listen for different ways that others understand and interact with the world.

Reaching out to others helps them feel included and valued and lets everyone understand that their differences are a valuable addition to the team.

Organize

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

When you are planning meetings, campouts, or other events, look for moments where you can plan ahead to address differences among the members of your team. This could involve making sure you plan experiences that are accessible to members with physical disabilities or that you plan menus that serve members who keep kosher or are vegetarian. It can also include moments when our differences can lead to a better experience, such as asking those of different faiths to contribute to a worship service or working with members from a different culture to learn more and understand their traditions.

Organizing activities that acknowledge our differences and harness them to make everyone's experience better is a way that diversity makes us stronger and more understanding leaders and team members.

Practice

Practice using the skills of NYLT to build on the diversity in your troop or crew. A shared vision of what you want to achieve is a powerful way to bring people together. Practicing leadership in a diverse group doesn't just happen once in a while or when an issue arises. You should at all times be keeping in mind the challenges and benefits of a diverse team. When you are creating a team vision, make sure a diversity of voices is represented. A truly great leader includes the challenges and benefits of diversity as one of the key facets of their leadership process.

Experience

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

As with any leadership skill, experience can be a great teacher but can also sometimes be a harsh one. We will make mistakes when trying to be inclusive of diverse identities, and because identities are personal, those mistakes can hurt. When you, as a leader, fail to acknowledge or embrace diversity, use this experience to grow. Listening, acknowledging

failure, and making a plan to improve in the future helps us to truly use our experience to grow as people, understanding more of the world and about our team members.

Reach out, Organize, Practice, Experience . . . Valuing others helps us tie together a team, making it strong and lively. Diversity gives energy to our program and our nation.

Closing Activity and Summary (10 min)

Have the troop form a circle by joining hands, right over left including all staff (an option is to substitute a piece of rope in lieu of joining hands). The circle should be fully closed with the senior patrol leader(s) (SPL) and Scoutmaster(s) standing side-by-side.

The session presenter should reiterate the following key points:

- Diversity is critical to finding solutions to the complex problems facing us as Scouts in a changing and diverse world.
- People are different. Everyone is an individual who brings something special to a team. We value these differences and seek the best from each other.
- The Scout Oath and Scout Law are incredibly powerful guides and have the ability to bind us together regardless of our differences.
- ROPE is a way for you as leaders in your troops, crews, and ships to embrace and engage with people who are different from you.

The SPL makes the following statement to conclude the session:

When you all arrived at our NYLT program you were different. Now, because of this training course and the power of the Scout Oath and Law, we have embraced our shared uniqueness and stand bonded here hand in hand as one united NYLT troop.

As we move forward, if we are going to embrace diversity and valuing people, we need to take the next step. (*The SPL(s) and Scoutmaster(s) separate and open the circle.*) We need to open our circle to welcome others to join us.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Five: “The Hidden Diversity Within Us” Game

Time Allowed

30 Minutes

Teaching Format

Troop activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Recognize the importance of diversity.
2. Identify ways that they are similar to and different from others.
3. Realize the value in treating others with the respect and civility that you expect.
4. Create greater patrol unity.

Materials Needed

- List of activity statements (available below)

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area, indoors or outdoors

PRESENTATION OUTLINE

Activity: Take a Step Forward (22 min)

In order to visualize how diverse we are, we’re going to participate in an activity called Take a Step Forward. The exercise itself is fairly simple. I will ask that all of you form a large circle.

I will call out specific categories, labels, or descriptions and ask that all of those to whom this applies take a step forward. For example, I might request that anyone with glasses please take a step forward. If this describes you and you feel comfortable acknowledging it, you would take one step forward.

Get in touch with your feelings and think about those people who stepped forward and those who didn’t. After a few seconds, anyone who stepped forward should step back and I will continue with a new question. Remember, there is no pressure to step forward if you don’t feel comfortable doing so. You will need to make that decision. At the conclusion of the activity, we will discuss what we felt and what we learned.

For this activity, the following ground rules will apply:

- **Listening**—This is a silent activity to allow everyone to experience the activity fully. This means no talking, snickering or giggling throughout.
- **Respect**—Each participant deserves to be treated with dignity and respect at all times, and particularly during this activity.
- **No pressure**—No one should feel under pressure to reveal anything about themselves that they don't want to.

Any questions? Let's begin.

Take a step forward if...

- You play a sport
- You play an instrument
- You can't live without your smartphone
- You have not crossed the line yet
- If you've been to a Scouting America high adventure base (i.e., Florida Sea Base, Northern Tier High Adventure Base, Philmont Scout Ranch, Summit Bechtel Reserve)
- If you were a Cub Scout
- If you are an Eagle Scout
- You are a fan of _____ (*insert local/popular sports team*)
- You are a fan of _____ (*insert specific music genre*)
- People routinely mispronounce your name
- You are left-handed
- You are right-handed
- You are ambidextrous
- You grew up in a (rural/urban/suburban) area
- You are the oldest child in the family
- You are the youngest child in the family
- You have traveled outside the United States
- You have lived outside the United States
- You feel you know very little about your cultural heritage
- You consider yourself religious
- You have ever broken a bone
- You have overcome a major medical issue in your life
- You come from a single-parent home
- Your parents are separated or divorced
- You feel that you are a person of great worth or significance
- You feel that you have someone in your life who is proud of you
- You are proud of the person you are today
- You think you treat others the way that you should
- You have been bullied or picked on in school
- You have ever felt discriminated against
- You have intentionally hurt someone's feelings
- You have broken someone's heart
- You trust others easily
- You have caught yourself judging someone before you have even met them



- You've ever felt alone, unwelcome, or afraid
- You've cried at least one time this past year
- You know someone who has a learning disability or physical disability
- You know someone who is LGBTQ+
- You've ever been peer pressured to do something that you didn't want to do
- You've ever stood by and watched while someone was hurt and didn't intervene
- You've had a close friend or relative die
- You are a leader

Reflection/Discussion Questions (8 min)

- What kind of feelings did you have as you participated?
- How did you feel when there were very few who took a step forward?
- Did you find yourself making judgments of others?
- How were you influenced by the movement of others?
- What did you learn through this activity that can make us a better team?



Day Five: Resolving Conflicts

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Discuss several ways effective leaders can minimize conflict.
2. Describe how to use EAR (Express, Address, Resolve) as a tool for resolving conflict.
3. List strategies for resolving conflict.
4. List several communication skills important for resolving conflict.
5. List strategies for responding to bullying and how to be an upstander.

Materials Needed

- Visual aid(s) developed by the presenter on a flip chart
- Video clip(s) available on the National NYLT Google Drive
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Handout: Conflict Resolution Checklist (one per participant)

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Opening Activity (5 min)

Open the session with two staff members in a simulated conflict over something related to their responsibilities on the NYLT course. It could be a scenario about not completing a task that was asked of them or an example of an issue like constantly being late to course activities. They don't necessarily have to resolve the conflict. Each course has the flexibility

to identify an appropriate topic for this conflict that should last for several minutes. Once over, let participants know that it was just a simulated activity over a conflict, which is our next topic.

What is Conflict? (5 min)

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

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

Ask the group to share a couple of conflict situations they've seen arise in their own units.

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

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

Resolving Conflict (15 min)

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

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

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

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

1. Be Aware of Yourself

How do we respond when we are hearing something we don't want to hear? How about when you're hungry, tired, or angry?

A key to resolving conflict is being aware of ourselves. If we are upset or angry about something, it may affect how we relate to others. Be aware of your own emotions. Take a deep breath. Count to 10. If you need to, count to 100. It may require calling a time-out to let emotions cool down.



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

2. Be Aware of Others

Being aware of yourself will help you remain as calm as you can and stay focused on finding a solution. Being aware of others will help you adjust the situation to increase the possibility of a good outcome. Be aware of their physical comfort, hunger levels, and other factors that could be affecting their emotions. You might want others to take a break before discussing the problem. Consider the location of a discussion, too. Ideally, you will want to meet out of the hearing of the rest of your group. That will give everyone a chance to air concerns without an audience.

3. Listen

The better the information you have, the greater your chances of finding a workable solution to a conflict. Listen carefully to what others are saying, withholding judgment until you have everyone's side of the story. In addition to hearing the words, be aware of the tone of your voice, body language, and any other clues to what a person really means. Remember, listening builds trust.

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

In a moment, we will add Step 4—Using your EAR—and then learn how to recognize bullying and how to stop it. But first, let's try an exercise to practice the conflict resolution skills of being aware of yourself, being aware of others, and listening.

Group Exercise

Let's continue our exploration of resolving conflict with an exercise. Pair up with another participant. One of you will make a fist. The other has two minutes to convince the first to open that fist.

Give participants two minutes to do this.

Ask participants:

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

Possible strategies may include the following:

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

If you ask a friend or a coworker or a family member or anyone else to do something and they refuse, you can't force them to do it. **You can't make a person do anything they don't want to do.**

So, how can you persuade someone to change positions? To open their fist? To resolve a conflict? Use your EAR.

4. Use Your Ear—Express, Address, Resolve

A tool for resolving conflict is EAR—Express, Address, Resolve. As a leader who is trying to manage the conflict, you must use your EAR to help others move through the conflict. Here's what you do.

EAR represents three steps in resolving conflict:

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

Display the following questions on a flip chart, whiteboard, or slide:

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

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

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

Of all communication skills, the most important for conflict resolution is listening. Use your ears much more than your mouth. Let each party express its concerns. Encourage others to talk but offer no judgments. "I got it," is an appropriate response. Make sure you hear the message. Put it in your own words. "This is what I hear you saying: . . ." Use EAR—Express, Address, Resolve—to find answers to conflict that work for everyone. Using EAR also works in dealing with bullying. Listen without judgment.



Conflict Resolution Exercise

Display the EAR resolving conflict tool on a flip chart, whiteboard, or slide:

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

Show "5_06_Resolving Conflicts_Video Clip 1" from *Night at the Museum*.

Within their patrols, have participants discuss how to resolve the conflict by using the four steps of conflict resolution: be aware of yourself, be aware of others, listen, use your EAR. After a few minutes, have a couple of patrols share their resolutions to the conflict. Some possible discussion points include the following:

- Should we address the conflict as soon as possible? (Yes!)
- Don't allow others to escalate the conflict.
- Help an agreement happen between the arguers to stop the fighting.
- Provide incentives to stop the conflict and to reinforce their positive actions.

Patrol Breakout Exercise in Resolving Conflict (20 min)

Begin by introducing the Conflict Resolution Checklist in the Participant Notebook, and let them know we will refer to it later in this exercise.

Assign each patrol a different topic from the list below or another appropriate one developed locally, and let them know that they will have about 8 minutes to work as a patrol to develop a brief role-play related to their assigned topic. It must involve a conflict and come to a resolution using at least one of the tools taught during this presentation. (**Note:** Troop guides should be available to provide support during the development of these skits.)

Topic List:

- You're on a hike, and three or four of the older members speed ahead of the rest of the group. When they get tired, they stop and wait for the others to catch up, but as soon as the others do, the older members take off again.
- You're on a campout with your patrol, and one member has decided they don't want to follow the duty roster.
- You're on a campout and notice an older Scout being abrasive with several younger Scouts by telling them that it's their job to set up his tent and keep his mess kit clean.
- You're at summer camp, and two members of your troop have overslept and caused your entire troop to be late to the morning flag ceremony.
- You're at a troop meeting, and two members of your troop are being disruptive during the skills instruction portion of the meeting.
- You're at the summer camp trading post, and two Scouts from another troop cut in front of you and several others waiting in a long line.

- You just found out that you lost a very close race to be the next senior patrol leader, and you suspect that the votes were not counted correctly.
- You're on a campout, and two members of a patrol cannot seem to put their cell phones away and do not want to participate in scheduled activities.

Have each patrol share their role-play in front of their troop. After each one, give the other patrols a minute to discuss the conflict they just witnessed and try to identify the strategy that they used to resolve it. Remind them to reference the Conflict Resolution Checklist.

Once all patrols are done, reinforce some of the conflict resolution examples from their role-plays and thank them for their creativity and delivery.

Recognize Bullying (10 min)

What is bullying? Bullying can be:

- Verbal: saying mean things, calling others mean names, saying threatening things.
- Physical: hitting, pushing, kicking, being aggressive.
- Relational: Leaving someone out of a group, spreading rumors about another person.
- Electronic: Using social media to engage in verbal bullying.

Bullies often use all forms of bullying.

It is going to happen to everyone at some point. Someone will be teased, be mean, or make you feel left out or hurt. The good thing is that all these are usually temporary actions and feelings. But when teasing and mean words cross the line and become bullying, it's time to step in and step up. When we see bullying, it is not the time to stand back and do nothing. Become an upstander.

Being an Upstander

Show "5_06_Resolving Conflicts_Video Clip 2" on upstanders (available in the National NYLT Google Drive or at <https://www.youtube.com/watch?v=YNnHdR9DQDA>).

Ask participants why they think people didn't step up to help the young man being bullied.

Possible answers may include the following:

- Didn't want to get involved
- Not their job
- Afraid to get involved

Hypothetically, what would you do if you witnessed a situation like that? Would you say something or do something?

Who is an upstander? You and I! As leaders, it is our responsibility to be prepared to do the right thing at the right time. If you see someone being bullied or you know of someone being bullied, you can do something about it! Here are some ideas of what to do when we see someone being bullied:

- Use EAR
- Tell the person that bullying is NOT okay.



- Ask the person if they need help.
- Offer to go with the person to tell a trusted adult.
- Include in your group the person being bullied.
- Help the person to not feel alone.
- Offer kindness and a smile.

Doesn't this sound like being a servant leader?

Bringing Others into Conflict Resolution (2 min)

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

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

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

Summary (3 min)

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

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

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

Remember the following strategies from the Conflict Resolution Checklist:

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

Finally, encourage each person to see the situation from other points of view, then enlist the aid of all parties working together to find a solution that is acceptable to everyone. Know when to involve adult leaders in resolving conflict.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.

Conflict Resolution Checklist

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

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

Address—Why is that working or not working?

Resolve—What ways are available to solve the problem?



Day Five: Patrol Leaders' Council Meeting

Time Allowed

30 Minutes

Teaching Format

As with the Day Four patrol leaders' council meeting, the patrol leaders' council meeting on Day Five is attended by the senior patrol leader(s), assistant youth course leads for program and service, the day's patrol leaders, and the Scoutmaster(s).

Learning Objectives

As a result of this session, participants will be able to do the following:

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

Materials Needed

- Participant Notebook for notetaking
- Emergency Response Plan worksheet (one per patrol leader)

Recommended Presenter

Senior patrol leader(s)

Recommended Location

Patrol leaders' council meeting site

PRESENTATION OUTLINE

Premeeting Discussion

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

Once the meeting begins, though, the SPL is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the SPL now and then, but in a youth-led unit, the youth staff are in charge.

At the end of the premeeting discussion, the SPL calls the PLC to order and begins the meeting.

Meeting Agenda

Patrol Leaders' Council Meeting Agenda

Day Five

- Welcome and introductions
- Purpose of the meeting—what we need to accomplish
- Reports on the progress of each patrol
- Review plans for Outpost Camp
- Review the Emergency Response Plan for Outpost Camp
- Announcements
- Program patrol and service patrol assignments
- Closing
- Scoutmaster's observations

Welcome and Introductions

The SPL takes charge of the meeting, introduces those persons attending the PLC meeting, and welcomes everyone.

Purpose of the Meeting

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

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

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

Reports on the Progress of Each Patrol

The SPL asks each patrol leader to report on their patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using Start, Stop, Continue:

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

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

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

Encourage each patrol leader to use the Leadership Compass to determine the current stage of development of their patrol (i.e., forming, storming, norming, performing).

Remind patrol leaders that each patrol should be finalizing preparations for its Quest for the Meaning of Leadership presentation. Briefly review the challenge (offered by the Scoutmaster at the campfire on Day One), and stress the importance of continuing to work on the presentation throughout the course.



Review Plans for the Outpost Camp

Give an overview of the Outpost Camp plan. Discuss the schedule and destination for each patrol.

Review the checklists patrols have used on Days Three and Four. The checklists might vary, depending on the nature of the Outpost Camp. In general, the checklist includes the following items that will have been planned:

- Menu planning (covered during the Day Three PLC meeting and troop meeting)
- Personal equipment (covered during the Day Four PLC meeting and troop meeting)
- Group equipment (covered during the Day Four PLC meeting and troop meeting)

Review the Emergency Response Plan

Guide each patrol leader in filling out a copy of the plan that can then be shared with the patrol.

Announcements

The SPL makes any announcements relevant to the group. For Day Five, remind patrol leaders that it is time for their patrols to finalize their Quest for the Meaning of Leadership presentations.

Explain that patrol leaders have a responsibility to convey the information covered at this meeting to the members of their patrols. Note the time and location for the next meeting of the PLC.

Program Patrol and Service Patrol Assignments

The SPL asks the assistant youth course leads for program and service to take the floor.

The assistant youth course leads remind the leaders of the Day Five service and program patrols that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Use Start, Stop, Continue for any evaluations.

NATIONAL YOUTH LEADERSHIP TRAINING

Emergency Response Plan

Patrol Outpost Camp

Patrol Name: _____ Date: _____

Trip destination and route description: _____

Medical training level of senior patrol leader and patrol members: _____

Patrol first aid kit

Steps to be taken in the event of an emergency: _____

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Program Patrol (*sample assignments*)

- **Troop assembly**—Conduct the flag ceremony for the next day.

Service Patrol (*sample assignments*)

- Maintain participant latrines and showers.

Staff Service Patrol

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

Closing

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

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels. The SPL adjourns the meeting but invites the members to stay a moment to observe the post-meeting debrief with the Scoutmaster.

After the Meeting

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



Day Five: Patrol Meeting

Time Allowed

30 Minutes

Teaching Format

Patrol meeting

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Describe the purpose of the patrol meeting.
2. Describe how a patrol meeting should run.
3. Know what the patrol leader and patrol members are each responsible for doing.
4. Use Start, Stop, Continue to evaluate patrol performance.

Materials Needed

- Written patrol meeting agenda (Building on the presented model, the patrol leader may adjust the meeting agenda prior to the meeting in order to fulfill the needs of the patrol.)

Recommended Presenter

Patrol leaders

Recommended Location

Patrol sites or another location where patrols will not interfere with one another's activities

PRESENTATION OUTLINE

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

Model Patrol Meeting Agenda Day Five

- Welcome (Patrol leader)
- Meeting agenda (Patrol leader)
- Evaluate patrol progress using Start, Stop Continue
 - Start**—“What should we be doing that will make things better?”
 - Stop**—“What should we stop doing because it isn’t helping?”
 - Continue**—“What is working well that we want to continue doing?”
- Determine the patrol’s current stage of development (Forming, Storming, Norming, Performing) and discuss ways the patrol can move ahead to the next stage
- Review and discuss most recent campsite inspection results
- Continue work on the patrol’s Quest for the Meaning of Leadership presentation
- Complete patrol preparations for Outpost Camp
- Other issues to review and/or discuss?
- Adjourn (Patrol leader)



Day Five: Patrol Games Challenge

Time Allowed

30 Minutes

Teaching Format

Troop activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Use the skills of problem-solving, leadership, and team development.
2. Create greater patrol unity.
3. Have fun.

Materials Needed

- See each patrol game below for a list of materials needed.

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

The patrol games challenge is an opportunity to increase the level of activity within the course. Courses may have to run multiple stations of the following games depending on the number of patrols. Note the timing of each activity, and pace this session accordingly to allow time to conduct and debrief each one.

Alternative patrol game options can be found at <https://troopresources.scouting.org/patrol-activities/>.

Blanky Volleyball (10 min)

This activity is best delivered outdoors but can be done indoors if the space has a high enough ceiling.

Materials

- Two large blankets or sheets of the same size
- Playground ball

Description and Directions

1. Divide the patrol into two groups.
2. Give each group a blanket or sheet of the same size.
3. Explain that the goal of the game is to see how many times the groups can successfully pass the playground ball back and forth, from blanket to blanket.

Useful Tips

- Stop the patrol frequently to ask how they could make the game more successful.

Debrief Questions

1. What was the initial reaction of the group?
2. Did you feel you were a leader or noticed a leader in a positive way?
3. Did you feel at some time that you were a follower?

Over-Under Relay (10 min)

The objective of this game is for the patrol to regain its original order in the quickest time.

Materials

- Playground ball
- Stopwatch

Description and Directions

1. Patrol members line up in relay formation.
2. The first patrol member passes the ball over their head to the next patrol member, who passes the ball under their legs to the next person, and so on, always alternating over head and under legs until the ball reaches the last patrol member, who runs with the ball to the front of the line.
3. The last patrol member is now the first patrol member and passes the ball over their head to the next patrol member, and so on.
4. This process of alternating over and under repeats until the patrol is once again in its original order.
5. The facilitator should use a stopwatch to time the patrol and record the results in order to identify which patrol completed this activity in the shortest amount of time.

Debrief Questions

1. What challenges did your patrol face during this activity?
2. How did your patrol communicate with each other during this activity?
3. What would you do differently next time in order to shorten your completion time?



Group Jump Rope (10 min)

The goal of this game is for the entire patrol to be jumping at the same time.

Materials

- A long rope that two people can turn

Description and Directions

1. Two patrol members will turn the rope for everyone else to jump.
2. If the rope stops or hits a patrol member, the team must start over.

Useful Tips

- Once the jumpers can all jump together, see how long they can last.
- If they continually succeed, create challenges to make it harder to succeed.

Debrief Questions

1. What ideas, plans, and suggestions were given?
2. Who emerged as a leader?
3. What were some strategies that made the team successful?



Day Five: Outpost Camp Troop Assembly

Time Allowed

30 Minutes

Teaching Format

Troop assembly

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Launch their Outpost Camp experience
2. Reaffirm that during Outpost Camp, just as during other portions of NYLT, the NYLT troop operates according to the Scout Oath and Scout Law.
3. Reaffirm the importance of conducting Outpost Camp activities in ways that maintain the safety of patrol members and allow each Scout to have a quality experience.

Materials Needed

- GPS receivers (one per patrol)
- List of waypoints each patrol can use to find their campsite (one per patrol)

Recommended Presenter

Senior patrol leader(s) and Scoutmaster(s)

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Outpost Camp is an opportunity for members of each patrol to organize and carry out their plans for an overnight campout. It is intended as a means for patrols to practice the leadership skills they have learned during the NYLT course and to enjoy the spirit of Scouting as members of an NYLT patrol. The quality of a Scout's experience will be heightened by providing an effective NYLT course leading up to Outpost Camp and then allowing them to apply the team development and leadership skills they have learned.

During preparations for the NYLT course, staff should give careful consideration to the locations of the patrol Outpost Camp campsites and the instructions patrols will be given before they set off.

While developing plans for the Outpost Camp experience, staff should keep in mind the following guiding principles:

- Participants' safety.
- A quality experience for each participant.
- Adequate adult supervision during the entire overnigher as required by the *Guide to Safe Scouting*.

Safety can be enhanced by using the patrol Emergency Response Plan as a guide for thinking through risk management situations and determining the best ways to minimize risk.

Outpost Camp Challenge

The senior patrol leader(s) (SPL) greets the patrols assembled and ready to depart for Outpost Camp.

Provide the Outpost Camp challenge by reminding participants that the Outpost Camp experience is an opportunity for members of each patrol to put their plans to the test.

The NYLT course has provided participants with all the leadership and team development skills they need to make Outpost Camp a great success. If patrols run into difficulties, they can rely on what they have learned in recent days to find solutions that will see them through.

Throughout the Outpost Camp experience, patrols should keep in mind two guiding principles:

1. **The safety of everyone.** Safety can be enhanced by Scouts taking responsibility for their own safety and by watching out for one another.
2. **The quality of the experience for each patrol member.** The quality of the experience for each person will be greatest when all patrols operate according to the guidelines of our founding principles.

The Scoutmaster(s) adds support to the SPL's words and sends the patrols off with a sense of anticipation for the great Outpost Camp adventure about to begin.



The Scoutmaster emphasizes the importance of each patrol using the Scout Oath and the Scout Law to guide its actions as a group and as the way in which individuals treat one another and encourages them all to have a remarkable time.

Geocaching Journey

An effective way to incorporate a number of Scouting skills into the Outpost Camp adventure is to provide each patrol with a list of waypoints they can use with their GPS receivers to find their campsites. These can also include waypoints to locate their food and other supplies. Keep the fun in Scouting, and reinforce the learning from the interpatrol geocaching activity.

Match the number of waypoints to the number of members of a patrol. In the instructions to find their campsites, encourage patrols to have each member use the GPS receiver to find a waypoint and lead the patrol on that leg of the journey.

Staying out of sight, troop guides should shadow their patrols from a distance as they make their way to their campsites. If a patrol becomes completely confused and shows no sign of working its way through its geographical difficulties, the troop guide can approach and provide enough help that patrol members can continue on their way.



Day Six: Breakfast and Return from Outpost Camp

Time Allowed

90 Minutes

Teaching Format

Patrol activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Enjoy time spent together as a patrol.
2. Use their developing skills to determine their patrol activities and schedule.
3. Use their developing skills to pack up and return to the NYLT course location.

Materials Needed

- None

Recommended Presenter

Patrol leaders

Recommended Location

Patrol Outpost Camp campsites

PRESENTATION OUTLINE

Return from Outpost Camp

Outpost Camp is an opportunity for members of each patrol to organize and carry out their plans for an overnight campout. It is intended as a means for participants to practice the leadership skills they have learned during the National Youth Leadership Training course, and to enjoy the spirit of Scouting as members of an NYLT patrol.

From the time they leave for Outpost Camp on the afternoon of Day Five until they return on the morning of Day Six, each patrol will determine its own activities and schedule.

Patrols should conduct their activities on the morning of Day Six so that they arrive back at the main NYLT camp by 8:00 a.m. for the Troop Assembly.

Because patrols are returning from Outpost Camp and there is no troop breakfast served today, the usual breakfast questions will be discussed at lunch.



Day Six: Troop Assembly

Time Allowed

30 Minutes

Teaching Format

Troop assembly

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Gather for the start of the National Youth Leadership Training course day.
2. Feel welcomed and valued (as will the staff).
3. Reaffirm that the NYLT course operates according to the Scouting ideals.
4. Participate in a flag ceremony presented by the program patrol.
5. Participate in the installation ceremony for new patrol leaders and assistant patrol leaders.
6. View youth staff as supporters, guides, and mentors to course participants.
7. Discuss key parts of a good course assembly.
8. Recognize good communication skills.
9. Recognize the spirit and enthusiasm of the course.
10. Be inspired to bring new ideas back to their home units.

Materials Needed

- American flag
- Course flag
- State flag (or historic American flag (Continental flag)), historic American flag presentation, and song lyrics if state flag will not be used)
- Program and service patrol emblems

Recommended Presenter

Senior patrol leader and NYLT staff

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening

Patrol leaders lead patrols to the assembly area and arrange them in an appropriate formation, as chosen by the flavor of the NYLT course. The senior patrol leader (SPL) uses the Scout sign to bring the assembly to order, then welcomes participants back from Outpost Camp.

Opening Ceremony

The SPL asks the day's program patrol to provide the opening ceremony, including the flag ceremony and the Scout Oath and Law, following the model that staff provided on Day Two.

Note: If the state flag will not be used, use the historic American flag designated as the alternative for this day: the Continental flag. The patriotic song that accompanies this flag is "America the Beautiful". Scripts for the American flag ceremony and historic flag presentations, including lyrics for the appropriate songs, can be found in the Participant Notebook and on the National NYLT Google Drive. Ensure that the staff knows and can sing the appropriate patriotic song of the day.

Announcements

The SPL offers any announcements important for conducting the day's sessions and events. This is also an opportunity for the "widgets" to be used in between announcements (see Day One and Day Two Troop Assemblies). By repeating widgets or announcement segments, it keeps participants engaged and looking forward to what may come. Intersperse the widgets between the new patrol leader and assistant patrol leader installations, the presentation of the service and program patrol emblems, the recognition items, and the Scoutmaster's Minute for a lively and attention-grabbing assembly. A morning prayer may be appropriate to be offered at this time.

New Patrol Leader and Assistant Patrol Leader Installation

The SPL asks the Day Five patrol leaders to introduce the Day Six patrol leaders to the troop, then the Day Five assistant patrol leaders to introduce the Day Six assistant patrol leaders. Encourage those making the introductions to use effective communication skills.

As introductions are being made, the SPL can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, and so on. Pointing out the participants' use of good communication skills is a way of guiding them and enabling them to use the skills in many situations. Patrol leader and assistant patrol leader assignments for each day of the NYLT course are located in the Patrol Duty Roster, included in the NYLT Participant Notebook.

The SPL conducts the installation by doing the following:

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



Program and Service Patrol Emblem Exchange

The assistant youth course leads for program and service briefly explain the duties of the program patrol and the service patrol.

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

Program Patrol (sample assignments)

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

Service Patrol (sample assignments)

- Police the troop meeting area.
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the leadership council meeting.

Ask the leaders of the day's program patrol and service patrol to come forward to receive a symbol of their patrol responsibilities for the day. The emblem for the service patrol might be a broom or camp shovel, while that for the program patrol could be a flag or a spirit stick or a themed element if the NYLT course has a theme (e.g., a canoe paddle if the NYLT theme is a tropical one).

Campsite Inspection and Other Recognition Presentations

The SPL presents the campsite inspection recognition based on the previous day's campsite evaluation. Point out that Scouting America encourages patrols to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the campsite inspection recognitions, every patrol can be a winner.

Each patrol can tie its recognition item for the day onto the pole used to display its patrol flag. Every patrol will have the opportunity to add another recognition item each day of the NYLT course. Recognition items can include: a good turn emblem, a quartermaster award for meals, creation of a patrol flag, creation of a patrol yell, uniform inspection, and so on. Recognition items are up to the discretion of the NYLT staff and should be measured up to a uniform standard that is something that all patrols have the opportunity to earn without exclusion.

Scoutmaster's Minute

The Scoutmaster presents the Scoutmaster's Minute for Day Six that draws on conditions or events that occurred during Outpost Camp. An example follows.

"Scouts, we have arrived together here on the final day of our NYLT Course. While this is the last day together at this camp it is only the beginning of your leadership journey. The lessons you have learned, the experiences you have had, and the times you have shared

with your fellow scouts will serve as a foundation for how you will provide leadership in your home units and the community.

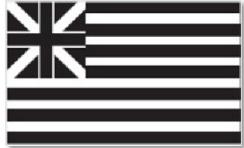
I am excited for you to share with all of us your presentation on your Quest for the Meaning of Leadership and I encourage you to continue your personal quest for the rest of your days. I want to encourage you to remember that this quest is ever on-going, you must always seek out greater understanding. We must continue to learn and grow so that our Leadership, and therefore our influence, can grow as well. John Maxwell said it very well when he stated, "No matter where you are in your leadership journey, never forget that what got you where you are, won't get you to the next level."

Conclusion

The SPL thanks the Scoutmaster and brings the troop assembly to a close, dismissing the group to the first activity of the day.

NATIONAL YOUTH LEADERSHIP TRAINING 

**Historic American Flag Presentation:
Continental Flag**



Continental Flag

The nation's flag is a stirring sight as it flies in the wind, representing a country's land, its people, its government, and its ideals. The Egyptians flew the first flaglike symbols thousands of years ago, and people have been flying them ever since.

While many flags have flown over what is now the United States of America, the first flag to represent all the colonies was the Continental Colors, also called the Cambridge Flag or the Grand Union Flag. This flag, on which the British flag appeared at the upper left, was the unofficial American flag in 1775 and 1776. On New Year's Day 1776, in Cambridge, Massachusetts, George Washington chose it to be flown to celebrate the formation of the Continental Army. Later that year, it became the first American flag to be saluted by another country—the Netherlands.

Let us honor this flag with a song that also honors America.

(Note: Ensure that everyone has lyrics to the song.)

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!

America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

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Day Six: Communicating—Part 6: Communicating with Adults

Time Allowed

30 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Recognize the importance of effectively communicating with adults.
2. Understand and demonstrate the five-step process for communicating with adults.
3. Understand the importance of developing your individual communication style.
4. Understand that communicating effectively takes time and practice.

Materials Needed

- Visual aid(s) developed by presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Effective Communication with Adults (10 min)

Ask participants to describe some of their experiences in communicating with adults. Their answers may include the following:

- Adults don't want to have fun.
- Adults don't like to take risks.
- Adults have different experiences.

- Adults don't trust us.
- Adults need to be in charge.
- Adults may have a bias against letting youth fully lead.
- Adults don't understand us.
- Adults don't speak our language

There is no need to write their answers down, but you should respond to and reinforce the answers. After getting 4–5 answers, ask the participants to explain how communicating with adults is different than communicating with peers? Answers may include the following:

- Not communicating as equals (Teacher – Child, Parent – Child, Superior – Subordinate, etc.)
- Adults usually prefer clear, concise, and to-the-point discussions, where peers are often happy just to be having a conversation.
- Adults may not appreciate a casual or informal relationship.
- Adults tend to not use the same slang or jargon youth will use among peers.

The same tools that work well for communicating with peers are normally effective when communicating with adults. Perhaps they are even more important.

Communicating well with adults may require you to adjust how you deliver a message. Refer to the challenges to effective communication with adults that the participants just described. To overcome those challenges youth can take a more deliberate approach to structuring and delivering the message.

Let's say you go home after this course full of great ideas for making your unit better. You want to talk with your leader about changes you want to help make in the unit. No matter what message you want to share, and no matter who your audience is, here is a five-step process almost certain to succeed:

1. Here is the reason I am asking for some of your time.
2. Let me share an idea with you.
3. Let me summarize the situation for you. (Put your idea in the context of who, what, when, where, why, and how.)
4. Reinforce the benefits.
 - "Here's why it makes sense."
 - "Here's how it helps us reach our goals."
 - "Here's how it helps us complete an action plan."
 - "Here's what's in it for you."
5. Let's discuss the steps to turn this idea into action.

Exercise in Communicating with Adults (15 min)

Briefly set up this exercise by telling participants that they will break into pairs and role play an NYLT graduate and their unit leader using the five-step method.

Have one participant be the sender who creates a message using the five steps. The listener will pretend they are the adult leader of the sender's home unit.



Allow two minutes to write a message using the five steps, and two minutes per Scout for each to deliver their message to the “adult leader,” for a total of six minutes. Then, take four minutes for the pairs to give each other constructive feedback.

Ask participants to share some of their experiences from their practice of presenting ideas to adult leaders. What went well? What was not effective? How can they use the skills of effective communication to better share their ideas?

Pulling Everything Together: Communicating Well is Communicating Effectively (5 min)

Summarize and conclude the six-part Communicating lesson.

Pulling all of the concepts together, good communicators achieve effective communication. What does “effective communication” mean? It means the sender lands the message with the receiver in the intended manner to achieve the desired result. How complete was the message? Did the message have all of the necessary ingredients? Did the message have the right tone? How well did the sender deliver the message? Was the receiver ready to receive the message?

There is no single way to achieve effectiveness. Further, senders need to develop their skills to adjust their message and their delivery depending on the receiver(s). Some Senders are effective with some receivers, but not others. You want to develop your skills to achieve effectiveness with a wide variety of receivers.

As a sender, continue to identify communicators who you admire and who you would like to model. As a receiver, do you find it easier to receive the messages of some senders over others? Give thought to how you can change your approach to listening to better receive the messages of some senders.

Your communication style is your personal approach (or personal brand) that you use to achieve effective communication. Your style can include any of the following: how loud you speak, how quickly you speak, how you make eye contact with your receivers, what you wear, where you place yourself in relation to your receivers, whether you use communication aids, whether you use emotion, how you formulate your message, and so on.

Finding and developing your style takes practice. You also need to learn to adapt your style to different communication situations.

There are many other aspects of communication to learn about and practice. Focus on the basics we've talked about during this course, and observe whether you feel your messages are more effective. Also think about whether you are a better receiver.

As you develop your communication style, explore how storytelling can increase the effectiveness of your messages. You can also practice bringing appropriate humor into your messages (remember, humor should almost always be "general" or directed toward yourself; humor directed at others seldom lands well).

You should also be aware of your biases and how it can impact your ability to effectively communicate. Everyone has biases (it's part of being human); the current advice is to develop an awareness of your biases so that you can manage them. If you are unaware of

(oblivious to) your biases, you will not be as effective as a sender, and your messages may not be as well received as possible by your receivers.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Six: Embracing and Leading Change

Time Allowed

45 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Recognize that leading change can have positive impact.
2. Understand the value of change and develop skills to lead it successfully.
3. Understand steps for leading change with groups and individuals.
4. Understand that change will force both you personally as the leader and the group into the storming stage of team development.
5. Appreciate the value of leading change through lifelong learning.

Materials Needed

- Visual aid(s) developed by the presenter
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- “Detour Ahead” sign (may be a printed or digital image)
- 10–12” playground balls/dodgeballs (one per patrol)
- Posterboard placards with one of the following phrases per placard: Fear Change, Accept Change, Lead Change, Adapt to Change

Recommended Presenter

NYLT staff member

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.

Opening Activity: Keep the Ball Up (15 min)

In an outdoor area, have each patrol form a circle. Allow plenty of space between groups. Toss each group a ball, and tell them they are expected to keep the ball in the air for 100

counts to win the game. If the ball is allowed to drop on the ground before reaching the count of 100, the count starts over at 1.

Give the group about 10 minutes to complete this exercise, and then have each troop guide complete a short debrief with their patrol. Example questions could include the following:

1. How did you feel during the activity?
2. What challenges did you face?
3. What did your team have to do or believe to be successful?
4. What positives can you take away from the activity?
5. What was your plan for the activity? How did you come up with it?

Patrols should return to the presentation venue for the presenter to make the following points:

- Change is going to happen. You will experience change even in times when you are not motivated to change. In this exercise, you may have had an expectation about what you thought we were doing, and then all of a sudden, a ball was tossed to you.
- You had to change when you realized things weren't working. You experienced change when your patrol discovered a few experts—those who were easily able to control the ball and keep it in the air.
- It is important to realize that change happens in certain situations whether you want it or not. Sometimes, the makeup of your team changes, which means the new team must go back through the stages of team development, including storming.
- If we understand storming is a normal part of development, it makes it easier to embrace changes, even when they seem difficult.

Experiencing Changes (10 min)

Has anyone experienced any changes during this NYLT course? Entertain a few responses. Touch on the following ideas:

- How about changes in team development? Each patrol has been going through the stages of becoming a high-performing team—changes that lead to important goals.
- How about in your home unit? Think about the impact when a long-time unit leader (such as a Scoutmaster) retires or has to step down because they are moving.
- How about when someone says, "That's the way we've always done it; why should we change?" Consider how you and others react to that type of statement.

Emphasize that change is every bit as frequent beyond Scouting, too—in our schools, places of work, in our communities, with our families and friend groups. The fact is—change happens.

Show the following in a visual aid:

Change is a fact of life.

Change is a source of anxiety for many people, but it doesn't have to be.

Change can be a valuable tool of leadership.



Hold up or display an image of a detour sign. What happens if a road is closed? Entertain a few responses. Explain that we must change our plan, find a new route. Sometimes we don't know about changes up ahead, but we should **anticipate change**. Why? Because **change happens!** And once change happens, change will happen again. Realizing that change is inevitable helps people begin looking for the effects that changes have upon their lives.

Ask participants what choices do we have in how we react to change? Entertain a few responses. Touch on the following ideas:

- **We can be fearful of change** and resistant to it, but that allows change to control us.
- **We can accept changes** and try to make the most of them. That's better, but it causes us to adapt to changes that are already occurring.
- **We can lead change** by taking responsibility for steering changes in the best possible directions. That approach not only accepts the fact that change happens, but also does something about determining the outcome of change. Move along with change. Enjoy change.
- **We can adapt to change** by not getting hung up on the old way of doing things or worrying about things that you cannot change or are out of your control.

Presentation Suggestion: Prepare the following phrases ahead of time on posterboard placards large enough to be seen at the back of the room.

As the presenter discusses each topic, have another staff member tape the placards to the whiteboard at the front of the room. Afterward, the placards may be moved to a side wall to serve as a reminder for participants.

Fear Change

Accept Change

Lead Change

Adapt to Change

Explain that you want to try something. Ask each participant to cross their arms (i.e., fold their arms together as if they were bored or waiting for something). Once they have completed this task, ask them to cross their arms the opposite way (the reverse of what they just did).

Point out that you observed quite a few individuals struggling when you asked them to reverse it. Some of you had to stop, refold your arms, and then try and figure out which arm was on top, which arm moves first and so on. For some this came naturally, and for many it

was quite uncomfortable. Remember that some changes come easily, and others can be difficult.

As we think about embracing and leading change, we should have two objectives in mind:

1. When change is needed, leading change can make it happen.
2. When we know change will happen, leading change can make it positive.

How to Lead Change (10 min)

Let's look at five steps for leading change and think about how to apply them to a Scouting scenario. Let's say we are members of a Scouts BSA troop that used to be quite large, had a strong record of advancement to Eagle Scout, and observes a lot of tradition. In the past few years, however, new Scout recruiting has fallen off and the troop has shrunk to less than half of its former size. Nobody wants to take responsibility for recruiting new members, and most of the leadership, both youth and adult, are just turning a blind eye to this problem. How can we lead the membership change in this troop to be in a more positive direction?

Presentation Suggestion: This could also be done with posterboard placards. Alternatively, the presenter may wish to use a flip chart, whiteboard, or PowerPoint presentation to show the step titles. Do not show the explanatory text associated with each step.

Step 1: Understand the Vision

To lead change, we need to know where we are headed. Vision is a picture of future success. A vision forms when we think far enough ahead to realize there will be important challenges that we can prepare for now, perhaps by doing something as simple as inviting a friend to a meeting. Sometimes the vision might be yours, developed by someone else, or a shared vision created by a group.

What does vision have to do with leading change?" Entertain a few responses. Touch on the following ideas:

- It allows us to visualize the end result.
- It inspires us with the possibilities of what might be.
- It gives us the courage to embark on the journey.

Ask participants how would you accomplish this vision? Entertain a few responses. Touch on the following idea:

- With a plan. It is our mission, what we do, who we serve, and how we serve them.

A plan with goals is the nuts-and-bolts part of leading change. It is the blueprint for making the changes that will fulfill the vision.

Effective leaders have the capacity to create a compelling vision, but they must also be able to translate that vision into reality. A clearly defined plan allows them to make that happen.



In our example, you would need to develop a vision and be able to clearly articulate it so that a detailed plan on how to improve the situation in your unit can be developed. Think about these concepts, which have been covered during our time at NYLT.

Step 2: Create a Sense of Urgency

Because most people either fear or dislike change, the change agent has to motivate them to act. The quicker you let go of the old way of doing things and accept the new, the sooner you can enjoy and benefit from the opportunities a new situation offers.

We need to ask ourselves: What are the advantages of changing? What are the consequences of not changing? How can we let go of the existing situation and move on to something new? People need a compelling reason to change. Without urgency, great ideas may sit on the shelf for years.

In our example, as a youth leader, you need to recognize that if things don't change, your unit might end up folding, and you must ensure that other youth leaders as well as the adult leaders realize the urgency of this situation. The adage of "If not now, then when?" is applicable here. Do not wait for someone else to step up or for a better time.

Step 3: Identify Supporters

Change becomes easier when more members of your team recognize the opportunity to embrace the change and help drive the team in the same direction. Shared experiences give us common ground for embracing and moving with change.

Don't be deterred by those who create barriers or refuse to change. There will be those who will deny change is occurring and refuse to come on board. You must be prepared to leave them behind. It is up to them to decide later if they still want to be a part of the team. Sometimes tradition stands in the way, because "we've always done it this way." Don't let traditions become a barrier.

In our example, who might be involved in or affected by the course of action—we call these stakeholders (defined as a party with an interest or concern)? Entertain a few responses.

It is important to make sure that all stakeholders including youth members, youth leaders, adult leaders, and parents understand the situation and can become supporters. Utilize opportunities during troop functions as well as technology to reach these individuals. The more people who are on board, the stronger your position will be when trying to lead change.

Sometimes, we are the stakeholders in change led by others. By being supportive of changes, we make it easier for others to accept change.

Step 4: Overcommunicate

One of the key steps in change management is to "overcommunicate" your vision. Share it with others often. Doing so can help bring additional supporters. Regularly reflect and compare progress against your vision. You many need to adjust your plan based on your progress.

In our example, it is important to recognize that in order to grow our unit, we have to spread the word. In the business world, you could have the best new product or service idea, but if nobody knows about it, you're unlikely to be successful. Apply this same concept to growing your unit.

How would you “overcommunicate” what we are trying to do with the different stakeholder groups? Entertain a few responses.

You may run into people who say it can't be done. It is important not to get frustrated or give up. Keep your supporters informed and motivated throughout the entire process.

Step 5: Generate Short-term Wins

Plan for and celebrate small victories. Your first few goals should be easy. Use them to motivate your supporters by letting them relish in the success of small victories.

Communicate the small wins along the way with the entire team to track progress and energize members to drive change. Once the ball of leading change begins to roll, don't let it stop. Keep your vision in mind, and continue to grow the team of change agents.

In our example, our efforts brought six potential members to a recent meeting. Two of them joined on the spot. We also saw increased registration for the upcoming weekend outing. Each time something positive happens, make sure your supporters are aware.

Activity: Simon Says? (8 min)

Ask all participants to stand up and face the presenter. Let them know that we are going to play a variation of the classic game Simon Says. We are going to change it up a bit. If the command begins with “Simon says...”, you must NOT obey or else you will be eliminated. If the command does NOT begin with “Simon says...”, you must obey the command or else you will be eliminated.

- “Lift one foot.” (*everyone does it*)
- “Simon says lift your left foot.” (*no one does it*)
- “Touch your nose.” (*everyone does it*)
- “Raise your right hand.” (*everyone does it*)

Continue with the prompts until everyone has been eliminated, and complete a short debrief. Ask participants to think about how it felt to play this children's game backwards.

- Was it confusing, harder to concentrate since the rules you knew changed?
- How did it feel to be eliminated: defeated, angry with yourself for messing up, or glad to have the pressure off?

Think about when another youth leader, teacher, or parent gives you different directions or changes a rule. You need to be aware when this happens, and think about how you react to that change.

Summary (2 min)

Part of embracing and leading change is recognizing the opportunity to steer change in a positive direction.



Max De Pree, a noted American businessman, wrote: "We cannot become what we need to be by remaining what we are." If we have a clear vision of what can be, then leading change can make it so.

We know that change happens, and we all have the ability to lead change. Don't forget about the "Detour Ahead" sign (*hold it up or show it again*).

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Day Six: Patrol Leaders' Council Meeting

Time Allowed

30 Minutes

Teaching Format

As with the Day Five patrol leaders' council meeting, the patrol leaders' council meeting on Day Six is attended by the senior patrol leader(s), assistant youth course leads for program and service, the day's patrol leaders, and the Scoutmaster(s).

Learning Objectives

As a result of this session, participants will be able to do the following:

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

Materials Needed

- Participant Notebook for notetaking
- Checklists for Day Six assignments (optional)

Recommended Presenter

Senior patrol leader

Recommended Location

Patrol leaders' council meeting site

PRESENTATION OUTLINE

Premeting Discussion

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

Once the meeting begins, though, the SPL is in charge and the Scoutmaster stays on the sidelines. The Scoutmaster might coach and guide the SPL now and then, but in a youth-led unit, the youth staff are in charge.

At the end of the premeeting discussion, the SPL calls the PLC to order and begins the meeting.

Meeting Agenda

Patrol Leaders' Council Meeting Agenda

Day Six

- Welcome and introductions
- Purpose of the meeting—what we need to accomplish
- Reports on the progress of each patrol
- Assignments for the remainder of Day Six
- Announcements
- Program patrol and service patrol assignments
- Closing
- Scoutmaster's observations

Welcome and Introductions

The SPL takes charge of the meeting, introduces those persons attending the PLC meeting, and welcomes everyone.

Purpose of the Meeting

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

- Receive reports on the progress being made by each patrol.
- Make assignments for the remainder of Day Six (camp breakdown, feast preparation).
- Share any announcements.
- Make program patrol and service patrol assignments.

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

Reports on the Progress of Each Patrol

The SPL asks each patrol leader to report on their patrol's progress so far. Encourage patrol leaders to make their reports as constructive evaluations using Start, Stop, Continue:

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

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

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

Encourage each patrol leader to use the Leadership Compass to determine the current stage of development of their patrol (i.e., forming, storming, norming, performing).

Remind patrol leaders that each patrol should be prepared for its Quest for the Meaning of Leadership presentation. Briefly review the challenge offered by the Scoutmaster at the campfire on Day One, which they have continued to work on throughout the course.



Assignments for the Remainder of Day Six

The patrol meetings that take place on Day Six will focus on preparations for the feast and on breaking down camp. The SPL may give each patrol leader a checklist of things to be done in order for the patrols to break camp and make their feast preparations.

During the Day Six patrol meeting, each patrol leader will lead their patrol in using the 4 W's and How (4W+H) planning process (i.e., what, when, where, who, and how) to determine how they will complete their assignments.

Sample Checklist

Campsite Breakdown

- Tents cleaned out and stowed in stuff sacks
- Dining fly taken down and neatly folded
- Cooking gear cleaned (except for pots and utensils needed for feast preparations)
- Personal gear packed
- Patrol campsite policed
- Troop guide approves all campsite breakdown and cleanup
- Tents, dining flies, and group gear returned to the quartermaster hut

Announcements

The SPL makes any announcements relevant to the group. For Day Six, remind patrol leaders that patrols should have their presentations just about finalized on the Quest for the Meaning of Leadership.

Explain that patrol leaders have a responsibility to convey the information covered at this meeting to the members of their patrols. Note the time and location for the next meeting of the PLC.

Program Patrol and Service Patrol Assignments

The SPL asks the assistant youth course leads for program and service to take the floor.

The assistant youth course leads remind the leaders of the Day Five service and program patrols that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Use Start, Stop, Continue for any evaluations.

Program Patrol (*sample assignments*)

- Prepare the meeting area for the Question for the Meaning of Leadership presentations.

Service Patrol (sample assignments)

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

Staff Service Patrol

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

Closing

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

Scoutmaster's Observations

The Scoutmaster thanks all present for their participation and encourages them to continue performing at the highest levels. The SPL adjourns the meeting but invites the PLC to stay a moment to observe the post-meeting debrief with the Scoutmaster.

After the Meeting

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



Day Six: Patrol Meeting

Time Allowed

45 Minutes

Teaching Format

Patrol meeting

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Describe the purpose of the patrol meeting.
2. Describe how a patrol meeting should run.
3. Know what the patrol leader and patrol members are each responsible for doing.
4. Use Start, Stop, Continue to evaluate patrol performance.

Materials Needed

- Written patrol meeting agenda (Building on the presented model, the patrol leader may adjust the meeting agenda prior to the meeting in order to fulfill the needs of the patrol.)

Recommended Presenter

Patrol leaders

Recommended Location

Patrol sites or another location where patrols will not interfere with one another's activities

PRESENTATION OUTLINE

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

Model Patrol Meeting Agenda Day Six

- Welcome (Patrol leader)
- Meeting agenda (Patrol leader)
- Evaluate patrol progress using Start, Stop Continue
 - Start**—“What should we be doing that will make things better?”
 - Stop**—“What should we stop doing because it isn’t helping?”
 - Continue**—“What is working well that we want to continue doing?”
- Determine the patrol’s current stage of development (Forming, Storming, Norming, Performing) and discuss ways the patrol can move ahead to the next stage
- Review and discuss most recent campsite inspection results
- Complete any remaining work on and/or practice the patrol’s Quest for the Meaning of Leadership presentation
- Complete any camp breakdown or feast preparation assignments (if applicable)
- Other issues to review and/or discuss?
- Adjourn (Patrol leader)



Day Six: Resilience

Time Allowed

60 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Define resilience.
2. Recognize that resilience is critical to individual success.
3. Understand the attributes of grit and growth mindset.
4. Understand grit and growth mindsets can be improved and developed over time.
5. Recognize the “why,” “how,” and “what” of their visions.

Materials Needed

- Visual aid(s) developed by the presenter
- Video clips available on the National NYLT Google Drive
- Computer
- LCD projector and screen
- Appropriate sound system for presentation venue
- Flipchart/whiteboard and markers
- Handout: Grit Quiz
- One glass half filled with water (can be plastic but must be fully transparent)

Recommended Presenter

NYLT staff member

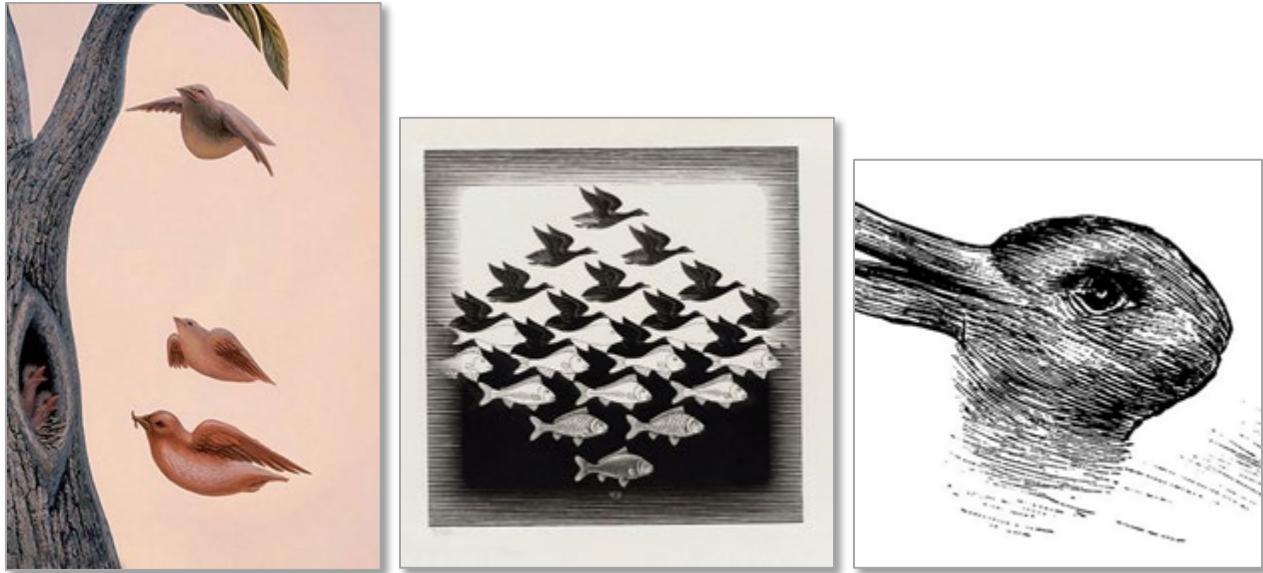
Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Opening Activities (10 min)

Activity 1: Begin the session by showing one of the optical illusions below. Ask the participants what they see. Make the point that sometimes people see different things when looking at the same object.



Activity 2: Have an actual glass either half full or half empty of water (can be a photo/image) and something with which to record information (e.g., whiteboard or paper and markers).



Let participants know that we are conducting a poll.

Ask: Is the glass half full or is the glass half empty? All those who think the glass is half full, please raise your hand. Count and record the number. All those who think the glass is half empty, please raise your hand. Count and record the number.

Leave the results in view of the troop, as we will use the results later in the session.

What Is Resilience and Why Is It Important? (10 min)

Note: Guide participants to locate the Participant Notes sheet for this session in the Participant Notebook. Encourage them to be taking note of key words, key points, and their top three takeaways from the session.



What is Resilience?

Ask: Who can tell me what resilience is? Entertain answers from participants.

Resilience is defined as, “The inner capability to call on internal strengths to engage with others and look for external resources to successfully transform stressful situations or adversity into opportunities to learn and thrive.”

Another way to think about it is that anytime you get knocked down, you get up again, and nothing is going to keep you down. In simple terms, that’s what resilience is.

Why is Resilience Important?

During this course, remember some of the things you have learned:

- A vision is a picture of what future success looks like.
- If you can see it, you can be it.
- Setting goals and planning how to get there
- Leading yourself, communicating, and leading others using servant leadership

Sometimes life has ways of putting roadblocks in our way.

Resilience is how you get to your vision when you experience failure or something goes wrong.

This has probably happened to everyone here. The presenter should provide a personal example of a setback they have had and what they did to recover from it.



Have each participant identify an example of a time when they were “knocked down”—when they had to deal with a disappointment or an unexpected obstacle—and how they managed to overcome it. Ask them to write down an example in the Participant Notebook.

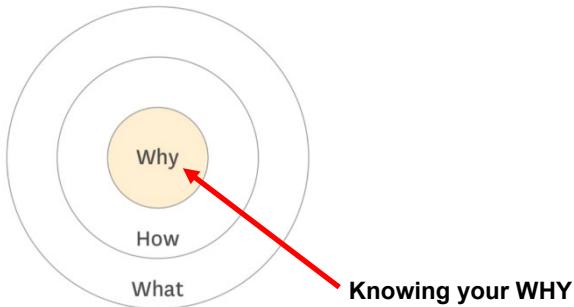
Give them a few minutes to complete this, and then ask that each patrol member share their example with the patrol. (**Note:** If patrols are relatively close to each other, provide the option to space themselves apart.) Once the patrols reassemble, consider asking if anyone is willing to share their example with the troop.

Remind participants that everyone will fail at something. Resilience is when we get back up, treat the failure as a learning experience, and don’t repeat whatever it was that caused us or our team to fail or stumble.

Resilience is the key to success because it enables us to get to our vision by dealing with setbacks and finding alternatives to achieve our goals.

Unpacking Your Vision of Future Success (10 min)

Let's dig a little deeper into your vision of future success. Take a look at this image:



The “Why” is our vision—the picture of future success. The presenter should discuss one of their personal visions as an example.

The “How” is the setting of SMART goals and planning that has been discussed as part of this course. The presenter should share the “how” related to their vision.

The “What” is the motivation that it will take to complete your vision. The presenter should give their reasons for wanting to achieve the vision. This could be something on a deeper level that will show how you will keep on the right path even when challenges arise.

Let's talk about the importance of BIG whys.

Here's an example of a weak Why:

- **What:** My vision is to have dinner.
- **How:** Buy McDonald's.
- **Why:** It's dinner time, and I'm feeling hungry.

Is this a powerful Why? What happens if you don't get dinner?

Here's an example of a big Why:

- **What:** My vision is to become a medical doctor.
- **How:** Be a good student; get into college and medical school; study hard; do well in residencies.
- **Why:** To save people's lives

Getting to Your Why: Ask Why 5 Times

As you prepare to finish your NYLT course, what is your vision of future success? One of the key parts of resilience is knowing the Why of your vision, and often, getting to this means digging deep.

One way to do this is to look at your What and then ask Why five times. (Remind participants that they may recall using The 5 Why process in the Solving Problems session on Day Three.) Let's use the big Why example from earlier.



What: My vision is to become a medical doctor.

1. **Why:** To make a difference
2. **Why:** To save people's lives
3. **Why:** To help more families grow old together
4. **Why:** So people don't have to feel the pain of loss
5. **Why:** Because I lost a close relative and knew there wasn't anything I could do to help her

That is a big Why, and you will notice it is something that is deeply personal.

Perseverance is the Key to Achieving Your Vision

Read the following story to demonstrate the power of perseverance. There was once a man who was a perennial loser. Here's what happened to him at various ages in his life. At the age of:

- 22—he failed in business
- 23—he ran for legislature and was defeated
- 24—he again failed in business
- 25—he was elected to legislature
- 26—his sweetheart died
- 27—he had a nervous breakdown
- 29—he was defeated for Speaker
- 34—he was defeated for Congress
- 37—he was elected to Congress
- 39—he was defeated for Congress
- 46—he was defeated for the Senate
- 47—he was defeated for Vice President
- 49—he was defeated for the Senate
- 51—he was elected President of the United States of America

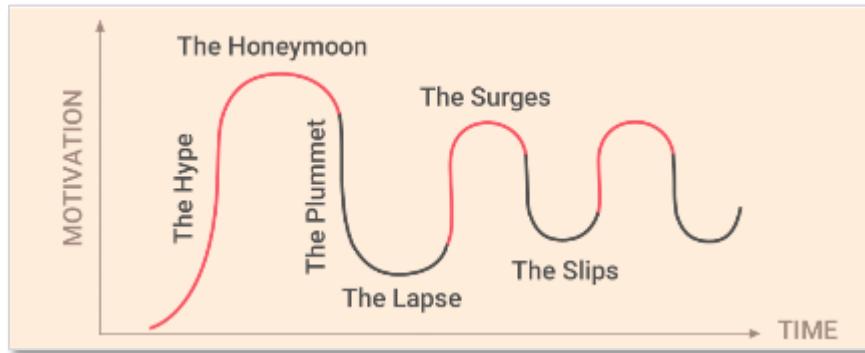
That man was Abraham Lincoln

Lead a discussion:

- Why do you think he kept pushing forward even after so many failures?
- When do you think you would have given up?
- Why is your Why so important to your success?

Motivation Highs and Lows – The Motivation Curve (10 min)

Display “The Motivation Curve” graphic, and let participants know that there will be ups and downs in their motivation as they work to achieve their vision. Let’s take a look at the different stages:



The Hype

- Your personal Forming stage. You are surrounded by others doing the same thing, and it's exciting and the future looks so bright. You have learned so much great information at NYLT, and you are ready to conquer the world.

The Honeymoon

- You get home from NYLT, and everything is great. At least for a couple of weeks. As you try out your new bag of tools and begin to move forward, you start to realize that achieving your vision is not going to be anywhere near as easy as you expected.

The Plummet

- Extreme doubt in yourself. You have tried using the new things you have learned at NYLT. Some worked, and some didn't. You think, “It must be my fault, and I might actually fail.”

The Lapse

- How is this worth it? This is where your personal Why steps in. When your Why matters to you, it helps you get back up and work on things.

The Surges

- You took a deep breath, asked questions, got guidance, and stepped forward again.

The Slips

- It's a mini plummet or lapse. Your Why is important here. These can be small or can be large, but *your Why is the key to your future success*.

Debrief by stressing that the important thing to understand is that on the road to achieving your vision you will experience successive surges and slips. It happens to everyone.



Failures, setbacks, and mistakes should not define who we are. They can and should help make us better people going forward.

So, now that we know what is going to happen, how do we learn to do this? It's all about grit and growth mindset, which are things you control and can learn to be good at with practice.

Unpacking Perseverance: Grit and Growth Mindset (15 min)

Show "6_04_Resilience_Video Clip 1" on grit (found in the National NYLT Google Drive or at <https://www.youtube.com/watch?v=H14bBuluwB8>).

Ask participants to share what they observed in that video clip. The key takeaway is that grit is a learned skill.

Have participants complete the Grit Quiz that is in the Participant Notebook (and shown on the last page of this lesson plan). Give them several minutes to complete it, and then display the scoring system:

Questions 2, 4, 7, and 8—Assign the following points:

- 5 = Very much like me
- 4 = Mostly like me
- 3 = Somewhat like me
- 2 = Not much like me
- 1 = Not like me at all

Questions 1, 3, 5 and 6—Assign the following points:

- 1 = Very much like me
- 2 = Mostly like me
- 3 = Somewhat like me
- 4 = Not much like me
- 5 = Not like me at all

Add up all the points, and divide by 8. The maximum score on this scale is 5 (extremely gritty), and the lowest score on this scale is 1 (not at all gritty). Discuss what the scores mean, BUT don't ask anyone what their score is. The important thing is that you can learn to be grittier.

Let's look at how growth mindset helps people and teams overcome setbacks and obstacles and allows you to become grittier. People with a growth mindset tend to:

- Embrace any challenge
- Never give up
- Practice self-compassion
- See effort as a journey
- Learn from all criticism
- Be inspired by others' success
- Help and nurture others
- Believe in possibilities

Let's get back to the glass example.



Start by reviewing the participant poll results that were recorded earlier. Share that seeing the glass as half full equals growth mindset. Remember that everybody sees the same thing, but you get to choose how you see it.

Summary (5 min)

Share the following quote: "*A goal without action is just words. A plan without action is just a thought. A vision without action is just a dream.*"

Ask how the quote relates to what we have just learned? Ask if anyone will be different moving forward?

The critical and central idea here is movement by the word “action”. When we have been knocked down, the critical next step is movement or action. It’s what will keep your goal, plan, dream alive. This is where grit and growth mindset are critical elements in being resilient.

We are each on our own leadership journey. It is a journey that will never end, and no matter where you are, you can learn the skill of resilience. Resilience leads to perseverance. Perseverance is one of the keys to long-term success. Remember that what matters most is how you see yourself.

Remind participants to take a moment to ensure they have noted their top three takeaways in their Participant Notes for this session.



Grit Quiz

Please respond to the following eight items by circling the most applicable response to each statement. Be honest—there are no right or wrong answers!

- 1. New ideas and projects sometimes distract me from previous ones.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 2. Setbacks don't discourage me.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 3. I often get obsessed with a certain idea for a short time but later lose interest.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 4. I am a hard worker.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 5. I often set a goal but later choose to pursue a different one.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 6. I have difficulty staying focused on things that take more than a few months to complete.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 7. I finish whatever I begin.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 8. I am diligent.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all



Day Six: Lunch Questions

Time Allowed

15 Minutes

Teaching Format

Patrol activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Reflect on the patrol's development.
2. Discuss course, patrol, and personal expectations.
3. Reflect on what they have learned and experienced so far.
4. Reflect on how their goals are evolving as a result of the course.

Materials Needed

- Lunch questions (below)

Recommended Presenter

One or more NYLT staff member(s) will join each patrol for the questions

Recommended Location

Patrol lunch locations

PRESENTATION OUTLINE

Day Six Lunch Questions

One or more staff members will join each patrol for this activity. This is a good opportunity for participants and staff to get to know each other better. In addition, staff members can learn quite a bit about the patrol and can encourage patrol members to think about a few key issues as they reflect on Outpost Camp and their experience as a whole and how to apply what they have learned in their home units. By now, the patrols should all be performing.

- How did your patrol's expectations change from that first night until today?
- How have your personal expectations changed over the course?
- What was the best thing about last night's Outpost Camp?
- What message about NYLT will you carry back to the Scouts in your unit?
- Name the two things you will change about your leadership style as a result of this course.



Day Six: Unit Issues Problem-solving Panel

Time Allowed

60 Minutes

Teaching Format

Troop panel discussion

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Recognize common issues and problems in home units.
2. Identify solutions to many of these common issues and problems.
3. Feel more comfortable and confident when needing to address home unit issues.

Materials Needed

- None

Recommended Facilitator

Senior patrol leader

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Assemble a panel of youth and adult staff members to give participants an opportunity to ask questions about problems and/or issues that they face in their home units.

Encourage them to think about all of the new skills they have learned about during the course and any roadblocks they may face when returning to their troop or crew.

The senior patrol leader will serve as the moderator of the panel and will be responsible for fielding questions from participants. Youth panelists should try to address any questions before an adult. Adults should be available to answer any questions related to health and safety or provide an adult perspective when necessary. The panel should try and stick to three panelist responses per question and keep things moving.

Participants might be hesitant at first, so staff members should have several questions available to begin the panel discussion. Example topics could include the following:

- Disciplinary issues with younger members of your troop/crew/ship
- Lack of attendance at unit meetings, events, or campouts
- Convincing adults to let the youth lead
- Troop, crew, or ship members not engaged and numbers declining



Day Six: Patrol Presentations—The Quest for the Meaning of Leadership

Time Allowed

60 Minutes

Teaching Format

Patrol presentations to the entire troop

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Played a role in presenting the patrol's Quest for the Meaning of Leadership.
2. Used good communication skills.
3. Experienced the satisfaction of envisioning, planning, and completing a presentation with the patrol.
4. Given thought to their own meaning of leadership.

Materials Needed

- Each patrol will supply any materials they need for their presentations.

Recommended Presenter

Senior patrol leader(s)

Recommended Location

Troop assembly area

PRESENTATION OUTLINE

Serving as master of ceremonies, the senior patrol leader(s) (SPL) introduces each patrol and then offers support, encouragement, and a debriefing of the patrol's presentation. If necessary, the SPL manages the behavior of those observing the presentations to create an atmosphere appropriate to this session.

As part of the debriefing, the SPL may wish to ask the patrol to explain how its presentation illustrates certain key messages of the NYLT course. The debriefing can also serve as a means of highlighting and reviewing some of the most important elements of leadership. Keep comments positive and encouraging.

The patrol presentations can be a session full of good fun, high spirits, and valuable learning experiences. Staff involved must remember that this session is for and about the participants, and they should do all they can to encourage and promote the efforts of each patrol.



Day Six: Camp Breakdown and Feast Preparation

Time Allowed

90 Minutes

Teaching Format

Patrol activity

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Use the 4W+H planning process to organize and carry out campsite breakdown.
2. Prepare for good fellowship; a celebration of accomplishment; and a tasty, well-prepared meal.

Materials Needed

- None

Recommended Presenter

Patrol leader

Recommended Location

Patrol campsites and troop feast site

PRESENTATION OUTLINE

Camp Breakdown

During the Day Six patrol leaders' council meeting and the Day Six patrol meetings, patrols were encouraged to use 4 W's and How (4W+H) planning process (i.e., what, when, where, who, and how) to organize campsite breakdown and feast preparations. The patrol leader may have received a checklist to help guide the planning.

Patrols may use this block of time to continue carrying out the plans they formulated during those meetings. Ideally, they should use the skills of leadership they have learned during the NYLT course and, as a patrol, should be experiencing the norming and even performing stages of patrol development.

Feast Preparation

The nature of the NYLT feast will vary from one troop to the next, depending on local traditions and conditions. In some cases, adult staff will prepare the feast while patrols are dismantling their camps. At other troops, youth staff and patrol members will play a significant role in cooking and presenting the meal. However preparations occur, the feast will be a time of fellowship and celebration as the NYLT course comes to a close.



Day Six: Closing Event—Creating a Future

Time Allowed

30 Minutes

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, participants will be able to do the following:

1. Feel welcomed, appreciated, and valued.
2. Appreciate a strong sense of closure to the NYLT course.
3. Realize the larger importance of their NYLT experience.
4. Renew their commitment to the values of the Scout Oath and Scout Law.

Materials Needed

- Session materials as described below (optional)

Recommended Presenter

Senior patrol leader(s), three NYLT youth staff members especially skilled at delivering a session of this nature, Scoutmaster(s)

Recommended Location

Troop assembly area and campfire ring

Recommended Facility Layout

A campfire setting is ideal, but the program can be conducted in any group setting large enough to accommodate all participants and staff comfortably. Where fire building is appropriate, a wood fire can provide atmosphere for the occasion; however, a fire is not essential to the success of the session.

The closing campfire can be conducted at the NYLT course campfire area used for the Day One Model Campfire or it can use a campfire area set aside especially for this event. The fire should be small, and there is no need for seating—facts that should make it possible to have the campfire in a clearing that participants reach after walking for several minutes in silence.

The route should be familiar to the troop guides. The pathway can be marked with placards displaying the points of the Scout Law, candles, or other lighting and decorations appropriate to the event.

The American flag and NYLT course flag can be displayed on staves behind and on either side of the campfire. No other presentation materials are required.

PRESENTATION OUTLINE

The event is intended to be simple and meaningful as it brings closure to the course.

Note: Construct the fire lay early, while the wood and tinder are dry, and cover it with a tarp to protect it from dampness until time for the program.

Assembly (5 min)

Following the feast, participants will gather in patrols at an assembly area. The senior patrol leader(s) (SPL) welcomes everyone to the beginning of the last event of the NYLT course. Put them at ease with a few comments on the feast.

Explain that each patrol will follow its troop guide to the location of the closing campfire. Ask that participants and staff remain silent as they travel and arrive at the campfire area. Encourage them to use the time they are walking to think about the NYLT course they have just completed and what they will take away with them as they return to their homes.

The troop guides silently lead the patrols to the campfire area. There, the patrols will find the youth and adult NYLT staff standing behind the campfire ring. Arrange the patrols in a horseshoe facing the staff.

Closing Campfire (20 min)

The SPL greets the participants. Let them know that the troop has gathered for a final time. This will be an opportunity to look back on the NYLT course everyone has shared and to look ahead at the challenges to come.

Briefly talk about the fellowship of the NYLT course:

Participants from many home units have come together to share their skills, their enthusiasm, and their interests. There have been some great adventures—pioneering projects, realistic first aid, Outpost Camp. And there have been the beginnings of lots of friendships that will last long after the conclusion of the course.

But the most important message of this week needs no memory tip. It is this:

The Scout Oath and the Scout Law provide a compass that will always show you the right way.

Like me, each of you has chosen to live your life by the Scout Oath and Scout Law. You can recite the Scout Oath and Scout Law any time, any place. You know these words, and you know what they mean. You can always rely on the guidance of the Scout Oath and Scout Law to see you through.

On Day One, we learned that a vision is a picture of what future success looks like. As we leave this camp, I challenge each of you to create one more vision for yourselves. In your mind, create a picture of future success in which you are using the NYLT skills to lead yourself and to lead others. Make it as real as you can—exciting and filled with possibilities.



Finally, make it a picture of a future that you have built on the foundation of the Scout Oath and the Scout Law.

If you can see it, you can be it.

As you return to your homes, keep your NYLT compass with you. Look at it now and then to remind yourself of the memory tips from our course. Keep making your vision bigger, and work toward the goals that will make that vision a reality.

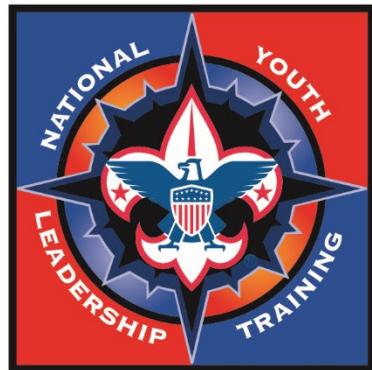
Most of all, know that you always have the compass of the Scout Oath and the Scout Law to show you the way.

Scoutmaster's Minute

The SPL(s) invites the Scoutmaster(s) to deliver a concluding message of their own.

Departure (5 min)

The SPL(s) asks the troop guides to lead the patrols past the campfire and staff and back to the main troop assembly area. Staff should arrange themselves in a line so that they can shake hands with participants as they pass by. During the shaking of hands, staff can offer words of congratulations, support, and encouragement.



2021 Edition (with 2024 updates)



NATIONAL YOUTH LEADERSHIP TRAINING (NYLT) COURSE

2021 Edition (with 2024 updates)



PARTICIPANT NOTEBOOK

Name

Leadership for Scouting—Leadership for America

Scouting  **America**™

Participant Notebook—Table of Contents

DAY ONE

- Patrol Duty Roster (Sample)
- Patrol Duty Roster (Blank)
- Daily Campsite Inspection Checklist
- Historic American Flag Presentation:
 - British Union Flag
- Communicating—Part 1: The Model
- Finding Your Vision
- Course Code of Conduct Acknowledgment Form
- Campfire Program Planner (Blank)

DAY TWO

- NYLT Flag Ceremony
- Historic American Flag Presentation:
 - Flag of 1777
- Communicating—Part 2: The Sender
- Setting Your Goals
- SMART Goals Worksheet
- Day Two Patrol Meeting Agenda
- Planning
- 7-Step Planning Process Worksheet
 - (Annotated)
- 7-Step Planning Process Worksheet (Blank)
- Unit Meeting Plan Worksheet (Blank)
- Day Two Troop Meeting Plan
- Sample Lashing Diagrams

DAY THREE

- Historic American Flag Presentation:
 - Serapis Flag
- Communicating—Part 3: The Message
- Solving Problems
- Solving Problems Patrol Exercise Worksheet
- Developing Your Team
- Leadership Compass
- Day Three Patrol Meeting Model Agenda
- Scouting EDGE
- Verb Activity Worksheet

DAY FOUR

- Historic American Flag Presentation:
 - Star-spangled Banner Flag
- Communicating—Part 4: The Receiver
- Servant Leadership
- Leading Yourself
- Personal Vision Worksheet
- Day Four Patrol Meeting Model Agenda
- Ethics and Values in Decision-making
- Checklist for Ethical Decision-making

DAY FIVE

- Historic American Flag Presentation:
 - The 46-Star Flag of 1908
- Communicating—Part 5: The Story
- Storytelling Components Worksheet
- Diversity and Valuing People
- Resolving Conflicts
- Conflict Resolution Checklist
- Emergency Response Plan
- Day Five Patrol Meeting Model Agenda

DAY SIX

- Alternate Historic American Flag Presentation: Continental Flag (or State Flag)
- Communicating—Part 6: Communicating with Adults
- Embracing and Leading Change
- Day Six Patrol Meeting Model Agenda
- Resilience
- Grit Quiz

ADDITIONAL CONTENTS

Sample Patrol Duty Roster for Blue Patrol

Rotation of duties takes place daily at the morning troop assembly. Roster may be adjusted to meet particular patrol needs.

Patrol Members

- A. Eric C.
- B. Anton M.
- C. Zachary T.
- D. Rohan S.
- E. Oliver P.
- F. Tyler J.

	Assistant Patrol Leader (fire/stoves)	Patrol Leader (water)	Cook 1	Cook 2	Cleanup 1	Cleanup 2
Day 1	A	B	C	D	E	F
Day 2	F	A	B	C	D	E
Day 3	E	F	A	B	C	D
Day 4	D	E	F	A	B	C
Day 5	C	D	E	F	A	B
Day 6	B	C	D	E	F	A

Patrol Leader: leads the patrol; attends patrol leaders' council meetings; holds patrol meetings to keep members informed of troop plans and activities; leads the patrol in games, practice, and competitions; sets an example by initiative and Scouting spirit; is responsible for keeping patrol activities on the camp's time/event schedule; maintains the water supply

Assistant Patrol Leader: leads the patrol in the patrol leader's absence and assists the patrol leader as requested in the operation of the patrol and participation in activities; maintains supplies of tinder, kindling, and firewood protected from weather; starts fires in time for cooks to have meals ready on time (if applicable)

Cook 1 and 2: secure food supplies from the quartermaster at the designated time each day and at such other times as directed; follow menus and recipes exactly after reading directions twice; serve meals on time; put away food; put cooking pots to soak; place cleanup water supply over fire before serving the meal

Cleanup 1 and 2: set up wash and rinse water for dishwashing; clean cooking pots, utensils, and patrol's personal eating gear; clean up the kitchen and dining areas; store all patrol equipment; dispose of trash; put out all fires after use

Latrine Cleaning Rotation Schedule

Patrols that are sharing the latrine should get together and work out a schedule so that every patrol takes a turn keeping it clean and in good order.

The latrine should be checked and cleaned twice a day. See that any litter is picked up and disposed of, extra toilet paper is available, the lantern is lit (or the lights are on) at dusk and extinguished in the morning, hand-washing water is available, and that any other chores are accomplished.

	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE	DAY SIX
AM	Red	Yellow	Blue	Orange	Green	Purple
PM	Orange	Green	Purple	Red	Yellow	Blue

Patrol Duty Roster for _____ Patrol

Rotation of duties takes place daily at the morning troop assembly. Roster may be adjusted to meet particular patrol needs.

Patrol Members

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____
- F. _____

	Assistant Patrol Leader (fire/stoves)	Patrol Leader (water)	Cook 1	Cook 2	Cleanup 1	Cleanup 2
Day 1	A	B	C	D	E	F
Day 2	F	A	B	C	D	E
Day 3	E	F	A	B	C	D
Day 4	D	E	F	A	B	C
Day 5	C	D	E	F	A	B
Day 6	B	C	D	E	F	A

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	DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE	DAY SIX
AM						
PM						

Daily Campsite Inspection Checklist

Patrols must receive a score of 90 or above to receive a daily campsite inspection recognition.

Patrol Name: _____ **Date:** _____

Tents	Possible Points	Total
Tents neat and properly pitched	5	_____
Dining fly neat and properly pitched	5	_____
Tents Total	10	_____
 Fire Protection		
Campfire area properly cleared and secured	5	_____
Fire tools present and readily available	5	_____
Fire buckets filled and ready	5	_____
Stove fuel and firewood properly stored	5	_____
Fire Protection Total	20	_____
 Patrol and Personal Equipment		
Equipment clean and properly stored	10	_____
Duty roster filled out and posted	5	_____
Personal equipment clean and properly stored	5	_____
Patrol and Personal Equipment Total	20	_____
 Health and Safety		
Campsite free of litter and debris	5	_____
First-aid kit in camp and visible	5	_____
Handwashing station operational	10	_____
Dishwashing practices resulting in clean cooking gear and personal eating utensils	10	_____
Cooking equipment neatly stored off the ground	10	_____
All food items protected from spoilage, contamination, and animals	10	_____
Health and Safety Total	50	_____
Grand Total	100	_____

Historic American Flag Presentation: British Union Flag



British Union Flag

The British Union flag, sometimes called the Union Jack, was carried by the Jamestown settlers in 1607 and by the pilgrims who arrived on the Mayflower in 1620. Today, it is the official flag of the United Kingdom. Its design can be found in the Hawaii state flag and several flags of other nations, including New Zealand and Australia.

Of special note is the fact that the British Union flag was flown upside down—usually a sign of distress—many times when forces were under siege during the Boer War. Scouts will remember one hero of the Boer War: Robert S. S. Baden Powell, the founder of the worldwide Scouting movement.

Communicating—Part 1: The Model

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Finding Your Vision

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Acknowledgment of Course Code of Conduct Free from Discrimination and Harassment

I understand that:

1. Everyone has the right to live and study in an environment free from discrimination or harassment based on race, color, ethnicity, religion, gender, sexual orientation, age, disability, national origin, or citizenship.
2. It is my responsibility not to engage in behaviors that constitute discrimination or harassment.
3. It is my responsibility to report instances of discrimination or harassment (directed at me or another participant) to my NYLT Course Director or any adult on my NYLT course.

Comments and conduct that might be perceived as offensive include:

1. Using vulgar language.
2. Threatening another participant or staff member or making derogatory comments.
3. Mocking or telling jokes based on race, color, ethnicity, religion, gender, sexual orientation, age, disability, national origin, or citizenship.
4. Displaying degrading photographs, posters or objects.
5. Reading out loud about degrading acts.
6. Touching (e.g., brushing, patting, hugging, rubbing, pinching) other staff members or participants.
7. Staring or leering at participants or staff members.

I acknowledge that I have read and understand this statement.

Print Name

Signature

THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
 2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
 3. Write down the name, description, and type of song, stunt, or story they have planned.
 4. The MC organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
 5. The master-of-the-campfire makes out the Campfire Program sheet (over).
 6. Copies of the program are given to all participants.

Cheer Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening			
Closing			
Headliner	Main event		
Song leader			
Cheerleader			

CAMPFIRE PROGRAM

Place _____
 Date _____
 Time _____
 Camp director's approval: _____

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
M. C. _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheermaster _____	Cleanup by _____

Spot	Title of Stunt, Song, or Story	By _____	Time
1	Opening—and firelighting		
2	Greeting—introduction	M.C.	
3	Sing— Yell—		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		

NYLT Flag Ceremony

The patrol serving as color guard gathers at the back of the field facing the flag poles. The American flag, folded in the appropriate manner, is carried held to the chest of the patrol member on the right in the direction the patrol is facing. The historic American flag is first to the American flag's left, and then the course flag. Two additional patrol members should serve as guardsassistants and march behind the line of patrol members with the flags (they will assist with the raising of the American flag first, then the historic flag, and finally the course flag).

The leader calls out the following commands:

- "Color guard, attention!"
- "Troop, attention!"
- "Color guard, forward march!"
- "Color guard, halt!"
- "Color guard, please prepare to raise the colors."

The color guard proceeds to the flag poles, and the two guards assist in unwrapping the halyard and unfolding the American flag. Once the American flag is attached to the halyard, the leader continues:

- "Color guard, raise the flag of the United States of America!"
- "Scout salute!" (*Salute*)

Once the American flag has been raised to the top of the pole and the halyard secured, the leader calls out the following commands:

- "Please join me in reciting the Pledge of Allegiance! *I pledge allegiance to the flag....*"
- "Two!" (*Drop salute*)
- "Color guard, please present the historic flag of the United States of America."

The color guard holds the flag out so that the troop can see it while the information about the flag is read. (**Note:** *To display the flag to the troop, it can be attached to the halyard and held on the other end or just held on both ends.*) Once the historic American flag is attached to the halyard and the information has been read, the leader continues:

- "Scout salute!" (*Salute*)
- "Color guard, raise the historic flag of the United States of America."
- "Two!" (*Drop salute*)
- "Please join me in singing ' _____' in honor of our historic American flag." (*Lead song*)

Once the song is complete, the leader continues:

- "Color guard, raise the flag of our NYLT course!"
- "Scout salute!" (*Salute*)

Once the flag has reached the top of the pole, the leader calls out the following commands:

- “Two!” (*Drop salute*)
- “Scout sign” (*Scout sign*)
- “Please join me in reciting the Scout Oath. *On my honor....*”
- “Please join me in reciting the Scout Law. *A Scout is....*”
- “Two!” (*Drop Scout sign*)
- “Color guard, regroup!” (*Color guard regroups facing flag poles.*)
- “Color guard, about face!”
- “Color guard, forward march!”
- “Color guard, halt!”
- “Color guard, at ease.”
- “Troop, at ease.”

Note: Scripts for historic flag presentations, including lyrics for the appropriate songs, can also be found in the Participant Notebook. Ensure that the staff knows and can sing the appropriate patriotic song of the day.

Historic American Flag Presentation: Flag of 1777



Flag of 1777

With the signing of the Declaration of Independence, the new American nation needed a flag of its own. On June 14th, 1777, Congress passed this resolution:

“Resolved: That the flag of the thirteen United States by thirteen stripes alternate red and white: that the union be thirteen stars, white in a blue field, representing a new constellation.”

Each star and each stripe represented one of the colonies that would become the United States. The Flag of 1777 flew over the young nation for 18 years. George Washington was the only president to serve under this banner. To this day, June 14, the birthday of our flag, is celebrated each year as Flag Day.

Let us honor this flag with a song that also honors America. Please join in singing “America the Beautiful.”

(Note: Ensure that everyone has lyrics to the song.)

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!

America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

Communicating—Part 2: The Sender

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Setting Your Goals

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

SMART Goals Worksheet

Goals are steps toward fulfilling a vision. They are the bites that enable you to eat the elephant. To be effective, a goal should pass the SMART Goals test. Use the space below to write ways in which a goal you are testing fulfills each requirement of a SMART Goal.

Specific

The goal is specific in these ways:

Measurable

The goal is measurable in these ways:

Attainable

The goal is attainable in these ways:

Relevant

The goal is relevant in these ways:

Timely

The goal is timely in these ways:

Patrol Meeting Agenda

Day Two

- Welcome—Troop guide
- Meeting agenda—Troop guide
- Patrol leader responsibilities—Troop guide
- Evaluation using Start, Stop, Continue (SSC)—Explained by the troop guide; evaluation led by the patrol leader, with troop guide support
- Closing—Patrol leader

Planning

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

7-Step Planning Process Worksheet

Define the Specifics *Plan the menu*

What: *Delicious backpack meal*

When: *Thursday night*

Where: *At the Outpost Camp*

How:

Who:

1. <i>Talk to patrol members about what they want to eat</i>	[name]
2. <i>Select dishes to prepare</i>	[name]
3. <i>Find recipes</i>	[name]
4. <i>Create list of ingredients and amounts</i>	[name]
5. <i>Determine the cost of the ingredients</i>	[name]

Identify the Resources

Timeline (backwards from completion point):



Skills needed and source: *Backpack stove cooking experience—[names of patrol members]*

Tools and equipment needed and source: *Backpack stoves (QM), cooking pots (patrol box), utensils (patrol box), lighter (patrol box), fuel for stoves (QM)*

Training needed and source: *None*

Costs: *None. Included in NYLT fee.*

Consider Alternatives

Contingency	Mitigation
<i>Inclement weather</i>	<i>Cook and eat under dining fly</i>
<i>Cook gets hurt or ill</i>	<i>Have a second backpack stove cook</i>

Commit to the Plan

When will the plan be completed and distributed?

What are the decision points?

Deposits due from team:

Deposits due to others:

Go/No-go date:

Communicate the Plan

How will the team communicate before the event?

How will the team communicate during the event?

Implement the Plan

Evaluate the Planning

Start (do differently next time to plan better):

Stop (not do next time because it was not helpful):

Continue (do again because it worked well and made our plan better):

7-Step Planning Process Worksheet

Define the Specifics

What:

When:

Where:

How:

Who:

1.	
2.	
3.	
4.	
5.	

Identify the Resources

Timeline (backwards from completion point):

Start _____ Complete _____

Skills needed and source:

Tools and equipment needed and source:

Training needed and source:

Costs:

Consider Alternatives

Contingency	Mitigation

Commit to the Plan

When will the plan be completed and distributed?

What are the decision points?

Deposits due from team:

Deposits due to others:

Go/No-go date:

Communicate the Plan

How will the team communicate before the event?

How will the team communicate during the event?

Implement the Plan

Evaluate the Planning

Start (do differently next time to plan better):

Stop (not do next time because it was not helpful):

Continue (do again because it worked well and made our plan better):

Sample Unit Meeting Plan Worksheet

UNIT MEETING PLAN

Date _____

ACTIVITY	DESCRIPTION	RUN BY	TIME
Preopening _____ minutes			
Opening Ceremony _____ minutes			
Skills Instruction _____ minutes			
Patrol Meetings _____ minutes			
Interpatrol Activity _____ minutes			
Closing _____ minutes	• Scoutmaster's Minute.	SM	
Total 90 minutes of meeting			
After the Meeting			

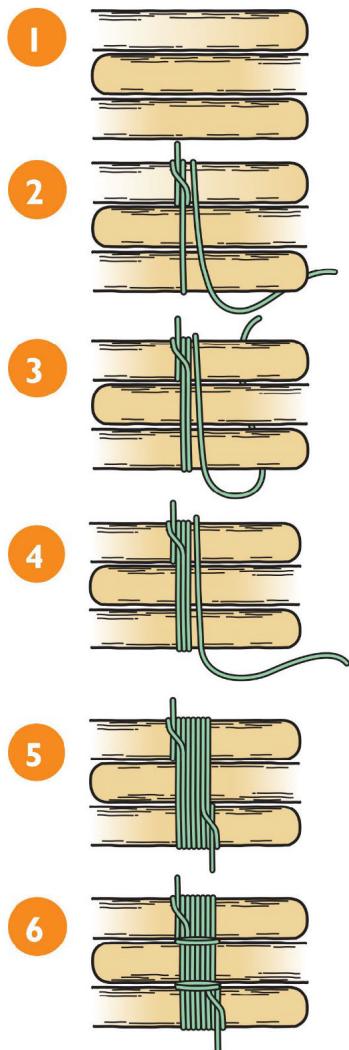
Troop Meeting Plan

Day Two

Activity	Description	Run By	Time	Total Time
Preopening		Patrol leaders	5 min.	5 min.
Opening ceremony	Scouting ideals	Program patrol	5 min.	10 min.
Skills instruction	Lashings	Troop guides	25 min.	35 min.
Patrol meetings	Planning the pioneering project	Troop guides	25 min.	60 min.
Interpatrol activity	Lashing challenge	Troop guides	25 min.	85 min.
Closing	Scoutmaster's Minute	Scoutmaster	5 min.	90 min.
After the meeting	Debriefing and planning ahead	SPL and Scoutmaster		

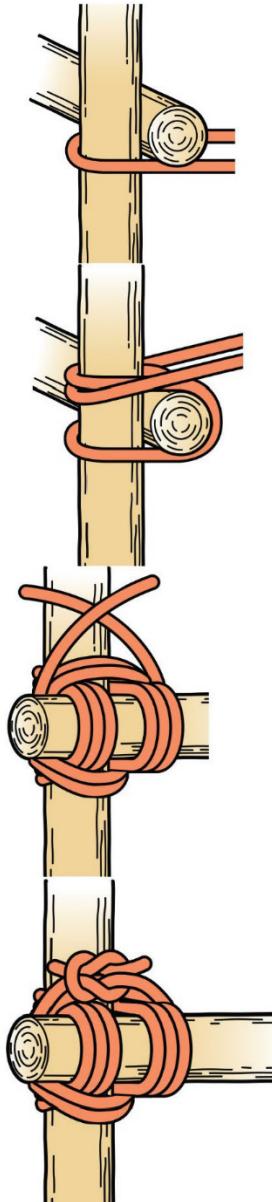
Sample Lashing Diagrams

Tripod Lashing



1. Lay three poles alongside each other, making sure the bottom ends are lined up evenly.
2. Tie a clove hitch around one of the outside poles. Wrap the short tail around the long end of the rope.
3. Wrap the rope around all three poles six to eight times, laying the turns of rope neatly alongside one another. (How stiff the tripod legs will be when they are separated depends on the number and the tightness of these wrapping turns.)
4. Carry the end of the rope between the middle pole and the pole with the clove hitch, and take two tight frapping turns around the wraps. Then pull the rope straight across the center pole (not diagonally over the wraps), and take another two tight frapping turns around the wraps between the middle pole and the other outside pole.
5. End with a clove hitch around the outside pole, being sure to snug the clove hitch tight against the wraps and the fraps.
6. Stand the tripod up and spread the legs into position, crossing the outside legs under the middle pole.

Japanese Mark II Square Lashing



Step 1—Begin by folding the lashing rope in half. Place the bend around the vertical spar and beneath the horizontal spar.

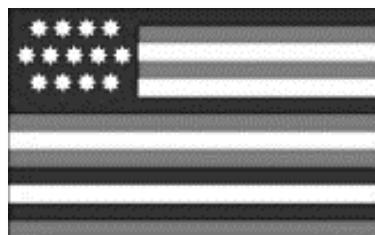
Step 2—Working both ends of the rope at the same time, make three wraps around the spars.

Step 3—Bring the rope ends up between the spars in opposite directions to make the frapping turns around the wraps.

Step 4—Pull the frapping turns tight, and complete the lashing by tying the two ends with a square knot.

The advantage of this variation is that you work both ends of the rope at the same time. That can make forming the lashing quicker since each hand has less rope to pull through. The drawback is that it can be more difficult to keep both rope ends pulled tightly than when lashing with a single rope end.

Historic American Flag Presentation: Serapis Flag



Serapis Flag

Designed with 13 stripes alternating red, white, and blue, this flag was raised by Captain John Paul Jones on the British frigate *Serapis* during the most famous naval battle of the Revolutionary War.

In 1779, after conducting sea raids on the coast of Britain, Jones took command of a rebuilt French merchant ship that had been renamed the *U.S.S. Bonhomme Richard* in honor of Benjamin Franklin. In September of that same year, Jones engaged the British frigate *Serapis* in the North Sea, sailing in close, lashing his vessel to the British ship, and fighting the battle at point-blank range.

During the fight, two cannon burst on the *Bonhomme Richard*. The British captain asked Jones if he was ready to surrender. Jones replied, "Sir, I have not yet begun to fight!" Eventually it was the crew of the *Serapis* that surrendered, though the *Bonhomme Richard* was severely damaged. The American sailors boarded the *Serapis* and watched from the deck as the *Bonhomme Richard* sank beneath the waves.

Let us honor this flag with a song that also honors America.

(Note: Ensure that everyone has lyrics to the song.)

Columbia, the Gem of the Ocean

O Columbia! the gem of the ocean,
The home of the brave and the free.
The shrine of each patriot's devotion,
A world offers homage to thee;

Thy mandates make heroes assemble,
When Liberty's form stands in view;
Thy banners make tyranny tremble,
When borne by the red, white, and blue.

When borne by the red, white, and blue.
When borne by the red, white, and blue.
Thy banners make tyranny tremble,
When borne by the red, white, and blue.

Communicating—Part 3: The Message

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

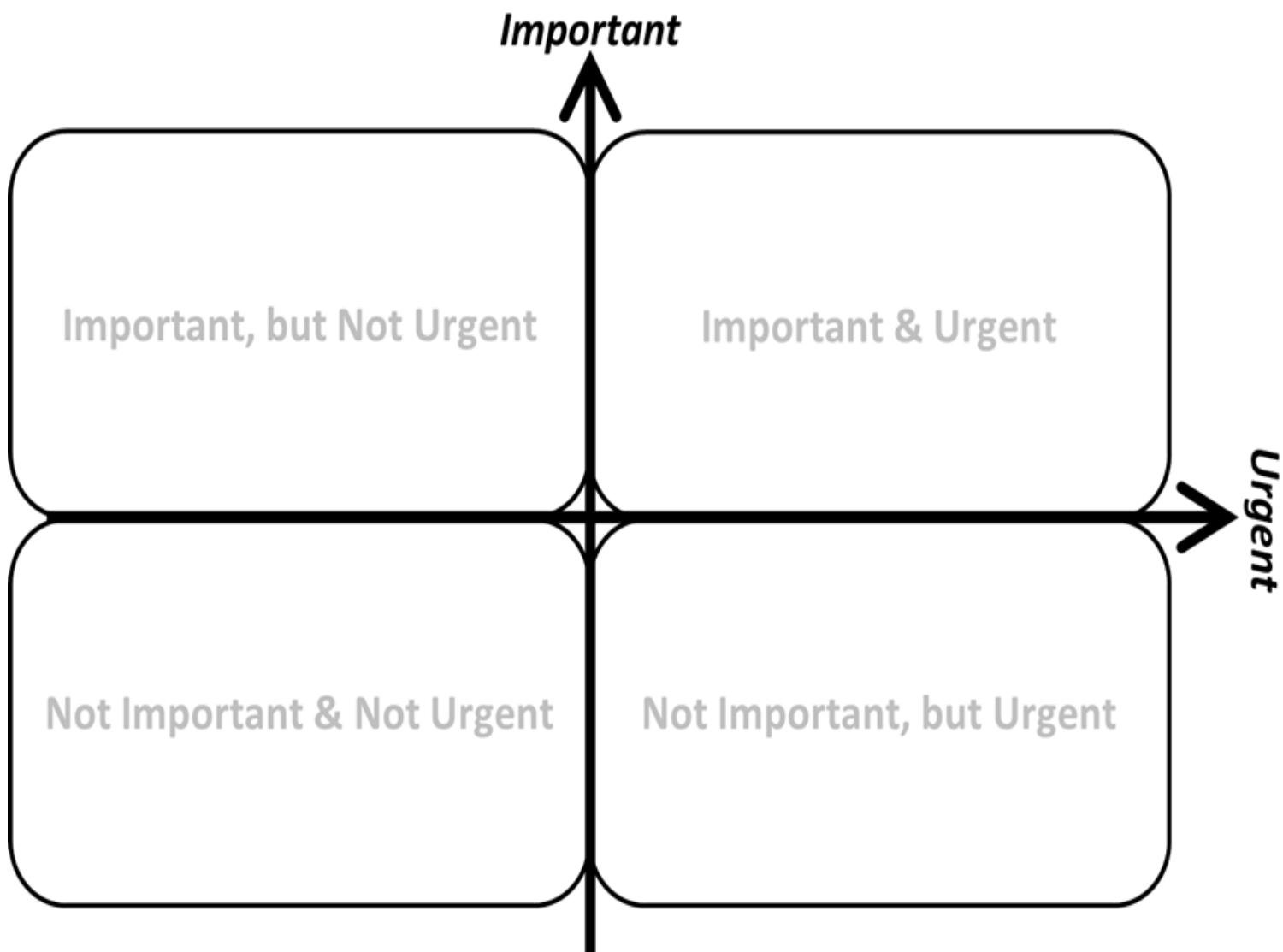
Solving Problems

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Solving Problems: Patrol Exercise Worksheet

Directions:

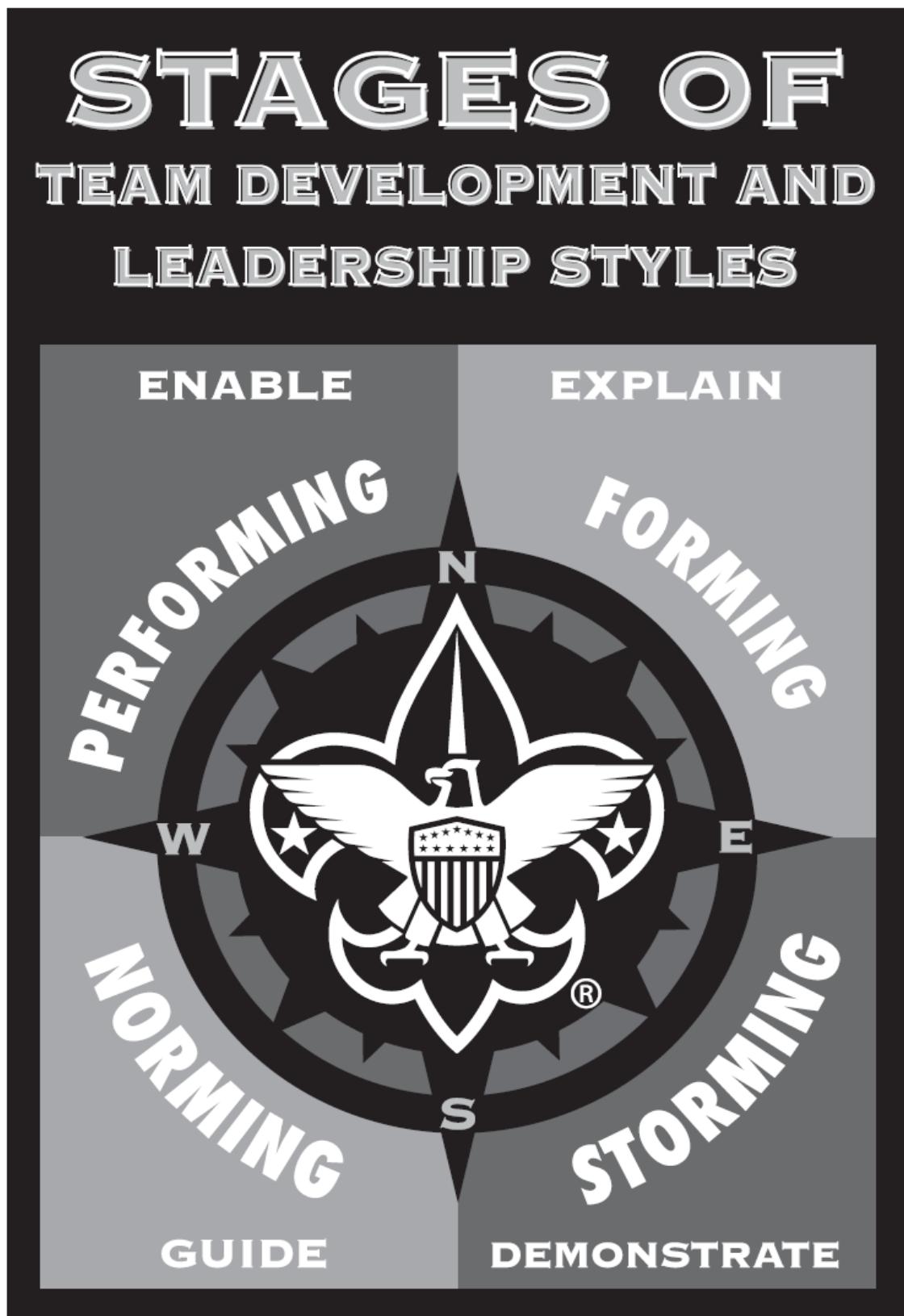
1. As a patrol, come up with three or four examples of problems a youth leader will face for each category in the matrix below. Write them down on **one patrol copy** of the worksheet, leaving your individual copies blank for now.
2. Choose one from each category to share with the troop.
3. As patrols share their examples with the troop, write down on **your individual copy** the examples you think describe *your* leadership decision-making challenges.



Developing Your Team

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Leadership Compass



Patrol Meeting Model Agenda

Day Three

- Welcome (Patrol leader)
- Meeting agenda (Patrol leader)
- Evaluate patrol progress using Start, Stop Continue
 - Start**—“What should we be doing that will make things better?”
 - Stop**—“What should we stop doing because it isn’t helping?”
 - Continue**—“What is working well that we want to continue doing?”
- Determine the patrol’s current stage of development (Forming, Storming, Norming, Performing) and discuss ways the patrol can move ahead to the next stage
- Review and discuss most recent campsite inspection results
- Continue work on the patrol’s Quest for the Meaning of Leadership presentation
- Other issues to review and/or discuss?
- Adjourn (Patrol leader)

Scouting EDGE

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Scouting EDGE & Stages of Team Development: Verb Activity Worksheet

Directions: Fill in as many verbs as you can that would describe how a leader might act at each stage of team development.

Forming	Storming	Norming	Performing
Telling Explaining Introducing			

Historic American Flag Presentation: Star-Spangled Banner



Star-Spangled Banner

By 1795, Vermont and Kentucky had joined the Union, bringing the number of states to 15. The new flag, featuring 15 stars and 15 stripes, flew over the nation for the next 23 years and the administrations of five presidents. It was this flag that flew over Fort McHenry the memorable night of its bombardment by the British in 1814, inspiring Francis Scott Key to write the versus of our national anthem.

The actual flag that flew over Fort McHenry that night is now preserved in the Smithsonian Institute's National Museum of American History.

Let us honor the flag by singing the first verse of the song it inspired.

(Note: Ensure that everyone has lyrics to the song.)

The Star-Spangled Banner

O say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there!
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Communicating—Part 4: The Receiver

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Servant Leadership

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Leading Yourself

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Personal Vision Worksheet

Personal and Confidential

Name: _____ Unit: _____

Instructions: This personal vision worksheet is a contract that you are being asked to make with yourself. You will share it with your unit leader, and together you will develop some goals to make your unit better.

During the week, you are learning about leadership. Using what you have learned in NYLT, you can make a real difference in your success as a youth leader. Use this space to record your feelings about leadership, especially your personal vision and goals and how to accomplish them. Your vision and goals may concern your troop, crew, or ship (making it better) or yourself (becoming a better leader).

Record your personal vision.

List three personal goals to ensure that your personal vision is successful.

1. _____

2. _____

3. _____

List five personal plans to ensure your personal goals are met.

1. _____

2. _____

3. _____

4. _____

5. _____

Patrol Meeting Model Agenda

Day Four

- Welcome (Patrol leader)
- Meeting agenda (Patrol leader)
- Evaluate patrol progress using Start, Stop Continue
 - Start**—“What should we be doing that will make things better?”
 - Stop**—“What should we stop doing because it isn’t helping?”
 - Continue**—“What is working well that we want to continue doing?”
- Determine the patrol’s current stage of development (Forming, Storming, Norming, Performing) and discuss ways the patrol can move ahead to the next stage
- Review and discuss most recent campsite inspection results
- Continue work on the patrol’s Quest for the Meaning of Leadership presentation
- Other issues to review and/or discuss?
- Adjourn (Patrol leader)

Ethics and Values in Decision-making

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Checklist for Ethical Decision-making

This checklist can be used to test choices when you are considering whether a decision is ethical. If you answer NO to any of the items, you may be heading in the wrong direction.

Yes No Does it allow me to remain loyal to my values?

Yes No Does it allow me to lead myself and others correctly?

Yes No Does it conform to the Scout Oath and Scout Law?

Yes No Is it legal?

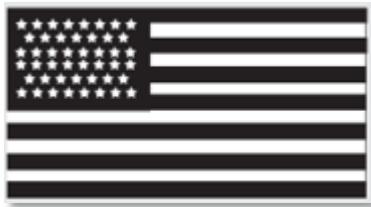
Yes No Does it conform to the Golden Rule?

Yes No Will this choice help me build trust with others?

Yes No Does it conform with my religious beliefs?

Yes No Does it conform to the principles of the Outdoor Code?

Historic American Flag Presentation: 46-Star Flag



46-Star Flag

By 1908, the United States of America had grown to encompass states from the Atlantic to the Pacific. Nearly all of the territory in between had also been recognized with statehood. When Oklahoma joined the Union, the U.S. flag changed to include 46 stars, a design that would last for only four years and the administration of two presidents, Theodore Roosevelt and William Taft.

For us, there is further significance. This is the flag that was flying over America in 1910 when the Scouting America had its beginnings.

Let us honor this flag with a song that also honors our nation; let us honor our nation with a song that also honors the land.

(Note: Ensure that everyone has lyrics to the song.)

God Bless America

God bless America, land that I love.
Stand beside her, and guide her,
Through the night with a light from above.
From the mountains, to the prairies,
To the oceans, white with foam—
God bless America! My home, sweet home.
God bless America! My home, sweet home.

Communicating—Part 5: The Story

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Storytelling Components Worksheet

Understand your audience. Knowing who you are speaking to as well as what they value and don't value can help you tell the right story and achieve the best effects with your audience.

Describe your audience:

Know your message. Be sure to understand what you are trying to convey to the audience and how your story relates to the action you want them to take.

Outline your message:

Have a structure. Consider the amount of time your story should take and that it contains a beginning (set-up), a middle (contrast or conflict), and an end (resolution and key takeaways).

Determine your structure:

Be authentic, and consider your tone. Storytelling should not be fictional. If the audience can relate to a real-life story, you are making a connection and building trust. Use a conversational tone and common words to help your audience relate to you.

Identify how you will be authentic and use an appropriate tone:

Diversity and Valuing People

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Resolving Conflicts

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Conflict Resolution Checklist

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

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

Address—Why is that working or not working?

Resolve—What ways are available to solve the problem?

Emergency Response Plan

Patrol Outpost Camp

Patrol Name: _____

Date: _____

Trip destination and route description: _____

Medical training level of senior patrol leader and patrol members: _____

Patrol first aid kit

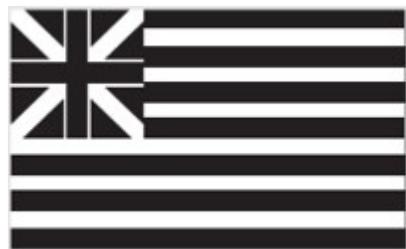
Steps to be taken in the event of an emergency: _____

Patrol Meeting Model Agenda

Day Five

- Welcome (Patrol leader)
- Meeting agenda (Patrol leader)
- Evaluate patrol progress using Start, Stop Continue
 - Start**—“What should we be doing that will make things better?”
 - Stop**—“What should we stop doing because it isn’t helping?”
 - Continue**—“What is working well that we want to continue doing?”
- Determine the patrol’s current stage of development (Forming, Storming, Norming, Performing) and discuss ways the patrol can move ahead to the next stage
- Review and discuss most recent campsite inspection results
- Continue work on the patrol’s Quest for the Meaning of Leadership presentation
- Complete patrol preparations for Outpost Camp
- Other issues to review and/or discuss?
- Adjourn (Patrol leader)

Historic American Flag Presentation: Continental Flag



Continental Flag

The nation's flag is a stirring sight as it flies in the wind, representing a country's land, its people, its government, and its ideals. The Egyptians flew the first flaglike symbols thousands of years ago, and people have been flying them ever since.

While many flags have flown over what is now the United States of America, the first flag to represent all the colonies was the Continental Colors, also called the Cambridge Flag or the Grand Union Flag. This flag, on which the British flag appeared at the upper left, was the unofficial American flag in 1775 and 1776. On New Year's Day 1776, in Cambridge, Massachusetts, George Washington chose it to be flown to celebrate the formation of the Continental Army. Later that year, it became the first American flag to be saluted by another country—the Netherlands.

Let us honor this flag with a song that also honors America.

(Note: Ensure that everyone has lyrics to the song.)

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!

America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!

Communicating—Part 6: Communicating with Adults

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Embracing and Leading Change

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Patrol Meeting Model Agenda

Day Six

- Welcome (Patrol leader)
- Meeting agenda (Patrol leader)
- Evaluate patrol progress using Start, Stop Continue
 - Start**—“What should we be doing that will make things better?”
 - Stop**—“What should we stop doing because it isn’t helping?”
 - Continue**—“What is working well that we want to continue doing?”
- Determine the patrol’s current stage of development (Forming, Storming, Norming, Performing) and discuss ways the patrol can move ahead to the next stage
- Review and discuss most recent campsite inspection results
- Complete any remaining work on and/or practice the patrol’s Quest for the Meaning of Leadership presentation
- Complete any camp breakdown or feast preparation assignments (if applicable)
- Other issues to review and/or discuss?
- Adjourn (Patrol leader)

Resilience

KEY WORDS	KEY POINTS
TOP THREE TAKEAWAYS	
1.	
2.	
3.	

Grit Quiz

Please respond to the following eight items by circling the most applicable response to each statement. Be honest—there are no right or wrong answers!

- 1. New ideas and projects sometimes distract me from previous ones.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 2. Setbacks don't discourage me.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 3. I often get obsessed with a certain idea for a short time but later lose interest.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 4. I am a hard worker.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 5. I often set a goal but later choose to pursue a different one.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 6. I have difficulty staying focused on things that take more than a few months to complete.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 7. I finish whatever I begin.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all

- 8. I am diligent.**

Very much like me / Mostly like me / Somewhat like me / Not much like me / Not like me at all



2021 Edition (with 2024 updates)

Scouting  **America**™

The word "Scouting" is in a bold, dark blue sans-serif font. The word "America" is also in a bold, dark blue sans-serif font. Between them is a red and white logo consisting of a stylized eagle with its wings spread, perched on a shield. The "TM" symbol is located to the right of the "America" word.