



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.



NATIONAL YOUTH LEADERSHIP TRAINING

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. _____

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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.