



WOOD BADGE

Leadership for Scouting—Leadership for America

STAFF GUIDE THE SYLLABUS



BOY SCOUTS OF AMERICA®

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Wood Badge

Foreword

Welcome to Wood Badge, the ultimate leadership training program for the adult leaders of the Boy Scouts of America. Established in 1919 by Robert Baden-Powell, Scouting's founder, Wood Badge has been the training ground for hundreds of thousands of Scouters around the world. As the challenges in the world have changed, Wood Badge has also evolved to give leaders the skills they need to strengthen Scouting in meaningful ways. The latest version of Wood Badge training represents the most significant changes in the program since the early 1970s. Building on the past, understanding the present, and looking to the future, Wood Badge stands ready to provide leadership for Scouting and leadership for America.

The Wood Badge course brings together leaders from all areas of Scouting—Cub Scouting, Boy Scouting, Varsity Scouting, Venturing—and all levels of Boy Scouts of America professional staff. Reflecting the best of nearly a century of Scouting experience, the course also draws upon the most current leadership models used by corporate America, academic circles, and successful outdoor leadership organizations throughout the country.

This version of Wood Badge builds on all that has come before it. Veteran Wood Badge staff members will discover that the best of the traditions and experiences of Wood Badge have been brought forward and recast to be enjoyed by today's participants. In addition, Wood Badge draws from a wide range of sources within and beyond the bounds of Scouting to present the latest in leadership theory and team development.

Participants in Wood Badge attend a six-day course offered either as a block of six consecutive days or as two sessions of three days each (most often scheduled over two weekends). Course attendees begin their Wood Badge experience as Cub Scouts, then bridge into Boy Scouting and form patrols for the remainder of the program. Selected staff members interact with participants in the role of

a Venturing crew. Representing a month in the life of a Scout unit, Wood Badge participants assume leadership roles to plan and carry out an extended outdoor experience.

Within this framework, participants take part in numerous presentations, discussions, and activities that explore and advance a wide range of leadership philosophies and tools. A key area of exploration is the process of team development. By recognizing the stages through which developing teams must pass, participants will learn to apply appropriate leadership strategies that enable teams to reach their highest levels of performance.

The pages of Wood Badge open with a timetable for a Wood Badge course. The charts show exactly what events will occur and the order in which they will take place. Following the timetable are pages describing in full each portion of every Wood Badge course session, from the Day One orientation to the final farewell at the end of Day Six. Session descriptions are presented in an instructor-friendly format that includes the following items:

- Time Allowed
- Learning Objectives
- Materials Needed
- Recommended Facility Layout
- Delivery Method
- Presentation Procedure

All course participants will become familiar, both in theory and in practice, with the points of view of Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing. Wood Badge staff will expand upon that shared vision by guiding participants through three days of presentations and activities that parallel three weeks of a Scout unit's meetings and activities. The final three days of the course parallel the experiences of a Scout unit setting out on the fourth week of a month for an exciting and challenging outdoor experience.

The Boy Scouts of America deeply appreciates your contributions to Scouting and wishes you well as you undertake the important responsibility of delivering the course material of Wood Badge. You have a remarkable opportunity to enhance the skills and vision of those who are providing leadership for Scouting and leadership for America. The positive impact you will have upon the Boy Scouts of America, upon our nation, and upon your own abilities to lead will be profound.



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Wood Badge Course—Daily Schedule

3 × 2 Format*

Day One—3 × 2

7:30 A.M.—Participant Check-In

8:30 A.M.—Team Formation, Gathering Activities, Orientation, Staff Exhibit

9:30 A.M.—Gilwell Field Assembly

9:45 A.M.—Break

10:00 A.M.—*Course Overview* (Troop Presentation)

10:30 A.M.—*Listening to Learn* (Patrol Presentation)

11:20 A.M.—Break

11:30 A.M.—Blue and Gold Banquet/Opening Luncheon

12:45 P.M.—Break

1:00 P.M.—Troop Meeting

2:50 P.M.—Break

3:00 P.M.—Patrol Leaders' Council Meeting

4:00 P.M.—*Values, Mission, and Vision* (Troop Presentation)

5:00 P.M.—Patrol Meeting

6:00 P.M.—Dinner

7:00 P.M.—*Who, Me? Game*

8:00 P.M.—*Instructional Campfire and Baden-Powell Story* (Troop Presentation and Activity)

9:00 P.M.—Cracker Barrel

Day Two—3 × 2

7:00 A.M.—Breakfast and Assessments

8:00 A.M.—Gilwell Field Assembly

8:30 A.M.—Troop Meeting

10:15 A.M.—Break

10:30 A.M.—*Leveraging Diversity Through Inclusiveness* (Troop Presentation)

11:00 A.M.—*Stages of Team Development* (Troop Presentation)

11:50 A.M.—Break

Noon—Lunch

1:00 P.M.—Patrol Leaders' Council Meeting

1:30 P.M.—*Communication* (Patrol Presentation)

2:20 P.M.—Break

2:30 P.M.—*Project Planning* (Troop Presentation)

*Two sessions of three days each

3:20 P.M.—Break
 3:30 P.M.—*Rockets* (Patrol and Troop Activity)
 4:50 P.M.—Break
 5:00 P.M.—Patrol Meeting
 6:00 P.M.—Dinner
 7:00 P.M.—*Wood Badge Game Show* (Troop Activity)
 7:50 P.M.—Break
 8:00 P.M.—*Win All You Can Game* (The Game of Life) (Troop Activity)
 8:50 P.M.—Break
 9:00 P.M.—Cracker Barrel

Day Three—3 × 2

7:00 A.M.—Breakfast and Assessments
 8:00 A.M.—Gilwell Field Assembly
 8:30 A.M.—*Interfaith Worship Service* (Instructional) (Troop Presentation and Activity)
 9:20 A.M.—Break
 9:30 A.M.—Troop Meeting
 10:50 A.M.—Break
 11:00 A.M.—*The Leading EDGE™/The Teaching EDGE™* (Troop Presentation)
 11:50 A.M.—Break
 Noon—Lunch
 1:00 P.M.—Patrol Leaders' Council Meeting
 Patrol Chaplain Aides Meeting
 1:30 P.M.—*Conservation Project Planning* (Troop Presentation and Activity)
 2:20 P.M.—Break
 2:30 P.M.—*October Sky* (Troop Activity)
 4:30 P.M.—Closing Gilwell Field Assembly
 5:00 P.M.—Patrol Meeting and Departure

Day Four—3 × 2

7:00 A.M.—Participants Arrive

8:00 A.M.—Gilwell Field Assembly

8:30 A.M.—Travel to Overnight

9:30 A.M.—Outdoor Experience Assembly, Leave No Trace Model
Campsite, and Patrol Camp Setup

10:30 A.M.—*Leading Change* (Troop Presentation)

11:20 A.M.—Break

11:30 A.M.—Patrol Leaders' Council Meeting

Noon—Lunch

1:00 P.M.—*Generations in Scouting* (Troop Presentation)

2:00 P.M.—Break

2:15 P.M.—*Problem Solving and Decision Making* (Troop Presentation)

2:45 P.M.—*Problem Solving Round-Robin* (Patrol and Troop Activity)

4:00 P.M.—*Managing Conflict* (Patrol Presentation)

5:00 P.M.—Patrol Meeting

6:00 P.M.—Dinner

7:30 P.M.—*The Diversity Game* (Patrol Activity)

8:30 P.M.—*Participant Campfire and Venturing Induction Ceremony* (Patrol
and Troop Activity)

9:30 P.M.—Patrol Cracker Barrel

Day Five—3 × 2

7:00 A.M.—Breakfast and Assessments

8:00 A.M.—Gilwell Field Assembly

8:30 A.M.—*Coaching and Mentoring* (Troop Presentation)

9:20 A.M.—Break

9:30 A.M.—*Conservation Project* (Troop Activity)

11:30 A.M.—*Self-Assessment*

Noon—Lunch and Patrol Leaders' Council Meeting

1:00 P.M.—Project Setup and Break

1:30 P.M.—*Project 1* (Patrol and Troop Activity)

2:45 P.M.—Project Setup and Break

3:15 P.M.—*Project 2* (Patrol and Troop Activity)

4:30 P.M.—Ticket Review and Staff Departure

5:30 P.M.—Patrol Dinner

7:00 P.M.—Patrol Meeting/Patrol Project Self-Assessment

8:00 P.M.—Patrol Campfires and Cracker Barrel

Day Six—3 × 2

7:00 A.M.—Breakfast and Assessments

8:00 A.M.—Return From Overnight

8:30 A.M.—Gilwell Field Assembly

9:00 A.M.—Interfaith Worship Service

10:00 A.M.—*Servant Leadership* (Troop Session)

11:00 A.M.—Break

11:30 A.M.—Patrol Leaders' Council Meeting

 Noon—Closing Luncheon

1:00 P.M.—*Leaving a Legacy* (Troop Presentation)

2:15 P.M.—Break

2:30 P.M.—*Summary Session* (Troop Presentation)

3:15 P.M.—*Course Assessment* (Troop Activity)

3:45 P.M.—Closing Gilwell Field Assembly

4:15 P.M.—Adjourn/Depart for Home

Wood Badge Course—Daily Schedule

6 × 1 Format*

Day One—6 × 1

- 7:30 A.M.—Participant Check-In
- 8:30 A.M.—Team Formation, Orientation, and Staff Exhibit
- 9:30 A.M.—Gilwell Field Assembly
- 9:45 A.M.—Break
- 10:00 A.M.—*Course Overview* (Troop Presentation)
- 10:30 A.M.—*Listening to Learn* (Patrol Presentation)
- 11:20 A.M.—Break
- 11:30 A.M.—Blue and Gold Banquet/Opening Luncheon
- 12:45 P.M.—Break
- 1:00 P.M.—Troop Meeting
- 2:50 P.M.—Break
- 3:00 P.M.—Patrol Leaders' Council Meeting
- 4:00 P.M.—*Values, Mission, and Vision* (Troop Presentation)
- 5:00 P.M.—Patrol Meeting
- 6:00 P.M.—Dinner
- 7:00 P.M.—Who, Me? Game
- 8:00 P.M.—*Instructional Campfire and Baden-Powell Story* (Troop Presentation and Activity)
- 9:00 P.M.—Cracker Barrel

Day Two—6 × 1

- 7:00 A.M.—Breakfast and Patrol Self-Assessment
- 8:00 A.M.—Gilwell Field Assembly
- 8:30 A.M.—Troop Meeting
- 10:00 A.M.—Break
- 10:20 A.M.—*Leveraging Diversity Through Inclusiveness* (Troop Presentation)
- 11:00 A.M.—*Stages of Team Development* (Troop Presentation)
- 11:50 A.M.—Break
- Noon—Lunch
- 1:00 P.M.—Patrol Leaders' Council Meeting
- 1:30 P.M.—*Communication* (Patrol Presentation)

*One six-day session

2:20 P.M.—Break
 2:30 P.M.—*Project Planning* (Troop Presentation)
 3:20 P.M.—Break
 3:30 P.M.—*Rockets* (Patrol and Troop Activity)
 4:50 P.M.—Break
 5:00 P.M.—Patrol Meeting
 6:00 P.M.—Dinner
 7:00 P.M.—*Wood Badge Game Show* (Troop Activity)
 7:50 P.M.—Break
 8:00 P.M.—*Win All You Can Game* (The Game of Life) (Troop Activity)
 8:50 P.M.—Break
 9:00 P.M.—Cracker Barrel

Day Three—6 × 1

7:00 A.M.—Breakfast and Assessments
 8:00 A.M.—Gilwell Field Assembly
 8:30 A.M.—*Interfaith Worship Service* (Instructional)
 9:20 A.M.—Break
 9:30 A.M.—Troop Meeting
 10:50 A.M.—Break
 11:00 A.M.—*The Leading EDGE™/The Teaching EDGE™* (Troop Presentation)
 11:50 A.M.—Break
 Noon—Lunch
 1:00 P.M.—Patrol Leaders' Council Meeting
 Patrol Chaplain Aides Meeting
 1:30 P.M.—*Conservation Project Planning* (Troop Presentation and Activity)
 2:20 P.M.—Break
 2:30 P.M.—Patrol Meeting and Exhibit Development
 5:00 P.M.—Ticket Development and Free Time
 6:00 P.M.—Dinner
 7:00 P.M.—*October Sky* (Troop Activity)
 9:00 P.M.—Troop Cracker Barrel

Day Four—6 × 1

7:00 A.M.—Breakfast and Patrol Self-Assessment

8:00 A.M.—Gilwell Field Assembly

8:30 A.M.—Travel to Overnight

9:30 A.M.—Outdoor Experience Assembly, Leave No Trace Model
Campsite, and Patrol Camp Setup

10:30 A.M.—*Leading Change* (Troop Presentation)

11:20 A.M.—Break

11:30 A.M.—Patrol Leaders' Council Meeting

Noon—Lunch

1:00 P.M.—*Generations in Scouting* (Troop Presentation)

2:00 P.M.—Break

2:15 P.M.—*Problem Solving and Decision Making* (Troop Presentation)

2:45 P.M.—*Problem Solving Round-Robin* (Patrol and Troop Activity)

4:00 P.M.—*Managing Conflict* (Patrol Presentation)

5:00 P.M.—Patrol Meeting

6:00 P.M.—Dinner

7:30 P.M.—*The Diversity Game* (Patrol Activity)

8:30 P.M.—*Participant Campfire and Venturing Induction Ceremony*
(Patrol and Troop Activity)

9:30 P.M.—Patrol Cracker Barrel

Day Five—6 × 1

7:00 A.M.—Breakfast and Assessments

8:00 A.M.—Gilwell Field Assembly

8:30 A.M.—*Coaching and Mentoring* (Troop Presentation)

9:20 A.M.—Break

9:30 A.M.—*Conservation Project* (Troop Activity)

11:30 A.M.—*Assessments* (Troop Presentation)

Noon—Lunch and Patrol Leaders' Council Meeting

1:00 P.M.—Project Setup and Break

1:30 P.M.—*Project 1* (Patrol and Troop Activity)

2:45 P.M.—Project Setup and Break

3:15 P.M.—*Project 2* (Patrol and Troop Activity)

4:30 P.M.—Ticket Review and Staff Departure

5:30 P.M.—Patrol Dinner

7:00 P.M.—Patrol Meeting/Patrol Project Self-Assessment

8:00 P.M.—Patrol Campfires and Cracker Barrel

Day Six—6 × 1

7:00 A.M.—Breakfast and Assessments

8:00 A.M.—Return From Overnight

8:30 A.M.—Gilwell Field Assembly (Troop Activity)

9:00 A.M.—*Interfaith Worship Service* (Participants)

10:00 A.M.—*Servant Leadership* (Troop Presentation)

11:00 A.M.—Break

11:30 A.M.—Patrol Leaders' Council Meeting

 Noon—Closing Luncheon (Troop Activity)

1:00 P.M.—*Leaving a Legacy* (Troop Presentation)

2:15 P.M.—Break

2:30 P.M.—*Summary Session* (Troop Presentation)

3:15 P.M.—*Course Assessment* (Troop Activity)

3:45 P.M.—Closing Gilwell Field Assembly

4:15 P.M.—Adjourn/Depart for Home



Day One: Team Formation, Gathering Activities, Orientation, and Staff Exhibit

Time Allowed

60 minutes

Learning Objectives

As a result of these activities, participants will be able to

- Form teams that will stay together throughout the course.
- Meet the staff member assigned to their team.
- Consider themselves for the moment to be a Cub Scout den led by a den chief (the patrol's staff member).
- Enjoy several brief and entertaining get-acquainted activities.
- Locate the course facilities, meeting places, living quarters, and other relevant landmarks.
- Understand emergency response procedures for which they will be responsible.
- View the staff exhibit, both to gain from the material being presented and to see a model presentation of the sorts of exhibits they will later prepare themselves.

Materials Needed

- Name badge for each participant
- For each participant, a Wood Badge participant notebook and 10 sheets of notebook paper
- For each participant, a pen
- For each participant, a copy of the Day One *The Gilwell Gazette* (Included in the paper is a schedule of events for Day One.)
- A den chief shoulder cord for each staff member who will act as a den chief (These den chiefs are the same staff members who will serve as the patrols' troop guides.)
- A staff exhibit (Staff members preparing the exhibit should follow the same exhibit guidelines that will be distributed later in the course to the patrols. The staff exhibit must set high standards of quality, should involve several staff members in its presentation, and should have both static and interactive elements.)
- Materials for Cub Scouting–related Gathering Time activities
- Course hat for each participant, if appropriate

Recommended Facility Layout

Teams will probably form near the area used to sign in participants upon their arrival. The orientation may range out into the meeting area and locations of overnight accommodations. Positioning the team get-acquainted activities and the staff exhibit near Gilwell Field will simplify gathering participants for the first Gilwell Field assembly.

Delivery Method

You will need several staff members to serve as orientation guides and some to help with the gathering time activities. The staff exhibit will be presented by the troop guides.

Gathering Time Activities

There should be several gathering time activities that will follow the Cub Scout meeting format and will alert the participants that Wood Badge training begins as soon as they arrive.

As the participants participate in the activities, it would be appropriate for them to receive a bead to hang on a cord, much like the progress towards rank recognition for Cub Scouts. The following are some suggested activities.

Cub Scout Secrets

Materials needed: A card with a circle that has been divided into four sections, each section a different color. A spinner should be attached so that when the participant spins the spinner it lands on a color quadrant. You will need four stacks

of colored cards to match the colors on the spinner. The questions on the cards should include the following.

- What is the sign for Cub Scouting? (*arm fully extended with two fingers split like the "victory" sign*)
- What is our pack number? (*Gilwell Pack 1*)
- What is the Cub Scout motto? (*Do Your Best*)
- What is the highest award in Cub Scouting? (*The Arrow of Light Award*)
- What are the Cub Scout colors? (*blue and gold*)
- What does "Webelos" stand for? (*We'll be loyal Scouts*)
- Name a purpose of Cub Scouting. (*character development, spiritual growth, good citizenship, sportsmanship and fitness, family understanding, respectful relationships, personal achievement, friendly service, fun and adventure, preparation for Boy Scouting*)

Method: Have a staff member there to monitor the game. Ask each participant to spin the dial and then choose a card that matches the color quadrant the spinner landed in. The participant reads the question on the card and tells the game monitor his or her answer. Any single successful answer will enable the participant to "win" and move to another station.

Rearrange

Materials needed: Several cards with the Scout Oath on one side and the Scout Law on the other. Cut the card into pieces so that each piece has one phrase of the Scout Oath (ignore the Scout Law on the back for now).

Method: Ask each participant to arrange the pieces together so that the Scout Oath is revealed. Tape it together and show them that the Scout Law is now in order on the back. Suggest that they carry this in their pockets for future reference.

Presentation Procedure

Forming Teams

As participants arrive for the beginning of a Wood Badge course, staff members will greet them, see that they sign in and complete any necessary paperwork, present everyone with a pen, and encourage the participants to participate in the gathering time activities. You may choose to wait until all the members of a particular group (designated at this time as a den that will cross over into a patrol at the blue and gold banquet) are ready for the Orientation Trail, or you may choose to gather up the first six or so to arrive and take them on the trail. You will have an opportunity to re-sort them just prior to the opening assembly when you introduce them to their den chiefs (who will become the troop guides).

Note: Team composition will be determined prior to the course to encourage diversity. To the greatest extent possible, team assignments should reflect racial, geographical, and age diversity, and a mix of male and female participants. An appropriate mix of outdoor skills/experience should also be considered. Ideally, team participants should also represent various parts of the BSA program—Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.

The Pen

Each participant is to receive a pen. It can be a simple, inexpensive ballpoint pen or a pen with a Scouting emblem or some other BSA connection. No special importance should be placed upon the pen at this time, and in handing it out there should be no ceremony. Pens may be distributed along with other course materials, including the Wood Badge participant notebooks. The significance of the pen will be revealed during the summary session on the final day of the course.

Teams are initially identified as Cub Scout dens with a den number. The staff members serving as orientation guides should have a name tag designating them as such. They should explain to the participants that they are merely guides for this first hour or so. They will be formed into dens and meet their den just prior to the assembly later this morning. As each group is forming, the orientation guide should be warm and welcoming, answering any questions and encouraging each person to participate in the gathering time activities.

Among the reasons for beginning the course by forming participants into Cub Scout dens are these:

- It recognizes the importance of Cub Scouting in the family of BSA programs. (Boy Scouting, Varsity Scouting, and Venturing will receive recognition later in the program.)
- With its reliance on the den chief for guidance, the den format is symbolic of any team's formative stage. The experience participants have at this point in the course can provide valuable insights during subsequent presentations and discussions on leadership and team development.

As they are signing in, participants will receive copies of the Day One edition of *The Gilwell Gazette*, including the Day One schedule of events.

Wood Badge Course Schedule

Day One

7:30 A.M. — Participant Check-In

8:30 A.M. — Team Formation, Gathering Activities, Orientation, Staff Exhibit

9:30 A.M. — Gilwell Field Assembly

9:45 A.M. — Break

10:00 A.M. — *Course Overview*

10:30 A.M. — *Listening to Learn*

11:20 A.M. — Break

11:30 A.M. — Blue and Gold Banquet/Opening Luncheon

12:45 P.M. — Break

1:00 P.M. — Troop Meeting

2:50 P.M. — Break

3:00 P.M. — Patrol Leaders' Council Meeting

4:00 P.M. — *Values, Mission, and Vision*

5:00 P.M. — Patrol Meeting

6:00 P.M. — Dinner

7:00 P.M. — *Who, Me? Game*

8:00 P.M. — *Instructional Campfire and Baden-Powell Story*

9:00 P.M. — Cracker Barrel

When each group is formed, it can begin circulating through two stations: orientation and the staff exhibit.

Staff Breakfast and Participant Check-In Team Formation

As participants arrive, they are assigned to dens, which will later become their patrol for the duration of the course. Participants should be divided so that each group represents a mix of program knowledge and outdoor skills.

Orientation

At the orientation station, staff members will familiarize participants with their surroundings. Encourage them to participate in the gathering time activities and take them to see the staff exhibit.

- Point out course facilities, meeting places, living quarters, the quartermaster center, and other relevant landmarks.

- Review any emergency response procedures for which participants will be responsible.

The Orientation Trail should end up at the site of the Gilwell Field opening assembly. There the groups should be re-sorted if necessary and introduced to their den chiefs (who will later be their troop guides). The den chiefs should help them find their places on Gilwell Field and stand with the den during the assembly. Orientation guides will now assume their regular staff duties.

Staff Exhibit

The staff exhibit illustrates the various programs that make up the family of Scouting. This exhibit serves as a model of the exhibits that patrols will be creating later in the program. It sets a high standard for what is acceptable in the development and presentation of a Wood Badge exhibit.

Note: Guidelines for developing a patrol project can be found in the section that outlines the Day One patrol leaders' council meeting.

Day One: Gilwell Field Assembly

Time Allowed

15 minutes

Learning Objectives

As a result of these activities, participants will be able to

- Appreciate the importance of Cub Scouting as one of the programs of the BSA represented in Wood Badge courses.
- Be introduced to concepts of team development and team leadership.
- Uphold key traditions that link modern courses to the long and rich heritage of Wood Badge.
- Experience a serious flag ceremony appropriate for Cub Scouting.

Materials Needed

- System for flying flags at Gilwell Field
- American flag
- State flag (optional)
- Wood Badge Troop 1 Flag
- Historic American flag (Continental Flag or Flag of 1777)

Recommended Facility Layout

Before a Wood Badge course begins, staff members should designate the area that will serve as Gilwell Field.

- A course with its first days based in the outdoors—at a Scout camp, for example—may well have an actual field to serve as the Gilwell Field assembly area. It should have flagpoles capable of displaying an American flag and one or more historic American flags.
- The staff of a course with its opening days based indoors—at a conference center, for example—can use the main assembly room for Gilwell Field gatherings. In some settings, the square of participants and staff can be arranged around the perimeter of the space; in other rooms the patrol members may simply stand at their tables as they take part in the proceedings. Flags can be displayed on flagpoles or hung vertically against a wall.
- When Wood Badge participants embark on the outdoor experience portion of the course, the spirit of Gilwell Field moves with them. Staff should designate a Gilwell Field assembly area in the vicinity of the various patrol campsites and again establish a method of displaying the appropriate flags. This may be done with rustic flagpoles, with lines tossed over tree branches, or by tightly stretching ropes horizontally between two trees and hanging the flags from them.

- The course director should assign staff members to present the colors and raise the flags at the first Gilwell Field assembly, and to prepare a presentation of the designated historic American flag.

Delivery Method

The Day One Gilwell Field assembly is conducted as a Cub Scout assembly. It is facilitated by the Cubmaster (the person who will later serve throughout much of the Wood Badge course as the assistant Scoutmaster of program).

*Note:*The Gilwell Field assemblies are intended to be serious flag ceremonies modeling the best “duty to country” that Scouting can offer. Most awards, humorous skits, and stunts are more appropriate for group meals.

Presentation Procedure

Cub Scout Pack on Gilwell Field

After going through orientation and seeing the staff exhibit, the participants will arrive at Gilwell Field with their orientation guides. If they are not in their dens, they should be re-sorted at this time and introduced to their den chiefs, who will become their troop guides at the bridging ceremony through the remainder of the course.

*Note:*The first day’s Gilwell Field assembly is led by a Cubmaster (usually the assistant Scoutmaster for program). Those staff members who will be recognized later as troop guides are, at this first assembly, den chiefs, complete with shoulder cords to signify their office.

Once the participants have gathered on Gilwell Field, the den chiefs will arrange their dens in a U formation and stand with their den for the Gilwell Field assembly.

Optional Interfaith Prayer/Invocation

Plan ahead to identify a nonsectarian (i.e., interfaith) opening prayer. Make the assignment in sufficient time so that the person leading the prayer has the opportunity to write or find an appropriate prayer and to rehearse. Note: One source to consider is *Reverence*, No. 34248.

Note: Interfaith prayer (invocations and benedictions) has been introduced at Gilwell Field assemblies, troop meetings, and campfires in response to recommendations from the National Council's Religious Relationships Committee. These recommendations are not a statement of policy, and course directors may adjust the frequency with which prayers are offered in an effort to achieve a balance with respect to their participants' preferences.

The Cubmaster (assistant Scoutmaster for program, wearing a Cub Scouting hat and appropriate name tag) will

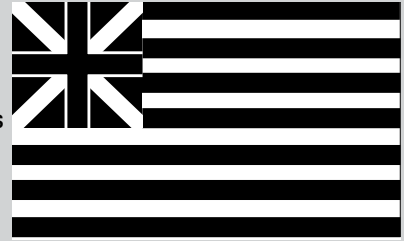
1. Welcome the assembled Cub Scouts to the Wood Badge course and to the Gilwell Field assembly.
2. Explain that Gilwell Field was the home of the very first Wood Badge course, and that it serves as a symbol linking all Wood Badge courses through the years and throughout the world.
3. Instruct the Cub Scout pack to use the Cub Scout salute while the American flag is being raised.
4. Ask the den chiefs of Pack 1 to present the colors, raise the American flag, and lead the pack in the pledge of allegiance.
5. Ask the pack members to make the Cub Scout sign and recite the Scout Oath and Scout Law. This duty can be delegated to the den chief.
6. If the flag of the state in which the course is taking place will fly during the program, ask the den chiefs of Pack 1 to raise it now and sing the state song.
7. If a historic flag is to be used, invite selected den chiefs to display the historic flag for the day, explain its significance, and lead the pack in singing a patriotic song.
8. Introduce the Scoutmaster of Troop 1, who along with members of his or her troop is visiting us in anticipation of the crossover ceremony during today's blue and gold banquet. Indicate that the other members of the troop will be introduced at the banquet.
9. Make any announcements that are necessary and ask that the den chiefs bring their dens to Gilwell Hall for the course overview session at 10 A.M.
10. The Cubmaster should close the assembly with a Cubmaster minute (a thought for the day appropriate for a Cub Scout pack). Use *Pack Meeting Plans* as a resource for Cubmaster minutes.
11. Dismiss the pack.

Historic American Flag Presentation

(Present either the Continental Flag or the Flag of 1777.)

The Grand Union Flag (Continental Flag)

A 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:

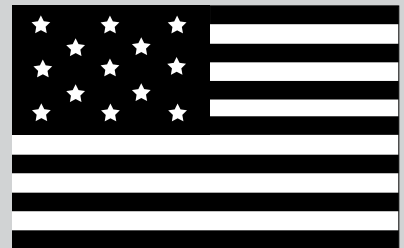
America the Beautiful

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!

The Flag of 1777

With the signing of the Declaration of Independence, the new American nation needed a flag of its own. On June 14, 1777, Congress passed this resolution:

“Resolved: That the flag of the thirteen United States be 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:

(See lyrics above.)

Summary

Robert Baden-Powell conducted the first Wood Badge course in 1919 in Gilwell Park near London, England. The troop assembly area for that course was known as Gilwell Field. To this day, Wood Badge courses around the world incorporate a Gilwell Field in their proceedings—an acknowledgment of the continuity of Wood Badge and a symbol of the fact that Gilwell Field exists anywhere that a Wood Badge course is being conducted.

The Day One Gilwell Field assembly establishes the important presence of Cub Scouting in the Wood Badge program. It also helps unify participants into identifiable teams and prepares them to symbolically move along the Scouting trail into the Troop 1 structure that will form the framework for much of the Wood Badge course.

Note: To strengthen the emphasis on the Cub Scout program, keep these points in mind regarding the Day One Gilwell Field assembly.

- The Scout Oath and Scout Law are recited because they are part of the Cub Scouting program.
- The Gilwell Song is not introduced at this assembly, but rather during lunch on Day One.

Day One: Course Overview (Troop Presentation)

Time Allowed

30 minutes



Learning Objectives

As a result of this presentation, participants will

- Understand the progression of BSA training opportunities and the place Wood Badge holds in that framework.
- Get an overview of the practical and application phases of Wood Badge.
- Understand why the Boy Scout troop is utilized during Wood Badge as the model for training and team-building.
- Discard any misconceptions or anxiety regarding the course purpose, content, and methods of presentation.

Materials Needed

- A visual representation of the Wood Badge icon (done with a PowerPoint® presentation, attaching icon pieces to a felt board, or with some other format)
- Key points of the session, presented as PowerPoint® slides, overhead projections, flip-chart pages, or split-back binders assigned to each patrol
- One *Gilwell Gazette*

Recommended Facility Layout

Troop meeting area

Delivery Method

The course overview is presented on Day One prior to the Listening to Learn session and the blue and gold banquet. The moderator may be the course director or another key staff member. A few PowerPoint® slides can be used to illustrate the points of the presentation. Any questions or concerns posed by participants should be openly addressed.

Presentation Procedure

Leadership

MODERATOR: “Let’s play a word association game. I’ll say something and you respond with the first thing that comes to mind. Ready? *Wood Badge.*”

(Participants may respond with a variety of answers—*Gilwell, Baden-Powell, beads, camping, etc.*)

MODERATOR: “Those are all good answers. If we play this game again at the end of this course, though, your answer will be different. At the end of the course when I say ‘Wood Badge,’ the first response that will come to mind is going to be this: *leadership.*”

Scouting and Leadership Training

The quality of the Scouting experience for Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers depends upon the quality of those leading the units and those working in the districts and councils throughout the nation. The BSA offers leaders a progression of training opportunities to give them the skills they need to provide leadership for Scouting and leadership for America.

Here’s how it works.

- **Youth Protection Training.** Youth Protection Training is required to register as an adult leader of the Boy Scouts of America. The policies and barriers need to be strictly followed to protect the youth in our program.
- **Orientation and Fast Start.** Accompanied by a video, these provide a non-structured introduction to the Scouting organization.
- **This Is Scouting.** This short overview of the mission, vision, and values of the BSA gives an introduction to each of the Scouting programs.
- **Leader-Specific Training.** Contained in this training are the nuts and bolts of specific positions in Scouting. Adult leaders can learn how best to fulfill their particular leadership roles in Cub Scouting, Boy Scouting, Varsity Scouting, or Venturing, or as district or council Scouters involved with multiple Scouting program areas.
- **Appropriate Outdoor Skills Training.** Training opportunities are targeted to enhance the outdoor skills needed by leaders in Scouting’s various programs.
- **Wood Badge.** The BSA’s ultimate leadership training for adults, Wood Badge offers a six-day immersion in the theory, practice, and experience of appropriate skills for leading others within Scouting and in many environments beyond the BSA.
- **Leadership Challenge** is the natural follow-up to Wood Badge training. It is the adult course that parallels NAYLE and is held at BSA high-adventure bases. For information, please check the Scouting U website for dates and details.

■ **Lifelong Learning.** In addition to its progression of structured training, the BSA encourages leaders to take advantage of opportunities for continuous learning and supplemental training within the Scouting organization—roundtables, pow wows, COPE courses, Scouting’s publications, special courses tailored to specific program areas of emphasis, etc.—and the great variety of possibilities beyond the BSA to increase skills. Lifelong learning is further enhanced when adults accept the challenge of teaching skills to others.

The front end of this, the progression of BSA training, is skills-oriented. After that, the emphasis is on leadership.

What Can You Expect From a Wood Badge Course?

As a result of attending Wood Badge, the participants will

- Acquire a global view of Scouting as a family of interrelated, values-based programs providing age-appropriate activities for youth.
- Become familiar with contemporary team leadership concepts.
- Experience the stages of team development and practice leadership approaches appropriate for those stages.
- Have a great deal of fun in the company of interesting, like-minded individuals.
- Develop a renewed commitment to provide Scouting with the best possible leadership.

Note: The presentation of the five central themes of Wood Badge can be accompanied by visuals introducing the Wood Badge icon. The icon is in the shape of a pentagon around the BSA fleur-de-lis. Each side of the icon represents one of the five central themes of Wood Badge. Likewise, each of those themes is represented on the icon and throughout the course by one of the five colors of the MacLaren tartan. The themes are the threads of a course which, when woven together, form the pattern of the tartan and the full measure of Wood Badge.

Wood Badge accomplishes these goals by building all the pieces of the course on a foundation of five central themes. Those themes, and the presentations that directly support them, are as follows:

- **Living the Values.** *Values, Mission, and Vision*
- **Bringing the Vision to Life.** *Listening to Learn; Communication; Leveraging Diversity Through Inclusiveness; Generations in Scouting; Coaching and Mentoring*
- **Models for Success.** *Stages of Team Development; The Leading EDGE™/ The Teaching EDGE™*
- **Tools of the Trade.** *Project Planning; Leading Change; Decision Making and Problem Solving; Managing Conflict; Self-Assessment*
- **Leading to Make a Difference.** *Servant Leadership; Leaving a Legacy*

Using the Troop Format

Wood Badge is designed to be as valuable to leaders involved with Cub Scouting, Varsity Scouting, and Venturing as it is to those primarily involved with the Boy Scout program.

Participants begin a Wood Badge course as Cub Scouts. The pack format is used initially, with the Cubmaster doing the leading and den chiefs assisting with the learning and activities. When participants bridge over at the blue and gold luncheon today, the troop format will be incorporated, with the Scoutmaster mentoring the senior patrol leader while the senior patrol leader takes over management of the troop. The troop guides will aid with instruction and the ticket. Later on in the course, the troop guides will become part of the Venturing program. But for the bulk of the course, participants and staff will consider themselves to be members of Gilwell Troop 1.

A troop setting provides a good framework to practice the leadership skills introduced during the course. Be assured, though, that the course content and leadership principles will be applicable to Scouters working throughout the movement and will provide a common foundation of leadership skills to be used in all program areas.

There will be three troop meetings during this course, one on each of the first three days. These represent three weeks in the life of a Boy Scout unit. The final portion of the course—the outdoor experience—parallels the sort of activity a Scout troop, a Cub Scout pack, a Varsity Scout team, or a Venturing crew would build toward for the final week of a monthlong program.

The Gilwell Gazette

As the Wood Badge course progresses, participants will find that they are being provided with a great deal of information, both through presentations and through resource material explaining what is happening and why. Teams can develop most efficiently when they have full access to resources.

The Gilwell Gazette is the newspaper of the Wood Badge course. It is distributed each morning, with the intent of letting participants know as much as possible about the inner workings of the course. In it participants will find the schedule of events for the day, interesting stories about people and activities, articles submitted by patrol scribes, and lots of material that relates to the operation of the course.

Patrol Project

Earlier in the day, everyone saw the exhibit developed by the Wood Badge staff. At the patrol leaders' council meeting after lunch, each patrol will be challenged to plan and produce a project of its own.

Each patrol will pick an issue that impacts all four program areas and is of relevance to the BSA. Patrols will discuss solutions to common problems facing units, districts, and councils. The patrols should consider the needs of units from each program type but may also expand their thinking and discussion to include a council board or professional focus as well.

Wood Badge Ticket

One of the great traditions of Wood Badge is the ticket. In Baden-Powell's day, those in the military were expected to pay their own way back to England at the end of their service. To economize, soldiers nearing completion of their duties would seek assignments at posts increasingly close to home—a process known as *working your ticket*.

During this course, participants will be asked to develop a ticket—a list of goals that will allow them to use their new leadership skills in ways that strengthen Scouting in their home units, districts, and councils. Details of the ticket process will be discussed today at the patrol leaders' council meeting and during the *Values, Mission, and Vision* session.

Questions and Answers

The course overview can end with a few minutes devoted to answering participants' questions.

Summary

- BSA training opportunities help enhance leadership for Scouting and leadership for America.
- A Wood Badge course is the pinnacle of leadership training for Scouting's adult leaders.
- The curriculum of a Wood Badge course is built around five central themes:
 - Living the Values
 - Bringing the Vision to Life
 - Models for Success
 - Tools of the Trade
 - Leading to Make a Difference
- Wood Badge is appropriate training for adults involved with Cub Scouting, Boy Scouting, Varsity Scouting, or Venturing. The Boy Scout troop format provides a practical framework for much of a Wood Badge course.
- An essential requirement of every Wood Badge course is for participants to have fun.

Note: The following items can be presented via PowerPoint® or flip chart to illustrate the course overview.

Course Offerings by Theme

1. Living the Values

– *Values, Mission, and Vision*

2. Bringing the Vision to Life

– *Listening to Learn*

– *Communication*

– *Leveraging Diversity Through Inclusiveness*

– *Generations in Scouting*

– *Coaching and Mentoring*

3. Models for Success

– *Stages of Team Development*

– *The Leading EDGE™/The Teaching EDGE™*

4. Tools of the Trade

– *Project Planning*

– *Leading Change*

– *Decision Making and Problem Solving*

– *Managing Conflict*

– *Self-Assessment*

5. Leading to Make a Difference

– *Servant Leadership*

– *Leaving a Legacy*

The Gilwell Gazette

■ Published daily

■ Captures important developments

■ Includes the day's agenda

■ Includes articles by patrol scribes

Patrol Projects

■ Each patrol is challenged to produce an outstanding product.

■ Each project will illustrate an aspect of Scouting associated with Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.

■ Each patrol can use as resources the literature of Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.

■ All projects are presented to the troop on Day Five.

Wood Badge Ticket

■ A commitment to complete tasks relating to your Scouting position

■ An opportunity to practice and demonstrate a working knowledge of the leadership skills presented during Wood Badge

■ A chance to strengthen Scouting in your unit, district, and council

Day One: Listening to Learn (Patrol Presentation)

Time Allowed

50 minutes



Learning Objectives

As a result of this session, participants will

- Become aware of how we listen.
- Explore good listening as a communication skill.
- Practice the skills of active and empathetic listening.
- Examine the relationship between listening skills and the receiving and giving of feedback.

Materials Needed

- Key points of the session, presented as PowerPoint® slides, overhead projections, or flip-chart pages.
- Note cards or slips of paper prepared ahead of time with role-play assignments. On each card, write one of the following assignments:
 - Interrupt the speaker.
 - Give the speaker advice before he or she is done speaking.
 - Give the speaker a blank look.
 - Be bored.

Recommended Facility Layout

Patrol site

Delivery Method

The session is facilitated in a patrol setting by each patrol's troop guide. The presentation involves participants in role-plays and active discussion.

Presentation Procedure

Speaker/Listener Role-Play

1. Pair off the participants. Appoint a *speaker* and a *listener* in each pair. If there is an odd number of participants, the den chief can join as a speaker.
2. Give each of the listeners one instruction card. The listener will keep the card's message hidden from the speaker.
3. Instruct the speakers to talk for a minute or two to their listeners about a recent trip or vacation.
4. Each listener responds with behavior determined by the assigned message:
 - Interrupt the speaker.
 - Give the speaker advice before he or she is done.
 - Give the speaker a blank look.
 - Be bored.

Discussion of the Role-Play

- Ask the speakers what they just experienced. How did the reactions of the listeners affect them?
- Ask the listeners how the speakers responded to their particular listening behavior.
- Ask: "What *is* listening?"
- Ask: "Why is listening such an important part of learning?"

Listening is an essential part of communication, yet we take it for granted. We don't teach it in our schools. There are courses in writing and in public speaking, but seldom does a course focus on the skill of listening.

This Wood Badge session is designed to change that. By making ourselves aware of the importance of listening and the ways in which we do it, all of us can more effectively use listening as a tool for learning and for leadership.

Why Is Listening a Key Skill of Leadership?

- Listening is a critical element of communication and a primary means for connecting with other people.

Sharing ideas and experiences with one another creates a pool of familiarity among us. From that grows trust, understanding, and an awareness of strengths and skills—the building blocks of friendships and teamwork.

Listening can be especially powerful when young people are involved. Many people of Scouting age find it unusual to have adults truly pay attention to them. Having people listen to them with care and understanding can be very meaningful for young people and also for the adults.

- Listening provides the means to make decisions and solve problems.

Listening is the glue that holds a team together. It is the doorway through which ideas pass. It is the window in which solutions appear.

“Seek first to understand, then to be understood.” —Stephen Covey

Two Parts of Effective Listening: Active and Empathetic

- *Active listening* reflects what a person is saying to confirm comprehension.

“What I understand you to be saying is this. . . .” By rephrasing the information and bouncing it back to the speaker, the listener confirms that the message has been correctly received. Listeners doing this are not making value judgments. They are simply making sure they are hearing what the speakers have to say, and they are letting the speakers know that their messages are getting through.

- *Empathetic listening* is a sincere attempt by a listener to understand in depth what a speaker is saying.

Empathetic listeners pay attention to more than just the words they hear. They also take care to notice a speaker’s body language, tone of voice, and emotional sense and consider them part of the message package the speaker is sending.

Empathetic listening requires listeners to

- Put themselves in the speaker’s place.
- Imagine things from the speaker’s point of view.
- Try to understand how the speaker feels.

Effective listening is active *and* empathetic.

Exercise in Effective Listening

1. Have participants form pairs. One person is the speaker; the other is the listener. If there is an odd number of participants, the den chief can join as a speaker.
2. For several minutes, the speakers will talk about something they enjoy such as a hobby, a sport, or a family activity.
3. The listeners will try out different listening styles.
 - Pay close attention and acknowledge a speaker’s message simply by saying, “I got it.” Offer no further feedback or judgment.
 - Pay close attention and respond by rephrasing the message.
 - Rephrase the message, and also share any deeper understanding of the speaker’s feelings. The listener should take into consideration the speaker’s body language, tone of voice, facial expressions, and other spoken and silent signals that will help enhance understanding.
4. Listeners and speakers trade roles and repeat the exercise.

Monitoring Our Listening Level

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

A key to effective listening is being aware of our current situation, energy level, and interest. If we are upset about something, it may affect how we listen. Being drowsy will definitely affect our attention span. Are you chilly, too hot, late for another appointment?

Being aware of our own state of hearing awareness can help us adjust to better grasp the message of a speaker. It may be a matter of focusing more on what is being said. Often, though, it may require calling a time-out so that you can put on a sweater, have a bite to eat, take care of distracting matters, or let your emotions cool. Then you can get back together with the speaker under conditions that are more conducive to good listening.

Of course, we cannot tailor every listening situation to be ideal. We often find ourselves in situations with others that make communication difficult. However, good listening skills are powerful tools for calming adversarial situations and finding solutions to problems.

Role-Play—Listening in Adversarial Situations

Ask a volunteer to play the role of a Scout who is angry about the way others in his unit are treating him.

The den chief plays the part of a Scout leader.

1. As the "Scout" expresses his or her complaints and frustrations, the "Scout leader" uses the skills of good listening to acknowledge that the message is being received.

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

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

It is very likely that the Scout will focus on the negative, complaining about what he or she doesn't like. That's fine, it is often the way people who are upset express themselves.

2. The Scout leader says, "I hear what you don't want. Now tell me what you do want."

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

Discussion Points—Listening in Adversarial Situations

Ask participants to discuss what they observed in the “Listening in Adversarial Situations” role-play. In addition to their comments, include in the discussion the following ideas.

- Speakers respond to how others listen to them. Acknowledge but don’t immediately judge their complaints (“I got it . . .”). If there is no enabling by a listener, complaints will seem smaller and ultimately more manageable.
- By taking a negative and flipping it around to a positive, a listener can also structure a more productive framework for finding solutions. (“I hear what you *don’t* want. Now tell me what you *do* want.”)
- A conversation cast in a positive light naturally involves more empathy and support. Body language of listeners and speakers becomes more open, and chances for resolution are greatly enhanced.

Note: This box can be presented as a chart or PowerPoint® slide.

Listeners should always strive to create
a positive present
as opposed to
a negative past.

Giving and Receiving Feedback

Receiving feedback can sometimes be difficult. However, by using effective listening skills, a feedback situation may be turned into a positive experience.

- Have you ever had someone give you advice about something? How did it feel to be receiving feedback?
- Have you ever been in a position to tell people how they can do something better or how they might make a positive change in their behavior? How did it feel to be offering feedback?

From time to time, all of us find ourselves giving and receiving feedback. It is a basic part of team development, of leadership, and of friendships.

For feedback to be helpful, both parties must use the skills of effective listening.

Tips on Giving Feedback

1. Consider your motives. Feedback should always be helpful; otherwise, there is no reason to offer it.
2. Find out if the other people involved are open to receiving feedback. Listen carefully, then rephrase what they say to be sure you understand them.
3. Deal only with behavior that can be changed.
4. Deal with specifics, not generalities.
5. Describe the behavior; do not evaluate it.
6. Let the other person know the impact the behavior has on you.
7. Use an “I” statement to accept responsibility for your own perceptions and emotions.
8. To make sure the recipients of feedback have understood your message in the way you intended it, ask them to rephrase what they heard you say.

You can give caring feedback without a good technique, but the slickest technique in the world will not hide a lack of caring.

Tips on Receiving Feedback

1. Seek out feedback. It will nearly always provide you with information that will in some way help you improve your performance.
2. Listen carefully. Receiving feedback requires a heightened awareness of yourself and the person offering the feedback.
3. Listen actively. Restate the feedback in your own words so that the speaker knows that the message you are receiving is the same as the one the speaker intended to send.
4. Listen empathetically. Put feedback in its proper context by observing the speaker’s body language, tone of voice, and emotions. Consider the speaker’s reasons for offering feedback.
5. Notice how you are feeling when someone offers you feedback. Becoming angry or defensive can cloud your ability to listen effectively.

Consider feedback to be a gift. It truly is.

Summary

- Effective listening is a skill that each of us can learn and can constantly improve upon.
- Listening plays a vital role in forming relationships, developing teams, and finding solutions.
- The best listening is both *active* and *empathetic*.
- Listening can be a tool for turning a negative situation into a positive one.
- Listening well is an important part of both receiving and giving feedback.

Note: At this time the den chief should conduct an election of the denner who will serve through the blue and gold banquet.

Day One: Blue and Gold Banquet/ Opening Luncheon

Time Allowed

75 minutes

Learning Objectives

As a result of this presentation, participants will

- Experience a blue and gold banquet.
- Become acquainted with course staff and visitors.
- Learn about significant Wood Badge traditions.
- Gain an understanding of the responsibilities of service and program patrols.
- Cross over into Boy Scouts and become patrols.

Materials Needed

- Decorations on the tables and around the room as you would see at a blue and gold banquet
- Bridge and table with tablecloth, four colored candles (red, blue, white, and yellow), lighter
- Four candles in holders, four cards (“C,” “U,” “B,” “S”) standing up in front of the candles
- Wood Badge symbols (may be shown as actual objects or as projected images)
 - Ax and log
 - MacLaren tartan
 - Wood Badge beads
 - Wood Badge neckerchief and woggle
 - Kudu horn
- Emblems to be used for the program patrol and service patrol (possibilities include a kudu horn and a camp shovel)

Recommended Resources

- *Cub Scout Leader How-To Book*, No. 33832
- *Group Meeting Sparklers*, No. 33122
- Cub Scout roundtable information for February

Recommended Facility Layout

Troop lunch area

Delivery Method

The blue and gold banquet is a spirited presentation conducted by the Wood Badge staff. The Cubmaster (assistant Scoutmaster for program) will host the first part of the luncheon. After the bridging ceremony, the course director and senior patrol leader will take over. The luncheon is to model a blue and gold banquet and be conducted in a lighthearted and enjoyable manner. The agenda is full, so be conscious of time. The staff should use this opportunity to do the following:

- Model an effective blue and gold banquet and bridging ceremony.
- Convey background information that will enrich the course.
- Model effective presentation techniques.
- Reinforce the concept that a Wood Badge course is infused with fun.

Presentation Procedure

Pre-Gathering Activity

Have the group sing a Cub Scout song. It could be the following song or a similar one.

Webelos Graduation Song

(Tune: "Red River Valley")

From Cub Scouting we soon will be leaving;
Do not hasten to bid us adieu
But remember us Webelos Cub Scouts,
And the boys who have played long with you.

Chorus:

From Cub Scouting they say you are going;
We will miss your bright eyes and your smile,
For they say you are taking the sunshine
That has brightened our pathway a while.

We have talked, we have sung, we have shouted;
We have walked, we have swum, we have run,
Done our best, with goodwill, done our duty,
And we never missed chances for some fun.

Chorus

Now we've grown, over time, into Boy Scouts;
Big adventures, excitement lie ahead.
May we always remember the good times
And the friends in this pack we have made.

Chorus

Opening Ceremony

Use a suggested opening ceremony from current year's program helps or the one that follows. Remember to say a grace before the meal.

Blue and Gold Opening Ceremony

First Scout: Friends, we welcome you to our blue and gold banquet. Behind the candles are the letters C-U-B-S. This represents a great event in Scouting—the start of the Cub Scouting program in 1930.

Second Scout: C stands for courtesy. A Cub Scout is courteous to his elders, his friends, his teachers, and especially his parents. He is courteous in all that he says and does.

Third Scout: U stands for unity. When a boy joins a pack, he becomes a member of a den. He works and plays with other boys. He learns to get along with others.

Fourth Scout: B stands for bravery. The Cub Scout is courageous enough to stand up for what he thinks is right, honest, and fair, thereby making the world a better place to live.

Fifth Scout: S is for service. When a Cub Scout learns to serve others, God, and his country, he helps spread goodwill.

Staff and Visitor Introductions

The course director or senior patrol leader will introduce the members of the Wood Badge course staff by asking each to stand and give some brief background information—hometown, position in Scouting, responsibilities for the current Wood Badge course.

Introduce any visitors to the course. (Scout executives and other council officials are encouraged to attend the first morning of each Wood Badge course.)

Council executives may wish to offer a few words of welcome and encouragement to the course participants.

Skits, Songs, and Entertainment

Choose a short skit or stunt from the *Cub Scout Leader How-To Book*, or use this one. To save time, consider doing this from the places where the actors are sitting. It will move attention away from the front of the room and create “cover” for moving the bridge in place if that is necessary.

Sample Skit

First person enters, looking over the crowd.

Second person: _____, what are you doing?

First person: Looking for Joe. This is the biggest event of the year, and he's not here.

Second person: You didn't hear what happened to Joe?

First person: No. What happened?

Second person: Remember that new fishing pole he got for his birthday? Well, he went down to the creek determined to catch a mess of fish. He said he was going to catch fish even if he had to use every lure in that new tackle box.

First person: That's cool! Did you see those lures he got? Did he use that yellow-bellied blue-backed mud sucker?

Second person: I don't know about that.

First person: Well, did he catch anything?

Second person: Yeah! A cold! He fell in and caught a cold!

Note: Because the entire group of participants and staff eats together during the first three days of the course, there is an excellent opportunity for some type of meal entertainment and the opportunity to close the meal by singing "Back to Gilwell" to signify when the meal has ended. Staffs will want to create their own material here, utilizing the guidelines set forth in the instructional campfire, or they may choose to do the Weather Rock or Sports Reports that have been part of many past Wood Badge courses. A short bit of entertainment here, combined with singing "Back to Gilwell" as the closing for the blue and gold banquet models the structure that will be used for the remainder of these group meals.

Recognitions

Note: During this portion of a blue and gold banquet, the Cubmaster would thank den leaders and others who have helped the pack during the year. This would be the lead-in to advancements for the Cub Scouts. This is a good time for the Cubmaster to recognize the cooks for the meal and anyone else who has helped the pack to this point.

To transition into the bridging ceremony, the Cubmaster should thank the den chiefs for their service. After dens cross over, Pack 1 den chiefs will not be used.

Webelos-to-Scout Bridging Ceremony

At the blue and gold banquet, the participants will make the transition from their Cub Scout pack into Boy Scout Troop 1. The ceremony will be brief and simple, following the guidelines that follow. As dens cross the bridge into Boy Scouting, they are given their patrol flags and patrol names, and their den chiefs become their troop guides.

The setting for the bridging ceremony includes a table covered with a tablecloth. Four candles are arranged upon the table. Nearby is a footbridge. The dens may remain seated for the first portion of the ceremony.

Cubmaster: Today you are taking a giant step—from Cub Scouting to Boy Scouting. Today we will be talking about the colors of the four winds and the meaning they have for us. Remember what is said today, and let the winds continue to guide you along the Scouting trail. (*Lights the blue candle.*) Blue stands for the Cub Scout spirit and the north wind. You are a true-blue Cub Scout. It brings you only the warmest of winds. (*Lights the yellow candle.*) Yellow stands for the south wind that carries the story of your achievements far and wide. As a Cub Scout you have been eager, fair, and a credit to your den and pack. (*Lights the white candle.*) White stands for the east wind and the spirit of Scouting. The east wind carries the story of fun and happiness to your Scout troop and tells others how you live up to the Scout Oath. (*Light the red candle.*) Red stands for the west wind and represents your family. In Cub Scouting, your family helped guide you along the trail. They will go with you into Boy Scouting, but now it is you who will lead the way.

Scoutmaster: Hello, Webelos Scouts of Akela, what do you desire?

Cubmaster: Your answer is, “We desire to be Boy Scouts.”

Scouts: We desire to be Boy Scouts.

Scoutmaster: Then prepare to cross the bridge.

Cubmaster: Congratulations! We have been proud to have you as a member of this Cub Scout pack and we wish you well in Boy Scouting. As you cross the bridge, we’ll give you the Cub Scout handshake one last time. Your Scoutmaster and senior patrol leader await you on the other side. Please cross over by dens.

Scoutmaster: (*After each den has crossed over the bridge*) Welcome to Boy Scouting. You are now members of the _____ Patrol. Allow me to present you with your patrol flag (*after all the dens in the group have crossed over*). Later today each of you will be inducted into membership in Gilwell Troop 1 and presented with your troop neckerchief. Wear it with pride as many have done before you. Your senior patrol leader now wishes to express the troop’s pleasure in having you as a member.

Senior patrol leader leads the troop in a cheer for the new Scouts.

Scoutmaster: Cubmaster _____, we would like you to join the troop with your Webelos Scouts as an assistant Scoutmaster. Would you be willing to join Troop 1?

Cubmaster: Thank you, I would love to be a part of Troop 1. Scoutmaster, I turn the program over to you.

Note: The den chiefs will assist in ensuring an orderly progression of dens.

Wood Badge Traditions

The course director should take a few minutes here. He or she should welcome the participants to Troop 1 and talk about the fact that while the uniforms the staff and participants are wearing depict who they are back home, their nametags

explain their role for this course. While all of us are adults and will be treated as such, the participants and some of the staff are playing roles traditionally held by boys in a troop. The course director should take time to talk about the relationship between the Scoutmaster and the senior patrol leader of a troop. Many Cub Scout leaders do not understand the way a troop runs, so this should be made clear to them now.

The course director or senior patrol leader will talk briefly about several Wood Badge traditions that link present-day courses to those of the past and that unite participants enrolled in the current program with Wood Badge participants around the world. Chief among these are

- **Gilwell Field.** Baden-Powell held the first Wood Badge course at Gilwell Park near London. To this day, Gilwell is considered the international home of Wood Badge. Wherever on the globe a course takes place, the main assembly area is known as Gilwell Field.
- **Ax and log.** The ax and log is the totem of Gilwell Park.
- **MacLaren tartan.** In 1919, a Scotsman named W. F. de Bois MacLaren, a district commissioner for Scouting in Scotland, purchased Gilwell Park and presented it to the British Boy Scout Association. He explained that one of his purposes in doing so was “to provide a training ground for the officers of the Scouting movement.” In perpetual appreciation for his generosity to Scouting, Wood Badge adopted the tartan of the MacLaren clan. It is this tartan that appears on the Wood Badge neckerchief.
- **Wood Badge beads.** In 1888 during a military campaign in Africa, Baden-Powell acquired a necklace of wooden beads from the hut of a warrior chief named Dinizulu. Years later at the conclusion of the first Wood Badge course, Baden-Powell gave each course graduate a bead from the necklace. The “Wood Badge” program takes its name from those beads. Since then, more than 100,000 Scouters worldwide have completed Wood Badge courses and can wear replicas of the original wooden beads.
- **Neckerchief and woggle.** Held in place by a leather woggle, the Wood Badge neckerchief—tan with a patch of MacLaren tartan—may be worn by course graduates. Wood Badge beads, neckerchief, and woggle may be worn only with the official field uniform of the BSA.
- **Kudu horn.** During his military service in Africa, Baden-Powell observed members of the Matabele tribe blowing on the horn of a kudu to signal to one another. He brought a kudu horn back to England with him, and in the summer of 1907 when he held his first experimental camp on Brownsea Island, Baden-Powell sounded the horn to assemble his campers. The same horn was entrusted to Gilwell Park in 1920 for use in Scout training courses. Since that time, the kudu horn has been a symbol of Wood Badge courses throughout the world.
- **Gilwell Song.** The Gilwell Song has been sung by generations of Wood Badge participants—always energetically, but with wildly varying degrees of harmonic success.

Service Patrol and Program Patrol Responsibilities

The course director or senior patrol leader will explain the roles of the service and program patrols.

Each day, one patrol will act as the service patrol and one patrol will be the program patrol. The period of service will extend from the morning's troop assembly on Gilwell Field until the following morning's assembly. (The exception will be Day One, when the service and program patrols assume their duties during this lunchtime presentation.)

The patrol leader notebook, which will be handed out to each patrol during the first patrol leaders' conference later today, contains information on what is expected of the service and program patrols, and a roster listing the patrols assigned to be the service patrol and program patrol for each day of the Wood Badge course.

Service and Program Patrol Symbols

The senior patrol leader will ask a member of the Day One service and program patrols to come forward to receive the symbols of office for those patrols.

- Service patrol symbol—a small shovel or other representation of service
- Program patrol symbol—a kudu horn or other representation of program

Encourage patrols to decorate the symbols in their keeping. Before they relinquish the symbols to the next day's service and program patrols, they may wish to attach some version of their totems, although they are free to devise any decoration of their own choosing.

Note: Remind participants that program and service patrols are a tradition of Wood Badge, not of a standard Boy Scout troop. While service and program patrols are recognized as a part of Wood Badge, course participants should not expect to find similar patrols in their home units, though large troops may use service patrols.

Closing Ceremony

Sing "Back to Gilwell."

Summary

The opening luncheon presentation is an opportunity to showcase Cub Scouting's major event of the year, the blue and gold banquet. It provides the opportunity to perform a bridging ceremony and to introduce staff and visitors to course participants. It is also the time to review the key Wood Badge emblems, discuss the responsibilities and symbols of the program and service patrols, and sing the Gilwell Song. Along the way, presenters can reinforce the legacies of Wood Badge and the promise of fun in a Wood Badge course.

Day One: Troop Meeting

Time Allowed

110 minutes

Learning Objectives

The Wood Badge course is structured to represent the experience of a Scout unit moving through a month of meetings and activities. The meetings that occur during the first three days are similar to those a unit would schedule over a period of three weeks. The final week of a unit's month correlates to the experience that participants embark upon during the final days of the Wood Badge course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

The troop meeting on Day One of a Wood Badge course is the first time that participants will gather as members of Troop 1. Likewise, it is representative of the first unit meeting attended by any young person new to Cub Scouting, Boy Scouting, Varsity Scouting, or Venturing. Whatever the program, new members sign in, cover some basic principles of Scouting, learn new skills, and have a lot of fun.

Materials Needed

- Troop 1 flag on stand
- Posters (hung around the meeting room, featuring the Scout Oath and Scout Law)
- New card for name badge with appropriate patrol emblem for each participant
- Badges of office (per patrol: one badge each for patrol leader, assistant patrol leader, patrol chaplain aide, and patrol scribe)
- Scout patches (one per patrol, to be affixed to the patrol flag during the new-Scout induction ceremony)
- Safety pins (two per participant, for securing the patrol medallion and badge of office to the uniform; and two per patrol, for securing the Scout patch to the patrol flag)
- Cord for making woggles (one 40-inch length per participant; three 40-inch lengths per troop guide for preparing extra woggles)

Note: Participants can be given cord of a color that matches the epaulet tab color of the BSA program with which they are most closely associated. It is acceptable for all troop members' woggles to be green.

- | | |
|----------------------|---------------------------|
| ■ Cub Scouting—Blue | ■ Varsity Scouting—Orange |
| ■ Boy Scouting—Green | ■ Venturing—Green |

- New-Scout induction ceremony materials:
 - 16 candles
 - One candleholder for 12 candles, one candleholder for three candles, and one candleholder for a single candle
 - *The Boy Scout Handbook*
 - 12 points of the Scout Law on 12 index cards
 - A prefolded Wood Badge course neckerchief for each patrol member
 - Several extra woggles
- Materials for Patrol Method Game
 - *Troop Meeting Plan—Day One* (one per staff member; patrols will find their copies in their patrol leader notebook)
 - *Troop Meeting Plan—Day Two* (one per staff member; patrols will find their copies in their patrol leader notebook)
 - Patrol Meeting Agenda (one for each troop guide; one included in each patrol leader notebook)
 - Patrol Daily Self-Assessment Tool (one for each troop guide; one included in each patrol leader notebook)
 - Aims of Scouting Work Sheet (one per participant, see appendix)

Recommended Facility Layout

Troop meeting room

Delivery Method

The Day One troop meeting is facilitated by the senior patrol leader with the involvement of the assistant Scoutmasters, troop guides, Scoutmaster, and other course staff. (On Days Two and Three, the patrol leaders will assume responsibility for significant portions of the troop meetings.)

Presentation Procedure

Troop Meeting Plan

A copy of the Day One meeting plan is included in the patrol leader notebook. The troop meeting plan is designed to reinforce an efficient method for developing and running a meeting; participants must have access to everything they need to fulfill their responsibilities.

Preopening: Making Introductions, Making Woggles

The preopening activity of the Day One troop meeting is twofold.

- Each patrol member gets acquainted with another member of the patrol and introduces that person to the rest of the patrol.
- Each patrol member learns to tie a woggle.

Making Introductions

An important aspect of the early stages of a Wood Badge course is for participants to get to know one another, a process that will be encouraged through a variety of activities early in the course. In addition, the skill of effectively introducing someone to a group of people is valuable in many BSA situations and in other organizational and business settings.

1. To begin the preopening activity, the troop guide asks each patrol member to learn about another member of the patrol and get ready to introduce that person to the patrol.
2. Patrol members pair off and take a few minutes to interview one another. They should give some thought to how they will make their introductions and what they will emphasize. If there is an odd number of participants, the troop guide can pair up with someone or one group may have three members.
3. Patrol members take turns introducing the person each has interviewed. If some of the participants already know each other, the interviewers can shape their introductions to highlight interesting points that may not be commonly known.

Making a Woggle

The second preopening activity is making a woggle. Participants should

- Experience the success of learning a new skill.
- Connect with a Wood Badge tradition.
- Model effective teaching techniques.

The troop guide provides each patrol member with a 40-inch length of cord. Ideally, participants will receive cord of the color associated with their BSA program (blue for Cub Scouting, green for Boy Scouting, orange for Varsity Scouting, green for Venturing, or the entire troop may use green). Using EDGE, troop guides teach the making of a woggle.

Note: Each troop guide must have extra woggles to *lend* to any patrol members who do not finish tying their own woggles in a timely fashion. Troop guides can help patrol members finish tying their own woggles later in the day.

Note: The methods for tying a woggle can be found in *Craftstrip Braiding Projects*, No. 33169, available from the BSA Supply Group.

Opening Ceremony

The time allotted for the opening ceremony of the Day One troop meeting includes the new-Scout induction ceremony that installs participants as members of Troop 1.

1. The senior patrol leader leads participants in reciting the Scout Oath and Scout Law.
2. The Scoutmaster welcomes participants and emphasizes that Troop 1 operates according to the Scout Oath and Scout Law.
3. The Wood Badge staff conducts the new-Scout induction ceremony.

New-Scout Induction Ceremony

PROCEDURE

SCOUTMASTER: “Scouts, we have a special ceremony to conduct at this time. The circle of our troop is about to enlarge to welcome new members. This is a tradition with Troop 1; every one of us was inducted into the troop with this same ceremony.

“Some joining may be new to Scouting. Some are already experienced in Cub Scouting, Boy Scouting, Varsity Scouting, or Venturing, or in a combination of these programs. Senior patrol leader, will you begin the ceremony?”

SENIOR PATROL LEADER: “Troop guides, will you present those who are ready to be received into the fellowship of our troop?” *(The troop guides ask patrol members to stand one at a time and introduce them to the rest of the troop by name and district or council. This occurs by patrol.)*

SENIOR PATROL LEADER: *(After all patrols have been introduced, picks up lighted candle from table or candleholder)* “This candle represents the spirit of Scouting. As we welcome you into the fellowship of Troop 1, we want you to think about what it means to be a Boy Scout.

“Sure, it’s lots of fun, but more than that, it’s about getting along with other people. It’s doing your part, helping others all the time, and learning to lead. It’s about living up to the Scout Oath and Scout Law not just while you are in the troop or in uniforms or at Scout meetings, but all the time—24 hours a day, seven days a week, 365 days a year. It’s about doing a Good Turn every day and being prepared. That is what the spirit of Scouting means to us in Troop 1. Now listen to the meaning of the Scout Law.”

(Staff members who are not troop guides are stationed near the table. Each will recite one point of the Scout Law and light one of the candles. If there are fewer than 12 staff available, each staff member can light candles for two or more points of the Scout Law.)

STAFF MEMBER 1: “A Scout is trustworthy.”

READER: “A Scout tells the truth. He is honest, and he keeps his promises. People can depend on him.”

STAFF MEMBER 2: "A Scout is loyal."

READER: "A Scout is true to his family, friends, Scout leaders, school, and nation."

STAFF MEMBER 3: "A Scout is helpful."

READER: "A Scout cares about other people. He willingly volunteers to help others without expecting payment or reward."

STAFF MEMBER 4: "A Scout is friendly."

READER: "A Scout is a friend to all. He is a brother to other Scouts."

STAFF MEMBER 5: "A Scout is courteous."

READER: "A Scout is polite to everyone regardless of age or position. He knows that using good manners makes it easier for people to get along."

STAFF MEMBER 6: "A Scout is kind."

READER: "A Scout knows there is strength in being gentle. He treats others as he wants to be treated. Without good reason, he does not harm or kill any living thing."

STAFF MEMBER 7: "A Scout is obedient."

READER: "A Scout follows the rules of his family, school, and troop. He obeys the laws of his community and country. If he thinks the rules and laws are unfair, he tries to have them changed in an orderly manner rather than disobeying."

STAFF MEMBER 8: "A Scout is cheerful."

READER: "A Scout looks for the bright side of life. He cheerfully does tasks that come his way. He tries to make others happy."

STAFF MEMBER 9: "A Scout is thrifty."

READER: "A Scout works to pay his way and to help others. He saves for the future. He protects and conserves natural resources. He carefully uses time and property."

STAFF MEMBER 10: "A Scout is brave."

READER: "A Scout can face danger although he is afraid. He has the courage to stand for what he thinks is right even if others laugh at him or threaten him."

STAFF MEMBER 11: "A Scout is clean."

READER: "A Scout keeps his body and mind fit. He chooses the company of those who live by high standards. He helps keep his home and community clean."

STAFF MEMBER 12: "A Scout is reverent."

READER: "A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others."

SENIOR PATROL LEADER: "Friends, you have heard the Scout Law. Will you do your best to live up to it? If so, please say, 'I will.'"

CANDIDATES: *(Together)* “I will.”

STAFF MEMBER 13 (ASSISTANT SENIOR PATROL LEADER, IF THERE IS ONE): “As a final step in becoming a member of Troop 1, I ask each of you to raise your right hand in the Scout sign and repeat the Scout Oath with me. Don’t just say the words—mean them, because it is your oath, your promise to live the life of a Scout as a member of Troop 1 now and always.

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

(As the staff member recites the Scout Oath with the candidates, the senior patrol leader lights the three remaining candles.)

SCOUTMASTER: “As you have committed yourselves to the Scout Oath and Law, I now declare that each of you is an official member of Troop 1. Will each troop guide bring a patrol representative forward with the patrol flag?”

(The Scoutmaster awards the Scout patch to each patrol by affixing it to the patrol flag.)

“We will now present each of you with your Troop 1 neckerchief.”

(The troop guides present the new Scouts their Troop 1 neckerchiefs.)

SCOUTMASTER: “Let us now welcome our new members.”

(The troop guides welcome the members of their patrols. The Scoutmaster and other Wood Badge staff members circulate through the patrols to welcome the new members to the troop. The ceremony is concluded when every new Scout has been welcomed.)

Skills Instruction—The Aims and Methods of Scouting

This is a 15-minute patrol presentation and discussion facilitated by each patrol’s troop guide. Patrols meet in “patrol corners” of the troop meeting room. Each participant has a copy of the Aims of Scouting Work Sheet.

The presentation will lead participants to

- Understand the underlying principles of Scouting.
- Realize how the aims of Scouting apply to Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.
- Relate the aims of Scouting to their own lives and BSA responsibilities.

Procedure

1. Ask patrol members to think about young people they know who are currently in Cub Scouting, Boy Scouting, Varsity Scouting, or Venturing.
2. Next, imagine the same people 10 years in the future. Consider what they might be doing, where they could be living, and how they will be spending their time.

3. Ask each patrol member to take two or three minutes to write down (on the back of the Aims of Scouting Work Sheet) some qualities that those young people will exhibit in the future that they have gained from their current Scouting experience. Answers might include:

- Self-motivation
- High expectations
- Focus
- Interest in the outdoors
- Technical skills
- Leadership ability
- Citizenship

4. Discuss with the patrol the following ideas.

- It is often said that Scouting is “a game with a purpose.” The **aims** of Scouting—its purposes—are to help youth become better people and to fully realize their potential as they move into the future.
- The **aims** of Scouting are character development, citizenship training, and personal fitness.
- The “game” part of Scouting is what we most often see—young people taking part in outdoor adventures, service projects, meetings, advancement efforts. Those are the **methods** that the Scouting program uses to guide its members toward worthwhile aims.

The Methods of Cub Scouting

- The ideals
- The den
- Advancement plan
- Family involvement
- Activities
- Home- and neighborhood-centered
- The uniform

The Methods of Boy Scouting and Varsity Scouting

- The ideals
- Patrol/squad method
- Advancement
- Association with adults
- Outdoor activities
- Personal growth
- Leadership development
- The uniform

The Methods of Venturing

- The ideals
- Group activities
- Recognition
- Adult association
- High adventure
- Teaching others
- Leadership

- Underlying the aims and the methods of the BSA is a solid foundation of **ideals**—the values upon which all of Scouting’s programs are built. These are contained in the Scout Oath and Scout Law.
5. Ask patrol members to list on their work sheets some specific ways that each BSA program brings to life the aims, ideals, and methods of Scouting.
 6. Encourage participants to share what they have written. Use their responses to facilitate a discussion that relates their ideas about Scouting’s aims and values back to the young people—those they thought about at the beginning of this presentation and those who are not currently involved in Scouting but who could gain from the BSA message.

Patrol Meetings

The meeting of each patrol during the troop meeting on Day One is facilitated by its troop guide. The agenda includes several important items.

Note: A copy of the agenda is included in the patrol leader notebook. Each troop guide should also have a copy.

Role and Responsibilities of the Patrol Leader

In a traditional Boy Scout troop, patrols are smaller units designed to provide members with a greater sense of belonging, more opportunities to experience leadership, and a practical framework for conducting the troop’s program. The same is true, with varying levels of sophistication, for the dens of a Cub Scout pack, the squads of a Varsity Scout team, and the teams of a Venturing crew.

The patrols of a Wood Badge course fulfill the same purpose, but that’s just the beginning. The demands of the course push each patrol to experience specific stages of development common to any team that wishes to become highly productive. As they experience those stages, Wood Badge participants are assessing the progress of their team. Through patrol and troop presentations, they are also being introduced to fresh perspectives on individual and team dynamics that relate directly to the team experience they are having as members of patrols.

By understanding the progressive development of their own teams and by applying the lessons they are learning during the course, Wood Badge participants come to a fuller understanding of what makes teams function as they do and what leadership approaches will maximize a team’s potential.

A different member will serve each day as leader of his or her patrol, thus allowing each person to have at least one chance during a Wood Badge course to experience that leadership opportunity. In addition to assuming the traditional responsibilities of that office, patrol leaders will also assume responsibilities that encompass the larger goals of the course.

Note: The following descriptions will appear in the Day One edition of *The Gilwell Gazette*.

Role and Responsibilities of the Patrol Leader

- Take a leading role in planning and conducting patrol meetings and activities.
- Encourage patrol members to fully participate in the Wood Badge course and to achieve all they can.
- Represent the patrol as a member of the patrol leaders' council (PLC).
- Set a good example by living up to the Scout Oath and Scout Law.
- Practice using the leadership and team skills being presented during Wood Badge presentations.
- Ensure that daily patrol self-assessments are carried out in a timely, effective manner.
- Provide patrol members with all the resources and information they need to succeed.
- Empower the patrol to become the best it can be.
- See that the patrol is prepared for all course presentations and activities.

Role and Responsibilities of the Assistant Patrol Leader

- Assume the responsibilities of the patrol leader whenever the patrol leader is unable to do so.
- Encourage patrol members to fully participate in the Wood Badge course and to achieve all they can.
- Assist the patrol leader in empowering the patrol to become the best it can be.
- Set a good example by living up to the Scout Oath and Scout Law.

Role and Responsibilities of the Patrol Chaplain Aide

In concert with the chaplain aides of the other patrols and with the assistant Scoutmaster assigned to coordinate their efforts, the patrol chaplain aide will

- Learn what resources are available that can be used for religious observances during the course, and make that information available to the rest of the patrol.
- Develop and help present the participants' interfaith worship service.
- Assist in conducting any other religious observances that may arise during the Wood Badge course.
- Set a good example by living up to the Scout Oath and Scout Law.

Role and Responsibilities of the Patrol Scribe

■ Provide interesting and timely material about the patrol to the publisher of *The Gilwell Gazette*—the daily newspaper of the course. (The publisher of the *Gazette* may hand out guidelines to help scribes fulfill their duties or may briefly meet with all the patrol scribes to discuss how best they can assist in making the *Gazette* a worthwhile publication.)

- Set a good example by living up to the Scout Oath and Scout Law.

Role and Responsibilities of a Patrol Member

For a patrol to succeed as a team, each of its members must

- Fully participate in the Wood Badge course and achieve all he or she can.
- Practice using the team development skills introduced during Wood Badge presentations.
- Help his or her patrol meet its obligations to fulfill assignments including the development and presentation of the patrol project.
- Set a good example by living up to the Scout Oath and Scout Law.
- Have fun!

Patrol Elections and Appointments

The troop guide will assist the patrol in electing a patrol leader who will, in turn, appoint an assistant patrol leader. The patrol also will determine who will hold those posts during subsequent days of the Wood Badge course. A chart for keeping track of elections and appointments can be found in the appendix (A-17).

- Each patrol member should have the opportunity to serve at least one day as patrol leader. The person assigned to be assistant patrol leader will, on the following day, become the patrol leader.
- Enter the names in the patrol position roster contained in the patrol leader notebook.

The patrol will also select or appoint a chaplain aide and a scribe. Each of these positions may be held by the same person for the duration of the course.

- On the day a person who is otherwise a chaplain aide or a scribe is serving as patrol leader, the duties of the appointed office may be assumed by other patrol members.
- A patrol's chaplain aide will be involved on Day Six with the interfaith worship service.

Evaluation Using Start, Stop, Continue

The troop guides will coach their patrols to use the Start, Stop, Continue evaluation tool for their daily patrol self-assessment.

Start—"What should the patrol be doing that will make things better?"

Stop—"What should the patrol stop doing because it isn't helping?"

Continue—"What is the patrol's strength that is working well and should be continued?"

- A key to effective team development is self-assessment—regularly measuring the morale and productivity of one's own group. The daily patrol self-assessment encourages course participants to do just that.
- The patrol self-assessment tool can be used just as effectively in other team settings within and beyond Scouting—district committees, church boards, camp staffs, business task forces, etc.
- The daily patrol self-assessment measures the development and performance of the patrol over the preceding 24 hours.
- The patrol self-assessment need not be shared with anyone outside of the patrol. On the morning of Day Two, however, the troop guide may help facilitate the assessment process as patrol members work through it for the first time. After that, the troop guide will not be involved in the assessment process unless specifically requested to do so by the patrol leader.

Patrol Totem

The troop guide will share the following information with the patrol.

- Since the earliest days of Wood Badge, course participants have designed and developed totems to give themselves and their patrols a unique identity.
- The patrol totem is the logo of that team. Patrol members design it themselves and decide how and when it will be used. In many cases, the course participants incorporate their totems into items that become take-home mementos of their Wood Badge experience.

The troop guide will

- Provide examples of totems of staff members or previous course patrols for inspiration.
- Inform patrol members that they must present their totem design to the senior patrol leader for approval no later than the patrol leaders' council meeting on Day Two.

Interpatrol Activity

Involve the patrols in the Patrol Method Game (see appendix, A-13) to get them moving and interacting with one another.

Closing

The closing of the Day One troop meeting consists of two parts: the patrol leader installation and the Scoutmaster's Minute.

Patrol Leader Installation

- The senior patrol leader asks the newly elected patrol leaders to come forward, place their left hands on the troop flag, and give the Scout sign.
- The Scoutmaster administers the Patrol Leader Oath.

Patrol Leader Oath

I promise to do my best to be worthy of the office of patrol leader, for the sake of the Scouts in my patrol and troop, and in the world brotherhood of Scouting.

- The Scoutmaster and senior patrol leader congratulate the new patrol leaders.

Scoutmaster's Minute

Note: The Troop Leader Guidebook describes the Scoutmaster's Minute as ". . . often a story distinguished by its brevity and singleness of purpose. It may be an account from a newspaper article, a short poem, a personal experience, or something out of Scouting's history." During the Wood Badge training program, a Scoutmaster's Minute is given at the end of each troop meeting and during the Day Five and closing Gilwell Field assemblies. The Minutes provide an opportunity for the Scoutmaster to support the participants' learning experience.

It is important to link what the participants have recently experienced to the Scoutmaster's Minute. Putting the Minutes into the first person and speaking with conviction will help deliver the message.

The participants have been through the orientation, seen the staff exhibit, assembled on Gilwell Field as a Cub Scout pack, and "crossed the bridge" from Cub Scouting into Boy Scouting. The purpose of this Scoutmaster's Minute is to remind them how important first impressions are.

Scoutmaster's Minute

Some time ago, a young boy joined two organizations. He grew to become an adult, and one of those organizations continues to have him as a member. When asked why he stayed with the one organization, he responded that when he joined he was made to feel welcome and important. His opinions seemed to count and he learned while having fun. He liked being part of a group that seemed to always give him something to look forward to. Will the youth in our units say the same several years from now?

Meeting adjourns.

Summary

Each meeting of Wood Badge Troop 1 should be conducted as a model of an ideal Scout meeting—well-prepared and carried out on schedule and in a lively manner with patrol members assuming significant leadership roles. Participants must have access to everything they need, both in terms of information and supplies, to fulfill their responsibilities.

Day One: Patrol Leaders' Council Meeting

Time Allowed

60 minutes

Learning Objectives

The patrol leaders' council meeting on Day One

- Empowers patrol leaders with the resources and guidance that will enable them to help their patrols progress toward becoming fully productive teams
- Lays the groundwork for patrols to experience the stages of team development
- Establishes the precedent that the senior patrol leader will be making assignments to the patrol leaders so that they, rather than the Scoutmaster or senior patrol leader, can run significant portions of the subsequent troop meetings
- Models ways to run an efficient, well-planned meeting

Materials Needed

- Patrol leader notebooks (Each patrol leader will be given a patrol leader notebook containing core information that will be useful throughout the course—blank meeting charts, duty rosters, equipment lists, suggested menus, etc. The notebook is also the place for patrols to keep copies of handouts such as meeting agendas. Blank pages in the notebooks provide space for patrol leaders to write down ideas from meetings. The patrol leader notebook is passed along each morning of the course to the patrol's newly inducted patrol leader.)
- Patrol Leaders' Council Meeting Agenda (one copy for each patrol leader; copies for all course participants observing the patrol leaders' council meeting)
- Day One Troop Meeting Plan (one copy in each patrol leader notebook; enough additional copies for the patrol leaders to distribute one to each member of their patrols)
- Instructions for Conducting the Zulu Toss game (one copy in each patrol leader notebook)
- Information on Front-End Alignment game
- Guidelines for Developing Patrol Exhibits (one copy in each patrol leader notebook)
- Course Schedule for Day Two (one copy to be given to each patrol leader)
- Day Two Troop Meeting Plan (one copy in each patrol leader notebook)
- Sheet with OMHIWDMB printed in bold (one copy for each patrol leader handbook)
- Materials to be used by patrols in the patrol project (should be gathered and be available from the quartermaster)

Recommended Facility Layout

The troop meeting area should be prepared with a table and seating for the patrol leaders and senior patrol leader. The patrol leaders need not sit in any special order. Behind each patrol leader's chair, place a chair for that patrol's troop guide. Arrange chairs nearby for staff who would normally attend meetings of the patrol leaders' council—Scoutmaster, quartermaster, etc. Surrounding these chairs is seating for the rest of the course participants. (Assistant Scoutmasters may attend the meetings of the patrol leaders' council but should remain in the background. These meetings are a key tool Scoutmasters use to develop boy-led troops by coaching, guiding, and supporting youth leaders and by giving them the responsibility and freedom to lead.)

Delivery Method

The Day One patrol leaders' council meeting occurs in the round—that is, attended by patrol leaders and other troop leaders, and observed by all other course participants. In addition to forwarding the course syllabus, the in-the-round setting provides an opportunity to model an ideal patrol leaders' council meeting.

The patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting. To clarify and explain important concepts of leadership and team structure, the senior patrol leader may also address comments to the course participants observing the meeting. Course participants who are not members of the patrol leaders' council should remain quiet throughout the meeting unless specifically asked to comment by the senior patrol leader.

Presentation Procedure

Agenda

Have copies of the agenda ready to distribute at the beginning of the meeting to the patrol leaders.

Note: The patrol leaders' council meetings on subsequent days of a Wood Badge course may require the inclusion of additional agenda items. Whatever the case, meetings must have a clear structure and process. That will present Wood Badge participants with models of effective meeting scenarios and will enhance the opportunities for patrol leaders to feel that they are contributing in meaningful ways to the success of each gathering.

Welcome

Give each patrol leader a page on which appears only the following: **OMHIWDMB**

Ask: “*OMHIWDMB*—what does that stand for?”

Answer: “On My Honor I Will Do My Best.”

Tell patrol leaders: “This is all you need to do to be a successful patrol leader, but you can do no less.”

Introductions

Briefly introduce those who will be active participants in patrol leaders’ council meetings—patrol leaders, Scoutmaster, assistant senior patrol leader, quartermaster, and anyone else who will be making special contributions to the proceedings.

Acknowledge the attendance of the rest of the Wood Badge course participants and staff, and explain 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 and also with any other group gathering—a unit committee, a Venturing crew business team, etc.
- It allows everyone to better understand what will be expected of them throughout the remainder of the course.

Announcements

Make any announcements that are relevant to the group at this time. In addition:

- Explain that patrol leaders have a responsibility to convey to the patrols information from the meetings of the patrol leaders’ council, which they keep in the patrol leader notebook.
- Remind the patrol leaders that designs for patrol totems must be presented to the senior patrol leader no later than the patrol leaders’ council meeting on Day Two.
- Note the time and location of the instructional interfaith worship service and the participants’ interfaith worship service.
- Note the time and location of the Day Three meeting of the patrol chaplain aides.

Note: The chaplain aides will meet on Day Three at the same time as the patrol leaders’ council. On Day Six, the chaplain aides will be involved in the interfaith worship service. Because of these scheduling issues, participants serving as chaplain aides should take their turns as patrol leaders at times other than Day Three or Day Six of the course.

Agenda Distribution

Provide copies of the meeting agenda to the patrol leaders, staff, and all participants who are observers.

Note: The Day One in-the-round patrol leaders' council meeting differs from other meetings during the course in that all noninvolved participants are present as observers. At patrol leaders' council meetings on subsequent days, only the patrol leaders and appropriate staff will receive copies of the agenda and attend meetings of the PLC.

Throughout the Wood Badge course, patrols are given full access to as much information as is reasonably possible. Much of the daily troop information is provided at the patrol leaders' council meetings to patrol leaders. The intent is to empower them to assume a greater role of leadership within their patrols. It will be up to each patrol leader to determine when best to disseminate information to the members of their patrols.

Assessment of the Day One Troop Meeting

Lead the patrol leaders in an assessment of the troop meeting that occurred on Day One. Direct the discussion with the following questions.

- What was the meeting's purpose?
- How was that purpose accomplished?
- How can we make future meetings better?

Note: The assessment should not be complicated or time-consuming. The brief discussion is intended to gather a general sense of the meeting's success and to reinforce the idea that assessment is a basic tool of effective team development.

Introducing Start, Stop, Continue Evaluation Tool

Distribute the Day One Start, Stop, Continue assessment tool to the patrol leaders. This Start, Stop, Continue assessment will be an introduction on how to use the patrol assessments on a daily basis. Remind the patrol leaders of the intent of the assessment—to secure consensus on the answers to each of the three questions. This instrument will be used daily to assess patrol progress.

Day Two Troop Meeting Assignments

The senior patrol leader will make assignments to the patrol leaders so that they and their patrols, rather than the Scoutmaster or senior patrol leader, can run significant portions of the meeting. Patrols must be given access to everything they need to fulfill their responsibilities successfully.

The responsibilities include the following:

- Explaining and leading the Zulu Toss game
- Explaining and leading the interpatrol activity—Front-End Alignment Game

Note: Give each patrol leader a handout describing the methods for conducting each of these activities from the actions that follow. Other than making the assignments, though, there should be little discussion. The patrol leaders are to review the handouts and develop their own approaches to presenting the material at the Day Two troop meeting.

Remind those leaders of the Day Two service and program patrols that they should review what they will be doing and devise a plan to fulfill their responsibilities.

Note: An important principle woven into these assignments is that any team—be it a Cub Scout pack, Boy Scout troop, Venturing crew, Varsity team, or some other group of people working together—is more effective when members of that team accept responsibility for the group's success and practice the leadership necessary to fulfill that responsibility.

Discussion—Patrol Projects

Copy the patrol projects pages in the appendix and distribute to patrol leaders. Use this handout to guide the patrol leaders' council discussion of patrol exhibits. (Copies will also be made available before the course begins to staff members developing the staff exhibit.)

Client query: Note the reference to "2011." How should this paragraph be revised?

Note: The 2011 patrol project has been modified slightly. Each patrol will pick an issue that impacts all four program areas and is of relevance to the BSA. Patrols will discuss solutions to common problems facing units, districts, and councils. The topics listed below can be used, but the focus changes from a simple information dump (i.e., "What does the uniform look like for a Cub Scout, Boy Scout, etc.?") to a real discussion of solutions to common issues (i.e., "How do we encourage youth to wear the uniform?"). The patrols should consider the needs of units from each program type but may also expand their thinking and discussion to include a council board or professional focus as well.

The ideas, discussion, and solutions generated from the project presentations may help all troop members with the creation and completion of their individual tickets. Be sure to point this out when describing the project and during the project presentations.

Note: Insisting that patrol leaders present their project topics no later than the Day Two patrol leaders' council meeting can prevent duplication of topics and ensure that each patrol's topic is appropriate and can be fully realized within the time constraints of the Wood Badge course. It may also help move patrols more quickly toward becoming highly productive teams.

Note: During courses operating on a two-weekend format, participants working on their projects during interim patrol meetings may incorporate any materials they wish into their projects. During courses based on a six-day format, patrols must rely upon the troop quartermaster to fulfill their requests for project preparation materials. The quartermaster should be prepared with a variety of materials in sufficient supply to satisfy the needs of all the patrols.

Course Schedule for Day Two

Review the Wood Badge course schedule as it will unfold up until the Day Two patrol leaders' council meeting, and hand out copies to the patrol leaders.

Note: Beginning with the Day Two patrol leaders' council meeting, only the patrol leaders will have information about the following day's schedule. Each patrol leader may share the information at any time with his or her patrol members. The day's schedule will appear for all to see each morning in *The Gilwell Gazette*.

Summary

Take a few moments for a brief overview of the proceedings.

- Summarize the key points covered during the meeting.
- Remind the patrol leaders of what they are expected to do and when they are expected to do it.
- Stress the importance of performing at the highest levels of quality and productivity.
- Ask: “How are you feeling? How are we doing?”
- Answer any questions.

Adjourn to troop presentation.

Day One: Values, Mission, and Vision (Troop Presentation)

Time Allowed

60 minutes



Learning Objectives

As a result of this session, participants will

- Understand what is meant by *values*, *mission*, and *vision*.
- Review the values, mission, and vision of Scouting.
- Consider values, mission, and vision in the context of leadership.
- Learn about the Wood Badge ticket.
- Begin writing their own Wood Badge tickets based on their personal values and vision.

Materials Needed

- Key points of the session, presented as PowerPoint® slides, overhead projections, or flip-chart pages
- Wood Badge Ticket Work Sheet (five blank forms per participant)
- Posters: BSA Mission, Vision, Aims, Methods

Recommended Facility Layout

Troop meeting area

Delivery Method

This discussion is facilitated by a Wood Badge staff member. Key concepts may be reinforced with notes on a flip chart, split-back binders, overhead projections, or PowerPoint® images.

Presentation Procedure

Introduction: A Story of Values, Mission, and Vision

(The presenter can share this story in his or her own words and emphasize the story is a legend.)

As the legend is told, in the 1300s at Cambridge University in England, a chapel was constructed for one of the colleges. The vaulted roof was supported by huge beams fashioned from old-growth oak.

Seven hundred years later, the beams had so deteriorated that the roof was in danger of collapsing. The building required extensive renovation, including replacing the beams. But where, in our time, could those repairing the building find giant oak trees of such an age and quality as had been available to the original builders?

The answer lay right outside the chapel door. The original builders of the chapel had known that at some point far in the future, the structure would need new oak beams, and so they had planted acorns in the churchyard. Over the centuries, a grove of oak trees had grown to full maturity.

■ The **vision** of those chapel builders—to ensure the survival of the chapel—extended hundreds of years into the future.

Ask the participants: Does anyone have a sample vision they would like to share?

Field answers from the participants.

Ask: How do you define vision? Summarize with, “Vision is a picture of future success.” This simple definition is what we teach our youth; it captures the essence of “vision.”

Here is the vision statement of the Boy Scouts of America: The Boy Scouts of 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.

Values

Values are core beliefs or desires that guide or motivate our attitudes and actions. When surveys ask “what are the most important characteristics of a great leader,” that the person holds strong values is always mentioned.

Values can take a variety of forms. For example:

■ Principles or Standards

“Service Above Self” (Rotary Club International)

“Do a Good Turn Daily”

■ Personal Qualities

Honesty

Loyalty

Ability to listen

■ Character Traits

Being organized

Enthusiasm

Openness to others

■ Codes of Ethics

Hippocratic Oath

Ten Commandments

BSA’s Outdoor Code

Tell participants: “Earlier today you gave thought to Scouting’s aims, ideals, and methods—the aims of the organization. The expressions of Scouting’s ideals are articulated most clearly in the Scout Oath and the Scout Law.”

The Scout Oath and the Scout Law are statements of Scouting’s values.

Tell participants: “Before arriving at this Wood Badge course, you completed a precourse assignment, answering 20 questions about yourself. Your answers can help you understand what your own values are.”

“Acting in accord with our beliefs and values is one of the greatest challenges each of us faces every day. It’s true for individuals in all aspects of life . . . and equally true for organizations of every kind and size.”

—Eric Harvey and Alexander Lucia

Mission

A *mission* is the purpose of the organization—why the organization exists.

A mission is a calling to pursue long-term objectives that typically reflect or support the core values of an individual or an organization—it is the purpose of a person or an organization, or why the organization exists.

Routinely, an organization’s *mission* is formalized in a *mission statement*. A mission statement is often confused with a vision statement. For this course, we will use the following simple definitions.

Mission: Why we exist

Values: What we believe in and how we will behave

Vision: What success looks like

A brief corporate mission statement is often supported by a list of corporate values.

“The mission of the Boy Scouts of 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.”

—Mission Statement of the Boy Scouts of America

Vision

A *vision* is a picture of future success. Ask yourself, “What does success look like?”

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 planting a few acorns.

“Nothing happens unless first a dream.” —Carl Sandburg

Tell participants: “Part of your assignment before coming to this Wood Badge course was to think about your own vision of future success, especially as it relates to Scouting.

“Likewise, earlier today during the discussion of the aims of Scouting, you were asked to think of young people who are currently involved with Scouting and to imagine them years in the future.”

- That’s how vision begins—thinking about what we can offer young people today through Scouting that will have a positive impact upon their lives in a decade, in 20 years, in 30 years, or more.
- That’s a vision that challenges each of us to do something of value for the future. Through Scouting, that vision encourages each of us to plant acorns.

Consider these visions.

- **President John F. Kennedy, September 12, 1962:** “We choose to go to the moon.”

(He challenged Americans to reach the moon within the decade.)

Show the video:

Theme: Living the Values

Title: Values, Mission, and Vision

Running time: 1 minute, 30 seconds

Source: *For All Mankind*, National Geographic Society Video, Washington, D.C., 1992; Apollo Associates\SAM Productions Inc., 1989.

This clip is located immediately after the opening title sequence.

Commentary to set up the showing of this video clip:

No further commentary needed.

■ **Dr. Martin Luther King Jr., August 28, 1963: “I have a dream.”**

(He envisioned a nation where children would be judged by the content of their character and not by the color of their skin.)

Show the video:

Theme: Living the Values

Title: Values, Mission, and Vision

Running time: 41 seconds

Source: News footage

This news footage is commonly available. It is about halfway through Dr. Martin Luther King Jr.’s “I Have a Dream” speech.

Commentary to set up the showing of this video clip:
No further commentary needed.

■ **Lord Baden-Powell:** Baden-Powell believed that a common moral code, shared by Scouts around the globe, eventually could lead to world peace.

Show the video:

Theme: Living the Values

Title: Values, Mission, and Vision

Running time: 2 minutes, 3 seconds

Source: *Scouts! The Rise of the World Scout Movement*, CineVisa International Media Distributors, Clear Horizon Films Inc., Toronto, 1988.

This clip is located 42 minutes, 30 seconds from the video’s opening title.

Commentary to set up the showing of this video clip: This segment includes voiceover narration, an interview with Robert Baden-Powell (Lord Baden-Powell’s son) and early footage of Lord Baden-Powell addressing a huge gathering of Scouts.

Ask: What was Kennedy’s vision? (To land a man on the moon and safely return him to Earth by the end of the decade.)

What was Martin Luther King’s vision? (I have a dream that all men will be judged by the merit of their character, not by the color of their skin.)

Did they achieve their visions?

Baden-Powell’s Vision

Note: The presenter may wish to elaborate upon Baden-Powell’s vision. The following background material can be incorporated into this session to the degree the presenter feels is appropriate.

Baden-Powell served as a general during the Boer War, a campaign that was a dismal failure for the British military. Returning to England from Africa after the war, Baden-Powell began searching for ways to provide the British army with young men who were better prepared, both in character and ability, to serve their country. Through his books and the establishment of the Boy Scout movement, he felt he was succeeding in fulfilling that vision.

The first world jamboree took place in 1920. Baden-Powell was invited but was initially not enthused. He went anyway, and while he was there, his vision changed. Why? What had happened in recent English history? World War I had taken the lives of hundreds of thousands of soldiers on both sides of the lines.

At the world jamboree, Baden-Powell saw boys from many nations living together in harmony. His vision for the future of Scouting evolved, and for the rest of his life he put his heart and soul into promoting the world brotherhood of Scouting.

In 1937 there was a world jamboree in the Netherlands. Just before it opened, one nation sent word that its boys would not be attending. That nation was Germany. Scouting had been disbanded in Germany, and many of its members had joined the Hitler Youth.

Baden-Powell died in 1941, greatly disappointed that he had not realized the fulfillment of his vision of a world brotherhood of Scouts living in peace.

Did Baden-Powell's vision die with him? No, of course not. To this day we continue to work toward that ideal.

Criteria for a Meaningful Vision

- A vision engages the heart and spirit.
- A vision leads toward a worthwhile goal.
- A vision gives meaning to an effort.
- A vision is simple.
- A vision is attainable.
- A vision can change over time.

Effective leaders have the capability to create compelling vision, but they must also be able to translate that vision into reality.

Vision Statement—Boy Scouts of America

The Boy Scouts of 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.

The Challenge of Expressing Values and Visions

Articulating personal values and visions is not an easy task. It requires lots of thought, some personal examination, and perhaps getting feedback from others.

For example, the first drafts of the Scout Oath and Scout Law, as written by Baden-Powell, read this way:

THE SCOUT'S OATH IN BADEN-POWELL'S *SCOUTING FOR BOYS*, 1908

"On my honour I promise that—

1. I will do my duty to God and the King.
2. I will do my best to help others, whatever it costs me.
3. I know the Scout Law, and will obey it."

THE SCOUT LAW IN BADEN-POWELL'S *SCOUTING FOR BOYS*, 1908

1. A Scout's honour is to be trusted.
2. A Scout is loyal to the King, and to his officers, and to his country, and to his employers.
3. A Scout's duty is to be useful and to help others.
4. A Scout is a friend to all, and a brother to every other Scout, no matter to what social class the other belongs.
5. A Scout is courteous.
6. A Scout is a friend to animals.
7. A Scout obeys orders of his patrol leader or Scoutmaster without question.
8. A Scout smiles and whistles under all circumstances.
9. A Scout is thrifty.

In describing the process of formulating these guidelines, Baden-Powell explained:

*"Now I know that a real red-blooded boy is all for action, ready for adventure. He just hates to be nagged and told 'You must not do this—you must not do that.' He wants to know what he can do. So I thought why should we not have our own Law for Scouts, and I jotted down ten things that a fellow needs to do as his regular habit if he is going to be a real man."*¹

Values—Core beliefs or desires that guide or motivate our attitudes and our actions

Mission—Why we exist

Vision—A picture of success and the related plan of action

¹From the draft of an essay titled "The Scout Promise and Law" in British Scout Archives, Box K, Scout Law, as quoted by Michael Rosenthal in *The Character Factory*, 1984, p. 111.

A vision without a mission is just a dream . . .
 A mission without a vision just passes the time . . .
 A vision *with* action can change the world.

—Joel Barker

Transition to the Wood Badge Ticket

Tell participants: “Now it’s your turn to begin developing a vision and considering the plan that will allow you to make that vision a reality. That’s at the heart of the Wood Badge ticket. Along the way, you are very likely to discover that the values of Scouting form the foundation for your vision.”

Allow the participants to have a 5- to 10-minute break before continuing with the discussion of the Wood Badge ticket.

The Wood Badge Ticket

Note: The discussion of the ticket should be conducted by the same person who led the session on Values, Mission, and Vision. That will help emphasize the fact that the ticket is an outgrowth of values, mission, and vision.

This is the description of the ticket tradition that appears in Day One’s course overview:

One of the great traditions of Wood Badge is the ticket. In Baden-Powell’s day, those in the military were expected to pay their own way back to England at the end of their service. To economize, soldiers nearing completion of their duties would seek assignments at posts increasingly close to home—a process known as “working your ticket.”

During this course, each participant will be asked to develop a ticket—a list of goals that will allow you to use your new leadership skills in ways that strengthen Scouting in your home units, districts, and councils.

Tell participants: “During the course overview earlier today, you learned a little about the Wood Badge ticket. Historically, British soldiers ‘worked their tickets’—taking the steps that would help them achieve the goal of reaching home at the end of their military service.

“The Wood Badge ticket allows each of you to set out a personal vision based on your own values. You will be envisioning an end result and figuring out the steps required to fulfill that vision.

“Writing it out and then ‘working’ your ticket provides a way for each of you to put into practice the leadership skills you are learning during this Wood Badge course and to transfer those skills to your home units, districts, and councils.

“Your answers on the precourse assignment, ‘Twenty Questions,’ will have helped you think through what is important to you, what roles you play in Scouting and in your life, and where you see yourself in the future. That deepened awareness forms a pool of information you can use as you begin to formulate your ticket.”

A Wood Badge ticket is

- A commitment
- A vision of personal improvement
- A vision of how the Scouter will lead
- A series of goals

Your ticket should be guided by

- Your personal values
- The organization's mission
- Your vision of success in your role

Guidelines for Writing a Wood Badge Ticket

Tell participants: “A primary purpose of the Wood Badge experience is to provide leadership for Scouting and leadership for America. Your ticket is a commitment to complete a set of goals that will significantly strengthen the BSA program in which you are involved. Additionally, the ticket provides an opportunity for you to practice leadership skills that will be of value in many areas of your life, both within and beyond Scouting.”

Key Concepts

- Start with your vision: What does success look like? Then formulate goals and a plan to reach this success.

Hint: Keep your vision simple and don't worry about wordsmithing. Simply ask, “What does success look like?” Your vision is to guide you toward your future success. If you can't remember your vision, you may need to reconsider it—it probably is not what drives you.

- Your ticket will include five significant goals.

— The goals will be written in support of your current Scouting responsibilities and should be designed to provide maximum positive impact for youth members.

— At least one of the five goals will incorporate some aspect of diversity. Possibilities include goals that promote diversity in units, districts, or councils; that encourage a more diverse BSA membership; or that help young people better understand the nature and importance of diversity in Scouting and in America. (This will be discussed during the presentation “Leveraging Diversity Through Inclusiveness,” as well as the Day Four “Generations” presentation.)

- The goals written for your ticket should be SMART:

- Specific
- Measurable
- Attainable
- Relevant
- Time-Based

- For each task, you will also indicate
 - Who
 - What
 - Where
 - When
 - Why
 - How
 - How you will determine the task is complete
- The troop guide assigned to your patrol will help you prepare your ticket and will approve it when it is complete.
- Upon returning home after your Wood Badge course, you will have a ticket counselor, usually your troop guide, assigned to you.
- The five goals of the ticket must be completed within 18 months of the end of the Wood Badge course. (In those rare instances when circumstances such as extended medical or family emergencies prevent the completion of the ticket within 18 months, council Scout executives may allow an extension of up to six additional months.)
- When you and your counselor have agreed that you have fulfilled all the items on your ticket, you will receive your Wood Badge certificate, beads, neckerchief, and woggle.

A Wood Badge Ticket Work Sheet can be found in the appendix.

Conclusion

We have discussed vision, mission, and values. You now will begin to think about your ticket and how you will bring this Wood Badge course home, to bring it to life in your Scouting role, whether on a national, regional, area, council, district, or unit level. Remember the vision of the BSA—we are here for the youth!

Day One: Patrol Meeting

Time Allowed

60 minutes

Learning Objectives

Wood Badge patrols are more than patrols—they are also teams moving through identifiable stages of development. Patrol meetings are team meetings, too; the basic framework of these meetings and the leadership skills they reveal can be successfully applied to meetings within any of Scouting's programs—Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing—and in many career situations requiring gatherings, agendas, and cooperative problem-solving.

Note: Patrol meetings occur during each day of a Wood Badge course. For a course using the two-weekend format, patrols will hold two additional meetings during the period between the on-site portions of the course. The troop guide will attend the first three patrol meetings and, if invited, may also attend the off-weekend meetings.

The purpose of a patrol meeting is to

- Help each patrol build strong morale.
- Complete assigned tasks.
- Practice leadership and teamwork.
- Have lots of fun.

As with meetings of the troop and the patrol leaders, every patrol meeting taking place during a Wood Badge course should be organized in a manner that provides an ideal example of such a session.

Materials Needed

- Patrol Meeting Agenda (Every patrol meeting should follow a written agenda. The Day One agenda is included in this section of the staff guide. The agenda for patrol meetings on subsequent days will be developed ahead of time by the patrol leader.)

Recommended Facility Layout

Each patrol will determine the location best suited for its meeting.

Delivery Method

The patrol leaders are the facilitators of the meetings of their patrols. They are responsible for developing the agenda and then using it as a guide for conducting efficient, orderly meetings. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Presentation Procedure

Patrol Meetings

Meeting Plan—Day One

1. Program Patrol/Service Patrol—Review the patrol's assignments and responsibilities
2. Patrol Project—Initial planning
3. Patrol Totem—Initial planning
4. Wood Badge Ticket—Clarification with the troop guide
5. Patrol assessment due each morning

Guidelines for the Troop Guides

Patrol leaders are the facilitators of patrol meetings, not the troop guides. These meetings provide important opportunities for course participants to gain hands-on experience as leaders. At times they may struggle; 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 should also be ready to make suggestions and give direction in a manner that does not overshadow the patrol leaders, but rather enhances their chances for success.

Day One Patrol Meetings

Troop guides may play a significant support role. Patrol members will be unfamiliar with the meeting format, and patrol leaders will have had little time to prepare themselves for their roles as facilitators.

Day Two Patrol Meetings

Troop guides will make a judgment call on their degree of involvement, basing their decisions on a patrol's morale and productivity, and on the ability and performance of the Day Two patrol leaders.

Day Three Patrol Meetings

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

Days Four and Five

Troop guides do not attend patrol meetings.

Because each day's patrol leaders are new to their responsibilities, a patrol's troop guide should meet with the patrol leader before the patrol meeting to discuss the agenda. Beyond that, though, troop guides should allow patrol leaders to plan and conduct daily patrol meetings with as much independence as possible.

Troop guides can use the following information as background to help them develop agendas and monitor the proceedings of patrol meetings.

Leading a Patrol Meeting

As the patrol leader opens each meeting, the written agenda should be shared with the patrol so that everyone understands why the meeting is being held, what the team needs to accomplish, and what will be expected of each person and of the team as a whole.

The patrol leader must be committed to conducting an efficient meeting that starts on time, accomplishes its objectives, and includes fun for the team and each patrol individual. To achieve these ends, the patrol leader should encourage all members to fully participate in discussions and activities, and should publicly recognize their positive contributions and participation.

Service Patrol/Program Patrol Responsibilities

During a Wood Badge course, patrols will serve as service patrol and as program patrol. With the help of the troop guide, the patrol leader can remind the patrol when, during the course, they will take on service and program responsibilities, what will be expected of them, and how they can best carry out their tasks. It is critical, for example, that flag ceremonies and presentations of the historic flag are fully understood by the patrol and practiced before the appropriate Gilwell Field assembly. Patrols also need to know the correct way to lower the flags, fold them, and return them to the quartermaster. See Guidelines for Conducting Flag Ceremonies in the appendix for instructions.

Patrol Project

The portion of the meeting dealing with the patrol project requires the participation of every patrol member. The patrol as a whole needs to be clear about the scope of the undertaking, the materials needed, the process for assembling the exhibit, and the importance of working together efficiently. The patrol project is a great opportunity for each patrol to excel, but patrol members must realize that the time they have to produce a quality exhibit is limited and that they must immediately begin applying themselves to the effort.

Totem

The patrol leader can facilitate a discussion of a design for the patrol's totem. The patrol should keep in mind that the totem design must be presented for approval by the senior patrol leader no later than the patrol leaders' council meeting on Day Two. The troop guide can be a resource for the patrol regarding where and how they can acquire materials and tools to make their totem.

Note: Troop guides can help encourage the development of totems by displaying totems of their own from previous Wood Badge experiences.

Wood Badge Ticket

The troop guide can clarify the concept of the Wood Badge ticket by answering the questions of patrol members, helping them define their goals, and discussing with them the strategies that will help them succeed.

Summary

At the close of each meeting, the patrol leader should quickly summarize the meeting, answer any questions, and encourage the patrol to do its best. With some patrols it may be helpful for the troop guide to offer observations and suggestions as an observer slightly removed from the circle of the patrol.

Day One: The Who, Me? Game

Time Allowed

60 minutes

Learning Objectives

The Who, Me? Game is a tool for building trust and understanding. It is especially effective for enabling communication and strengthening relationships among patrol members. By playing the game, course participants will be able to

- Develop a greater sense of trust with others in the group.
- Better understand their own beliefs.
- Increase the common ground they share with fellow patrol members.

Materials Needed

Each patrol will require the following.

- A Who, Me? Game board (The board is similar to those used for well-known children's board games. A trail made up of green, blue, and gold spaces loops around the board, flanked by Wood Badge and Scouting images.)
- The set of Who, Me? Game cards (see appendix) divided into three categories—green (easy), blue (more difficult), and gold (most difficult)
- One die (half a set of dice)
- Place markers (different colored buttons, beads, etc.)—one for each participant
- A copy of the game rules

Notes on Producing the Who, Me? Game

- The game board is available from the BSA Supply Group, or it can be made locally.
- The questions can be downloaded or photocopied from the staff guide and printed on the correct color of card stock, then cut apart to create the game cards.

Recommended Facility Layout

Patrol areas

Delivery Method

The game is facilitated by the troop guide in such a way that all patrol members feel comfortable in participating fully.

Presentation

Procedure

Game Rules and Board Setup

With the troop guide's assistance, patrol members review the rules of the Who, Me? Game, set up the board, and play the game.

Rules of the Who, Me? Game

1. Each player chooses a place marker and puts it on the "start" square.
2. Place the cards close to the playing area.
3. To determine who goes first, each player rolls the die. The highest roll designates the first player. Play then rotates clockwise.
4. The first player rolls the die and moves his place marker that number of spaces, then draws a card from the color-coded pile that matches the space his place marker occupies. For example, if he lands on a blue square, he should draw a blue card. He reads the card silently and decides whether he will play the card.
5. The person who draws the card can choose whether to do what the card indicates.
 - If the player fulfills the expectations of the card, he may leave his place marker on that space.
 - If he chooses not to play the card, he must return his place marker to the square he was on before drawing that card.

(Some cards include an "ask each member of the group" question. Each member can decide whether to answer or to pass. That decision will not affect the locations of the place markers on the board.)
6. The next player then takes a turn.
7. The first person to reach "home" wins.

MODIFIED RULES IF NO GAME BOARD IS AVAILABLE

1. The game requires a single die and the game cards.
2. Players will roll the die and answer questions on the cards according to the following:
 - If the roll is 1, 2, or 3, the person draws a green card.
 - If the roll is 4 or 5, the person draws a blue card.
 - If the roll is 6, the person draws a gold card.
3. After drawing the card, the person decides whether to do what the card indicates.
4. Play continues for a predetermined length of time.
5. In this version of the game, there is no "winner," but of course, "winning" is not the object of the game.

Day One: Instructional Campfire and Baden-Powell Story (Troop Presentation and Activity)

Time Allowed

60 minutes

Learning Objectives

The first campfire of a Wood Badge course has these objectives:

- Be a model for running a successful campfire. It should be well-planned to run crisply, be interesting, and take no more time than necessary.
- Involve staff members in the presentation.
- Serve as an instructional program to explore ways to develop and present an appropriate, enjoyable campfire.
- Provide an opportunity for the Baden-Powell story to be told.
- Have fun.

Materials Needed

- Materials for lighting and extinguishing a fire
- Campfire Program Planner (Staff will have copies to assist them in preparing for the instructional campfire. A copy of the form is in the appendix and will also be included in each participant notebook.)
- American flag
- Items for Program Planning Skit: candle, matches/lighter, large clock, empty bucket
- Props as necessary to support skits chosen by staff

Recommended Facility Layout

A campfire setting is ideal. However, 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 program, a fact that will be brought out in the instructional narrative.

Delivery Method

A staff member 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 meet to 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.

Presentation Procedure Opening

Optional Interfaith Prayer/Invocation

Plan ahead to identify a nonsectarian (i.e., interfaith) opening prayer. Make the assignment in sufficient time so that the person leading the prayer has the opportunity to write or find an appropriate prayer and to rehearse. Note: One source to consider is *A Scout Is Reverent*, No. 34248.

Flag Ceremony

A light shines on the American flag. Offstage, a staff member reads the following passage.

I AM OLD GLORY

I am Old Glory! For more than tenscore years I have been the banner of hope and freedom for generation after generation of Americans.

Born amid the first flames of America's fight for freedom, I am the symbol of a country that has grown from a little group of 13 colonies to a united nation of 50 sovereign states.

Planted firmly on the high pinnacle of American faith, my gently fluttering folds have proved an inspiration to untold millions.

Men have followed me into battle with unwavering courage. They have looked upon me as a symbol of national unity. They have prayed that they and their fellow citizens might continue to enjoy the life, liberty, and pursuit of happiness that have been granted to every American as the heritage of free men.

So long as men love liberty more than life itself; so long as they treasure the priceless privileges bought with the blood of our forefathers; so long as the principles of truth, justice, and charity for all remain deeply rooted in human hearts, I shall continue to be the enduring banner of the United States of America.

—Written by Master Sgt. Percy Webb, USMC

Opening Song

GOD BLESS AMERICA

by Irving Berlin

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.

Fire Lighting Ceremony

Note: The master of ceremonies may wish to explain how the evening's 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. In addition, the master of ceremonies may wish to discuss other fire-starting possibilities, including some or all of the following.

- To make a fire start spontaneously, burn a small candle, carefully screened from view, on a little board beneath the fire lay but off to the side of the tinder. Run a string, also hidden from view, from the board to the back edge of the campfire area. To start the fire, use the string to pull the board and lighted candle under the tinder.
- The same effect can be done electrically with a bundle of matches under the tinder. The match heads are touching resistance wire of an extension cord attached to a hotshot battery or automobile battery. Closing a hidden switch causes the fire to appear to ignite spontaneously.

Always have a backup lighting method ready in case your trick lighting doesn't work. A runner with a torch is a good alternative.

Construct the fire lay early, while wood and tinder are dry, and cover it with a tarp to protect it from dampness until time for the program.

Instructional Presentation

Note: The master of ceremonies acts as instructor for this portion of the campfire.

Why Have a Campfire?

Good evening, and welcome to the Wood Badge staff campfire.

Why do we have campfires? An easy answer is, "Because Scouts have always had them." And they've always had them because they can contribute so much to an outdoor experience.

To be truly successful, a campfire must be more than just random presentations occurring around a leaping fire. A good campfire program has purpose and direction—a definite idea of where it is going and what it is trying to accomplish.

And what does a campfire try to accomplish? A Scout will tell you that campfires are "for fun," and there's a lot to be said for that. In addition, campfires can offer entertainment, fellowship, and education. Young people involved in presenting campfire programs are practicing leadership skills. The setting of a campfire, the evening darkness that envelops it, and the fact that it is part of a larger outdoor adventure can also make it an ideal time to offer a message of inspiration.

A successful campfire program is built on four S's:

- Showmanship
- Stunts
- Songs
- Stories

That said, there is one element that doesn't begin with S but is more important than anything else. That element is *planning*.

Planning

For a campfire program to be effective, it must be planned well in advance. It should involve young people to the fullest extent possible.

In your participant notebooks are copies of a Campfire Program Planner that lays out one approach to an effective and varied gathering. It may be just what you need; if not, you can develop your own campfire planner. The important thing, though, is to put together the program early—decide what will be presented, who will do it, and how long each piece will take. Presenters should practice their roles so that they can make the most of the opportunity.

PROGRAM PLANNING SKIT

To explore this idea a little more, may I introduce the Wood Badge Players. I'll begin with myself, the Campfire Planner.

Note: As the campfire instructor introduces the rest of the cast, members come on stage one by one, acting in ways that express the roles they represent.

CAMPFIRE STARTER (Carries a candle and matches or a lighter.)

PATRIOTIC SONG (Hums "God Bless America" or some other patriotic song.)

SCOUTING SONG (Hums "Scouting Spirit" or some other Scouting song.)

STUNT FEATURING TARZAN (Says, "Me Tarzan! You Jane? You Cheetah?" Beats chest and gives the Tarzan yell.)

SKIT STARRING FLEAS (Goes about chasing imaginary fleas, picking them up and herding them together.)

GHOST STORY (Repeats classic ghost story lines—"It was a dark and stormy night!" "Quoth the raven, Nevermore!")

HEROIC TALE (Repeats hero-tale story lines—"Well, then Dan'l Boone seen this big ol' bar a-comin' at him and a-gruntin' and a-growlin' and, Dan'l looks him in the eye and . . . ")

SCOUTMASTER'S MINUTE (Carries a large clock, real or cardboard.)

CAMPFIRE EXTINGUISHER (Lugs an empty bucket, carrying it as if it is full of water.)

THE ACTION

All of the players except the Campfire Planner wander randomly about the stage, quietly humming or emoting according to their identities, as noted above. They are not identified. The audience should see a general state of confusion and should hear a confused undercurrent of talking and humming. The actor representing the Scoutmaster's Minute walks around staring intently at the watch and scratching his or her head as though puzzled. The Campfire Starter walks about with arms extended, the candle in one hand, the lighter or match in the other. The Campfire Extinguisher lugs the seemingly heavy bucket here and there, and so forth.

CAMPFIRE PLANNER: "I want to plan a campfire! Lots of good pieces here, but what's what?"

One by one he stops each player and asks, "Who are you?" One by one, they answer: "A patriotic song!" "The campfire extinguisher!" "A Tarzan stunt!" etc.

(The only exception is the Scoutmaster's Minute, who keeps staring at the clock and scratching his or her head. He or she doesn't answer when the Campfire Planner asks who he or she is. As a result, the audience still does not know exactly what role he or she is playing.)

As the players identify themselves, the Campfire Planner shuffles them around to get them in line. He or she can adjust the row several times until pleased with the arrangement. The players continue to hum, chase fleas, or do whatever identifies them, but quietly.

As the audience views them, the players should finally be lined up, left to right, in this order:

1. Campfire Starter
2. Patriotic Song
3. Scouting Song
4. Stunt Featuring Tarzan
5. Skit Starring Fleas
6. Ghost Story
7. Heroic Tale
8. Scoutmaster's Minute
9. Campfire Extinguisher

CAMPFIRE PLANNER: "I like it!" (All the players are quiet, awaiting their cues.) "Let the program begin. Campfire Starter, do your duty!"

CAMPFIRE STARTER: (Strikes the match or flicks the lighter, then dramatically lights the candle.)

CAMPFIRE PLANNER: “Cheers from everyone! Hurray! And now on with the show!”

PATRIOTIC SONG: (Steps forward.) “I’m a patriotic song to get things started right!”
(Sings a bar or two.)

SCOUTING SONG: (Steps forward.) “I’m a cheerful Scouting song to brighten up the night!” (Sings a bar or two.)

STUNT FEATURING TARZAN: (Steps forward.) “I’m a stunt that features Tarzan swinging through the trees!” (Swings around the stage making Tarzan noises.)

SKIT STARRING FLEAS: (Steps forward.) “And I’m a skit that stars a bunch of little tiny fleas!” (Engages in much scratching.)

GHOST STORY: (Steps forward.) “I’m a tale of ghostly deeds to give you such a fright!” (Floats around the stage making ghostly noises—“Whoooooooooooo!”)

HEROIC TALE: (Steps forward.) “And I’m a story of heroes past who made the noble fight!” (Leads imaginary followers across the stage—“Follow me! Onward! To arms!”)

Note: The Scoutmaster’s Minute continues to study the clock. The Campfire Extinguisher continues to hold the “heavy” bucket. The Campfire Starter continues to hold the lighted candle.

CAMPFIRE PLANNER: (Delivers lines poetically.) “There’s more of those where these came from to fill out your campfire./Just don’t let things go on so long the audience starts to expire./The only thing that dies away should be the campfire embers./And as the darkness gathers in, each person long remembers/The final story that they hear, and the message that is in it—/I’m speaking now of course about the big Scoutmaster’s Minute.”

SCOUTMASTER’S MINUTE: (The Scoutmaster’s Minute player absentmindedly continues to stare at the clock, scratching his or her head. After a moment several of the other players nudge the Scoutmaster as a reminder that he or she is on. Or, the clock’s alarm goes off, jolting him or her out of the reverie. The Scoutmaster’s Minute player steps forward and delivers his or her lines in a deep, serious voice.) “Scouts, when I was your age, Baden-Powell and Dan Beard and Ernest Seton and I used to hike five miles through snowdrifts in our kneesocks just to get to a campfire like this, doing Good Turns all along the way, and, well, you get the message”

CAMPFIRE PLANNER: (Delivers lines poetically.) “Good planning makes a campfire great with Scouting lore and fun./But don’t forget the final chore before the evening’s done./That’s to put the fire out in a way that’s in good taste./The extinguisher will now do that without a moment’s waste.”

CAMPFIRE EXTINGUISHER: (Lugging the bucket, the extinguisher very slowly makes his or her way across the stage to the staff member holding the lighted candle. The Campfire Extinguisher makes as if to hurl a bucket of water at the candle, perhaps swinging the bucket back and forth several times, but then instead leans over and gently blows out the flame.)

CAMPFIRE PLANNER: (Leads a cheer for the Wood Badge players as they leave the stage.)

What Have We Learned?

Note: At the conclusion of the skit, the Campfire Planner returns to the role of instructor, building on the ideas presented in the skit to illustrate the principles of an effective campfire program.

There's a lot to learn from that little skit. A good rule 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 can also become quieter and deeper, with the most important messages coming near the end.

The skit also illustrates the four most important parts of a campfire:

- Showmanship
- Stunts
- Songs
- Stories

These four ingredients, properly mixed and blended, will make your campfire program an outstanding success. Let's take a look at each of the "Four S's."

Showmanship

Showmanship is the art of attractive presentation. It puts sparkle and life into a gathering. Without a touch of showmanship, a campfire program can fall flat.

You don't need to be a trained actor to lead a good campfire, or to help Scouting youth serve as masters of ceremonies. Just be yourself—enthused about the program and ready to do whatever you can to make it a success.

Campfire Location

An important part of showmanship is the location of the campfire. A campfire setting is ideal for this kind of program. However, it can be conducted in any group setting large enough to accommodate everyone comfortably. Where fire building is appropriate, a wood fire can provide atmosphere for the occasion. But a lantern works too, or a candle. Indoors, it can be a fire in a dining hall fireplace, or an artificial campfire in a meeting room. Wherever the gathering occurs, there needs to be sufficient lighting so that the action up front is easy to see.

Use your imagination in dressing up the area and creating atmosphere.

Opening Ceremony

Showmanship continues with the way in which the program opens. Often it includes a dramatic way of lighting the fire. That might be done with fire by friction, or flint and steel.

Get a program under way fast and with plenty of pep. Use lively songs and cheers. Perhaps you will want to include introductions early in the evening and certainly, if you have new campers present, you will want to recognize them. You might have each of them lay a stick of wood on the fire to symbolize joining the group.

The opening ceremony sets the tone of the whole program, so it must be good! Whether your evening is to be serious or silly, make the opening sharp and incisive. It must arrest and hold the attention of the audience.

Closing Ceremony

The end of a campfire is usually quiet and inspirational. The most important messages come as the embers of the fire are dying down.

In between the opening and the closing, there will be plenty of other opportunities for showmanship to add sparkle to the program—to the songs, stunts, and stories.

Songs

Many different types of songs are appropriate for campfires—Scout songs, quiet songs, inspirational songs, songs that require audience action.

Samples of Different Kinds of Campfire Songs

Scout Songs	"On My Honor"
Peppy Songs	"Miss O'Leary," "John Jacob Jingleheimer Schmidt"
Action Songs	"Head and Shoulders, Knees and Toes" "One Finger, One Thumb"
Special Occasion Songs	"Happy Birthday"
Novelty Songs	"Hey Ho," "Little Rabbit," "Da Da Da"
Quiet Songs	"Scout Vespers"
Inspirational Songs	"Trail the Eagle," "Hail Scouting Spirit"

The master of ceremonies may be the one who leads songs, or it may be a youth who has been given that assignment.

Stunts

For most young people, campfire stunts and skits have just one purpose—fun! But we must not forget that stunts can also train or inspire.

Sources of Stunts

There are plenty of ideas for skits and stunts in *Scouting* and *Boys' Life* magazines, in other Boy Scout literature, and in many books of campfire skills.

While these sources are good, even better are the imaginations of Scouts. Original stunts can be tailor-made to fit local situations and recent events, and can be extremely entertaining.

All stunts must be rehearsed by the participants and double-checked by a Scout leader.

Appropriateness

Although skits and stunts can have a wide range of subjects and treatments, they must always be appropriate. A good test is to hold them up against the Scout Law's *friendly, courteous, and kind*. Any skit or stunt that does not meet that test has no place in a campfire program. Skits and stunts should never embarrass or demean anyone or any group of people.

There are several gray areas that are best simply to avoid:

- Religion
- Underwear
- Toilet paper
- Water
- Politics
- Inside jokes
- Use of alcohol, drugs, or tobacco
- Cross-gender impersonation

Though skits and stunts should be practiced ahead of time and approved by a Scout leader, an inappropriate presentation may make it onto the stage. If that happens, the master of ceremonies should step in. Here's one way to handle the situation.

MASTER OF CEREMONIES: "Excuse me for interrupting, but we need to ask you to stop this skit. The material you are using is not suitable for our campfire. Participants, please return to your places."

The master of ceremonies then addresses the audience: "A Scout's character is most often influenced by the subtle impact of what he sees and hears. We have a responsibility to help our Scouts evaluate their choices and determine their overall contribution towards Scouting's ideals and values. This skit had the potential of offending people and would not have contributed to building character or citizenship.

"In Scouting we offer plenty of freedom for our members to express themselves. However, if through lack of wisdom or understanding, they do something that is not wise, Scouting also offers guidance to help everyone understand what is appropriate.

"We can all gain from this experience tonight in a positive and constructive manner. And now, on with the program."

The master of ceremonies then can lead a song to get everyone back into the mood of the campfire or can simply introduce the next performance.

Campfire Discipline

This is a good time to talk about campfire discipline in general. Campfire leaders must be rather tough about it, in a tactful way, right from the start. They should explain at the outset that "We just don't do any razzing or booing here." If it starts, it must be squelched immediately. Likewise, show-offs and hecklers must be stopped fast, too. Generally, a friendly request for cooperation will suffice. If not, follow your unit's guidelines for appropriate discipline.

The different roles campfire leaders play are important, and the Scouts must see adult leaders having fun and contributing. We do not have a choice in whether we are setting the example; we only have a choice of the kind of example we set.

Cheers

In Scouting we are trying to instill self-worth and self-esteem in our youth participants. Because of that we do not boo, hiss, or jeer campfire performers. More important than recognizing the quality of the performance is the encouragement to youth getting up in front of an audience and trying to entertain or inspire us.

Stories

Storytelling is an art, but an art that almost anyone can acquire with practice. All you need is a good imagination, an appreciation of good stories, a little knack for showmanship, and some experience. As long as the story hangs together, the audience will not be critical of the storyteller's dramatic ability. It's the story they're interested in, not the storyteller.

Types of Stories

The campfire stories that boys ask for fall into five general classifications:

- Ghost
- Hero (inspirational)
- Humorous
- Miscellaneous (general interest)
- Adventure

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 ghostly story or disturbing descriptions can mar that experience for Scouts.

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 Scout can describe an overnight adventure; a leader can relate some event of importance from his 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 the Boy Scouts of America for stories, past and present, about inspiring individuals who have had a Scouting background.

The High-Point Story. 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
- The Scout leader speaking for a quiet minute
- Someone telling the Baden-Powell Story or the story of another important figure in Scouting or in local history

Note: This concludes the instructional presentation of the campfire program.

Entertainment

MASTER OF CEREMONIES: I'm going to take off my instructor's hat now and replace it with that of the campfire's master of ceremonies. For the rest of the evening, I'm going to invite various members of the Wood Badge staff to illustrate the points of campfire program planning with songs, stunts, and stories. First up, let's have a song!

(A staff member or group of staff members leads the group in a song such as "The Quartermaster Song;" "Head and Shoulders, Knees and Toes;" or "One Finger, One Thumb." This is an opportunity for team building among the staff and for the participants to see a different side of the staff.)

Note: Most of the remainder of the program is devoted to songs, stunts, and stories prepared and presented by members of the Wood Badge staff. Each portion of this part of the campfire should follow the guidelines set forth in the instructional presentation, and the entertainment as a whole should be enjoyable, fast-paced, and not too long.

The selection of presentations should include an entertaining mix of songs, stunts, and stories. The final presentation of this section should be the Baden-Powell Story.

Note: The master of ceremonies should lead a cheer and introduce other staff members who will lead a slow-down song or two such as "Home on the Range," or "Going Down the Valley" (Baden-Powell's favorite). After a quiet moment of appreciation for the songs, the master of ceremonies should introduce the Scouter who will tell the Baden-Powell Story.

Baden-Powell Story

A traditional part of the opening campfire of a Wood Badge course is the telling of the Baden-Powell Story. It can be presented effectively in one of these ways:

- **First person.** Wearing a Scout uniform that evokes Baden-Powell's era, an actor relates the Baden-Powell story as if it were his or her own.
- **Third person.** A presenter tells the story of Baden-Powell in a historical context.

Note: Two forms of resource material are included here to assist Wood Badge staff members in preparing to present the Baden-Powell Story: a script that can be followed to give a first-person performance, and the historic highlights of Baden-Powell's life to be used in the preparation of third-person presentations. Anyone presenting the Baden-Powell Story, or learning more about Scouting's founder, will find a wealth of historic information and critical perspective in a number of books about Baden-Powell and on websites dedicated to his life and times.

The Baden-Powell Story

(Based on a campfire presentation by Angela Nyman)

Note: The person playing the part of Baden-Powell emerges from the darkness to a spot at the front of the audience and stands near the campfire. At the end of the story, the presenter quietly departs into the night. Ideally, the Baden-Powell actor is seen in costume and character only during the Baden-Powell Story.

Good evening. I wonder if I might join you for a few moments. Tonight from a very great distance, I heard the sounds of your singing and your laughter. As I drew nearer, I saw the campfire and felt the warm glow of a Scout fellowship, and I find myself feeling very much at home here. If you don't mind, I'd like to stay for a while.

My full name is Lord Robert Stevenson Smyth Baden-Powell of Gilwell. That seems a very long name, especially for a fellow who has looked at life in a simple, uncomplicated way. When I'm with Scouts like you, I'm happy to be called B-P.

I was born February 22, 1857, in London, England, the sixth of seven children. I attended Charter House, a boarding school for boys, but schoolwork didn't interest me very much. I was much more interested in spending time in the out-of-doors. During the summers, my brothers and I often went camping. We even canoed all the way across England, portaging our canoe from river to river, sleeping in barns and haystacks along the way, catching fish and rabbits for food and cooking our meals over an open fire.

When I graduated from Charter House, I took the test to get into Oxford University. My older brothers had all gotten scholarships there, but I'm afraid I failed the entrance exam miserably. My mother was aghast when she heard the news.

A few days later, I saw a newspaper announcement that examinations were to be given by the British army. Those with the highest scores would be invited to become army officers.

I decided to take the test. I had only a few months to prepare, but I studied as I never had studied before. I worked day and night in subjects such as math, English, science, geography, and foreign languages. When it came time for the exam, I was also tested in freehand drawing, a skill I had always enjoyed.

As soon as the results were posted, I scanned the list and found that out of more than 700 people who had taken the test, I had finished fifth for infantry and second for cavalry. I felt I had redeemed myself.

Choosing the cavalry for my career, I soon received a letter addressed to “Sub-lieutenant R.S.S.B. Powell” — my first orders. Because of my high scores, I was able to go directly into the field without the usual two years of training at military college. I was to serve in the 13th Hussars, one of the most famous regiments in the British army. In the autumn of 1876, I boarded a ship and sailed to India to join the regiment.

My time in India proved to be a great adventure for so young a man. I learned much about human nature and about how to lead men and inspire them to do their best. I practiced map-making and surveying, skills I would use a few years later when I was sent to the Balkans in eastern Europe. My orders instructed me to gather information on the movements and fortifications of Austrian troops in the region.

It was a dangerous mission, but I had a plan. I carried a butterfly net and a sketch pad and pretended to be a somewhat confused Englishman studying butterflies. When I caught a butterfly, I would carefully sketch it in my notebook. I was often seen by police and soldiers, but they only shook their heads and laughed over this crazy man chasing butterflies. The thing they didn't know was that I only hunted butterflies in places where I could study the Austrian forts. I drew maps of the forts, including details of gun placements and other information of military importance, but disguised them by making the maps resemble sketches of butterflies.

In ways like this, I continued to mix my love of the outdoors, my delight in problem-solving, and my skills as a leader to serve my country. As I rose through the ranks of the army, I also gave plenty of thought to the best ways to train soldiers. I believed it was important for them to be able to think for themselves and to be able to act as scouts. I put down my ideas in a small book called *Aids to Scouting*. For those who passed the training outlined in the book, I designed a badge shaped like the north point of an old compass, a *fleur-de-lis*. I wanted to symbolize the fact that a scout should always be able to point the way, both on the land and in his life.

In 1899 I was sent to South Africa where the British army was in conflict with the Boers, settlers of Dutch descent in the South African Republic and the Orange Free State. I soon found myself in charge of defending a small town called Mafeking. I had some twelve hundred men under my command, but many thousands of Boer soldiers surrounded Mafeking and laid siege to the town. They demanded that we surrender.

We were not about to give in. Instead, we did all we could to convince the Boers that they were up against a much stronger force. Knowing that Boer lookouts could see us, I had my men bury boxes of sand all around the perimeter of the town. They put dynamite in one of the boxes and blew it up in hopes that the Boers would assume all of the boxes were packed with dynamite and could be detonated as land mines.

We had no barbed wire, but my men drove fence posts into the ground anyway. They pretended to string rolls of barbed wire on the posts, and they pretended to climb back and forth over the wire whenever they moved about the edges of Mafeking. The Boers were far enough away that they couldn't have seen the wire even if there had been any. And so we defended Mafeking with tricks like these, even though the Boers could easily have captured the town if they had simply attacked with all their forces.

The siege of Mafeking lasted 218 days before elements of the British army arrived and broke the grip of the Boers. When I returned to England I was startled to discover that I was being regarded as the hero of Mafeking. I was also surprised to see many boys cheering for me and holding up copies of *Aids to Scouting*. I'd had no idea my book would have such a profound effect on young boys. They seemed hungry for the kind of information I had written, and I wondered if this was a call to me to figure out a way to share more of the scouting life.

To test my ideas about scouting for youngsters, I took a group of boys camping on Brownsea Island just off the coast of England. I chose them carefully so that they came from all walks of life. I supplied the tents, but the boys had to put them up. The air was filled with excited yells and shouts as tents went up and fell down and went up again. I was everywhere giving advice, but I made sure the boys did most of the work.

The camp at Brownsea Island convinced me of the value of scouting for boys. I was sure that scouting could teach boys greater self-reliance. It would guide them to grow into better men, and that would help my country become a better nation.

After Brownsea Island, I rewrote my book to make it more appropriate for youth. This time I called it *Scouting for Boys*. I had thought that the book could be used by existing groups for young people, but boys made it clear that they wanted to be Boy Scouts. They were forming their own patrols and setting out on their own camping adventures, but many of them had no adult leaders and no clear plan of action. Realizing something would have to be done, I retired from the army so that I could give all of my time to organizing the Boy Scouts.

I carefully worked out plans for the new organization. It was to be a character-building program, both indoors and out, in the cities, in small towns, and in rural areas. It needed to be challenging and satisfying for the boys who joined, and it needed to be fun. I put out a call for adult leaders and was gratified when men all over England volunteered.

I designed a uniform much like that worn by the young men of the South African Constabulary who had served with me at Mafeking. Simple, inexpensive, and comfortable, it consisted of khaki shorts and shirt, a neckerchief, wide-brimmed hat, long stockings, and a wooden staff.

In Canada, Australia, and many other nations of the British Empire, boys began to form Scout troops. By 1910, troops were also springing up in the United States. In fact, I met my future wife, Olave Soames, on a ship as I was going to the United States to meet with officials of the Boy Scouts of America. Over the years she and I enjoyed a very happy home life with our three children. She also shared many of my interests in providing programs for young people, and we supported one another in our work. She did much to promote the Girl Guides, a Scouting organization for girls that was established in 1910 by my sister Agnes.

As Scouting succeeded everywhere, I saw the need to expand the program to include boys under the age of 11. I organized the Wolf Cubs in Great Britain in 1916. Here in the United States, that became the Cub Scouts, a thriving program of the Boy Scouts of America.

In 1920, Scouts from many countries came together for the first international jamboree. It was held in a huge building in London. Scouts from each nation staged shows, shared skills, and made friends from around the world. Blowing on a kudu horn I'd had since my days in Africa, I called all the Scouts together so that I could address them, but before I could speak, a voice from the back cried, "We, the Scouts of the world, salute you, Baden-Powell, Chief Scout of the World!" Thousands of boys cheered until the building shook.

That was the greatest honor I have ever received—to have so many boys find value in Scouting. I knew that the Scouting movement had taken on a life of its own and that others would see to it that the program would continue to grow and touch even greater numbers of boys.

My major work in helping launch Scouting was done, though in the years that followed I had many wonderful experiences with Scouts around the world. To recognize the importance of Scouting, the King of England granted me the title of Lord Baden-Powell of Gilwell, an honor I accepted in the name of Scouts everywhere.

I have had the luck to lead two distinct and intensely happy lives, the first as a military leader and the second as a leader of boys. I have had the great good fortune to leave a legacy in the form of the Scouting movement, and for that I am most grateful.

Since my time, the leadership of Scouting has passed through a number of generations of dedicated Scouters, and now that responsibility has passed on to you. It is your turn to provide opportunities for young people to grow in body and mind and spirit. It is your turn to give shape to the possibilities of the Scouting movement. It is your turn to build your own legacy of service and leadership.

Near the end of my days, I wanted to leave Scouts and Scouters a message that would share the most important lessons I had discovered in my long and varied life. I would like to close now by sharing that message with you and by wishing you all well during this Wood Badge course and throughout your service to youth. This evening, my most earnest message to you is this:

"The real way to get happiness is by giving out happiness to other people. Try and leave this world a little better than you find it and when your turn comes to die, you can die happy in feeling that at any rate, you have not wasted your time, but done your best."

Thank you for allowing me to step into your circle tonight, to warm myself beside your fire and in the glow of your fellowship. If anyone asks where to find me, you can give them the same message you will find on my tombstone—*Gone Home*. Good night, and good Scouting to each and every one of you.

Chronology of the Baden-Powell Story

- 1857—Robert Stephenson Smyth Baden-Powell was born in London, England, on February 22. He was one of seven children—four boys and three girls. His father, a professor at Oxford University, died when B-P was only 3 years old.
- B-P received his education at Charter House, a private school for boys. He excelled at music, art, and sports, but did not apply himself to academic subjects.
- 1876—He joined the British army and sailed to India to serve with the 13th Hussars. For several decades, he served in various parts of the world and rose through the ranks of the military.
- 1899—Published a military textbook titled *Aids to Scouting*. Took part in the South African War (also known as the Boer War). He became a British hero by commanding the defense of Mafeking during a 218-day siege (October 12, 1899–May 17, 1900).
- 1903—B-P returned to England and was appointed inspector general of cavalry. Four years later he was promoted to lieutenant general.
- 1907—Because of the popularity of *Aids to Scouting* among young people, B-P took a small group of boys to Brownsea Island and ran a trial camp. The success of that experience led B-P to begin developing the Boy Scout movement.
- 1908—Published *Scouting for Boys*.
- 1910—B-P retired from the army to devote all his time to the Boy Scouts.
- 1912—Married Olave Soames, who supported him in his work and was a strong proponent of the Girl Guides.
- 1916—B-P established the Wolf Cubs, a program for boys younger than 11. It was the forerunner of the Cub Scout program in the United States.
- 1919—A Scotsman named W. F. de Bois Maclaren, a district commissioner for Scouting in Scotland, presented Gilwell Park to the British Boy Scout Association. In later years, Baden-Powell, who had been knighted by the King of England, referred to himself as Lord Robert Baden-Powell of Gilwell.
- 1920—At the close of the first world jamboree, Baden-Powell was named “Chief Scout of the World.”
- 1941—Baden-Powell died on January 8 in Kenya. His tombstone features a circle with a dot in it—the trail sign for “I have gone home.”

Campfire Conclusion

MASTER OF CEREMONIES: “We’ve reached that time of the program when the fire is burning low and the evening has gathered around us. Our presentation has been built on the four S’s of good program planning: showmanship, songs, stunts, and stories. We’ve had a great time here tonight, and perhaps we’ve planted some seeds for thought and for long-term memories.

“We’re going to use a bit more showmanship and one more story to bring our campfire to a close. For the story, let’s use a Scoutmaster’s Minute.”

(Introduce the Scoutmaster who will give the Scoutmaster’s Minute.)

Note: The following material can be used as the Scoutmaster’s Minute of the staff campfire.

As the Embers Fade

Almost as numerous and bright as the summer stars are Scouting’s campfires. In city parks and mountain valleys, on ocean shores and riverbanks, in desert and forest, the leaping flames light the faces of young people living the adventure of Scouting. For many, a campfire can be *the* high point of an outdoor experience.

Campfires are important not only because of the memories they build, but also because of the marvelous opportunity they give us for character-building. Where else do we get the chance to say, naturally and straight from the shoulder, “This is Scouting at its best. This is the trail a Scout should follow. These are the things that a person ought to be!”

Campfire programs are fun. They can add to any Scout adventure. All those things we’d like to accomplish in Scouting can be helped by the magic of an evening gathered around a flame. And can you think of a better place to catch character?

Sparks from your campfires may live in the eyes and hearts of young people for the rest of their lives.

Optional Benediction/Closing Prayer

The Scoutmaster leads a benediction/closing prayer (i.e., “May the God of all Scouts be with us until we meet again” or other appropriate interfaith benediction).

Camp Songs

Conclude the campfire with one or two quiet camp songs such as “Kum By Ya” followed by “On My Honor” or “Scout Vespers,” and then this poem, “The Campfire,” which has been attributed to Robert Louis Stevenson:

*Did you ever watch the campfire
When the moon has fallen low,
And the ashes start to whiten
'Round the embers' crimson glow,
When the night sounds all around you
Making silence doubly sweet,
And a full moon high above you
That the spell may be complete?
Tell me, were you ever nearer
To the land of heart's desire,
Than when you sat there thinking
With your face turned toward the fire?*

MASTER OF CEREMONIES: “Thank you for participating in our campfire program this evening. We invite you to join us in the fellowship of our cracker barrel.”

Cracker Barrel

During the cracker barrel, participants will be able to

- Mingle with one another and with staff.
- Wind down after an eventful day.
- Enjoy light refreshments.

The cracker barrel has long been a feature of many adult Scouter overnight events. It can bring a meaningful close to the day, providing everyone with the chance to relax and enjoy good fellowship in a nonstructured setting.

A Wood Badge course provides an excellent opportunity for staff members to model ideal cracker barrels. During a cracker barrel, staff are not leaders in the sense of standing in front of the group, making a presentation and directing an activity. However, by the way they conduct themselves, staff members will clearly send the message of how a cracker barrel is to be conducted.

Staff members should lead the way in making every person at a cracker barrel feel welcomed and included. This is an excellent opportunity for staff members who are not troop guides to get acquainted with participants, and for troop guides to visit with participants of patrols other than their own.

Participants may determine the topics of discussion. Staff who pay attention will learn much about the success of a day's presentations.

A cracker barrel should not go on too long. It is important for all participants and staff to be rested so that they will be fully alert for the next day's events. Among the traits of leadership are setting good examples when it comes to taking care of one's body, and that includes getting enough sleep.

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Day Two: Breakfast and Assessments

At the patrol meetings held during the Day One meeting of Troop 1, the troop guides introduced course participants to Start, Stop, Continue. Patrols were instructed to perform a self-assessment of their patrol each morning during or immediately after breakfast, evaluating the previous day's performance of their patrol as a team.

Working through the patrol leaders, troop guides should ensure that each patrol takes its evaluation responsibilities seriously and gives appropriate attention to each of the assessment tools. Troop guides do not contribute to the assessment—that opportunity lies only with members of the patrol. However, the troop guide can encourage the patrol leader of the day to initiate the assessment process and to see that the assessment is thorough and well-documented.

As the course progresses and patrols become accustomed to completing self-assessments, the troop guide's role in this regard will diminish.

Note: During a Wood Badge course based on the two-weekend format, patrol members can complete the self-assessment of their Day Three performance as the first item on the agenda of their first interim patrol meeting—that is, the first of their meetings that occurs during the time between the two weekend sessions of the course.

Day Two: Gilwell Field Assembly

Time Allowed

30 minutes

Learning Objectives

A Gilwell Field assembly serves as the opening for Day Two of a Wood Badge course.

- It allows the participants and staff to gather as a group and is an opportunity for the senior patrol leader to make announcements and to conduct an informal survey of group morale.
- The retiring service and program patrols pass on their responsibilities, and incoming patrol leaders are inducted.
- The flag ceremony and Gilwell Song help set the tone for the events of the day.

Materials Needed

- American flag
- Gilwell Troop 1 flag
- Historic American flag (*Serapis* flag)

Recommended Facility Layout

The setting is the Gilwell Field assembly area used on Day One, forming a square with patrols making up three sides of the square and the Wood Badge staff filling in the side nearest the flagpoles.

On Day Two, troop members will arrange themselves on Gilwell Field to form a square, with patrols making up three sides of the square and the Wood Badge staff filling in the side nearest the flagpoles. Troop guides should check the field ahead of time to determine the location where each patrol will stand.

Delivery Method

The Day Two Gilwell Field assembly is led by the senior patrol leader and Scoutmaster of Troop 1.

Preassembly Preparations

At its meeting on the previous day, the patrol that will be the Day Two program patrol should have planned and practiced its presentations for the Day Two assembly on Gilwell Field.

- Flag ceremony
- Presentation of the historic flag and song

Those patrols that served on Day One as the program patrol and service patrol should bring to the assembly the emblems of office they received at the Day One luncheon. Ideally, each patrol will have decorated the emblem in its keeping with a totem or other symbol of the patrol.

Presentation Procedure

Welcome and Flag Ceremony

Once the patrols and staff have gathered, the senior patrol leader will facilitate the assembly.

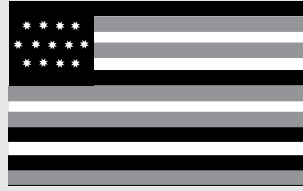
- Welcome
- Optional interfaith prayer/invocation
- Flag ceremony (program patrol)

The program patrol color guard presents the colors and raises the flag, then presents the historic flag and song. Participants should be instructed to salute as the American flag is raised.

Note: The Scout Oath and Scout Law will be recited during the opening ceremony of the troop meeting that follows the Gilwell Field assembly. To avoid repetition, they need not be included here.

Historic American Flag Presentation

THE *SERAPIS* FLAG



Designed with 13 stripes alternating red, white, and blue, this flag was raised by Capt. 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.

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!

Patrol Leader Induction

Those who will lead the patrols on Day Two are inducted.

- The senior patrol leader thanks the outgoing patrol leaders for their service, then asks the newly elected patrol leaders to come forward with the patrol leaders' patches, place their left hands on the troop flag, and give the Scout sign.
- The Scoutmaster administers the Patrol Leader Oath.

Patrol Leader Oath

I promise to do my best to be worthy of the office of patrol leader, for the sake of Scouts in my patrol and troop, and in the world brotherhood of Scouting.

- The Scoutmaster asks the new patrol leaders to put on the patrol leaders' patches, then joins the senior patrol leader in congratulating the new patrol leaders.

Program and Service Patrol Transfer of Responsibilities

The senior patrol leader asks the patrol leaders of the program and service patrols serving since Day One to come forward with their symbols of office. The leaders of the patrols that will assume those responsibilities for Day Two also come forward. Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these august duties.

Announcements and Gilwell Song

The senior patrol leader makes announcements, then leads the group in the Gilwell Song.

The assembly is adjourned to the troop meeting.

Day Two: Troop Meeting

Time Allowed

105 minutes

Learning Objectives

The *Wood Badge Staff Guide* is structured to represent the experience of a Scout unit moving through a month of meetings and activities. The meetings that occur during the first three days are similar to those a unit would schedule over a period of three weeks. The final week of a unit's month correlates to the experience that participants embark upon during the final days of the Wood Badge course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

The troop meeting on Day Two should find the participants fairly comfortable with the patrol and troop settings, though they may be feeling overwhelmed by the course assignments they are being asked to complete.

The Day Two troop meeting is a combination of enjoyable activities and important teaching opportunities. Wood Badge staff should use this session to model appropriate ways to organize, prepare, and run an effective meeting.

Materials Needed

- “What Are You Most Afraid Of?” work sheet (one for each patrol member)
- “What Are You Most Afraid Of?” moderator work sheet (one for each troop guide)
- Several tennis balls, oranges, or other tossable items for each patrol
- For each troop guide:
 - Camp stove to be used at the outdoor experience
 - Fuel in an appropriate container
 - A means of lighting the stove

Recommended Facility Layout

Troop meeting room

Delivery Method

- The Day Two troop meeting is facilitated by the senior patrol leader with the involvement of the assistant Scoutmasters, troop guides, Scoutmaster, and other course staff.
- Patrol leaders will assume responsibility for the Zulu Toss game.
- The program patrol will conduct the opening ceremony.

DAY TWO**TROOP MEETING PLAN**

(Include copies of the Troop Meeting Plan, which can be found in the appendix, in the patrol leader notebooks. Distribute copies to staff involved in the troop meeting.)

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening 20 minutes	Zulu Toss game	Patrol Leaders	20 min.	20 min.
Opening Ceremony 5 minutes	Scout Oath and Law	Program patrol	5 min	25 min.
Skills Instruction 15 minutes	Backpacking stoves	Troop guides	15 min	40 min.
Patrol Meetings 20 minutes	What Are You Most Afraid Of?	Troop guides	20 min	60 min
Interpatrol Activity 25 minutes	Front-End Alignment game	Troop guides	25 min	85 min
Closing 5 minutes Total 90 minutes of meeting	Scoutmaster's Minute	Scoutmaster	5 min	90 min

Presentation Procedure

Preopening: Zulu Toss

The Zulu Toss game is organized and run within each patrol by its patrol leader, following guidelines distributed the previous day at the meeting of the patrol leaders' council. In addition to being an enjoyable game, Zulu Toss introduces the importance of senders and receivers. Later in the day, that idea of senders and receivers provides the basis for the patrol presentation on Communication. It will also be an important aspect of presentations on Stages of Team Development and The Leading EDGE™/The Teaching EDGE™.

Note: Patrol leaders received copies of the instructions for the Zulu Toss at the Day One patrol leaders' council meeting. By the morning of Day Two, each patrol leader should be ready to lead his or her patrol in this activity.

Zulu Toss Game

MATERIALS

Several tennis balls, oranges, or other tossable items (balls) per patrol member

PROCEDURE

1. 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.
2. Toss the ball around the circle several more times until everyone is accustomed to receiving from and sending to the same individuals every time.
3. The patrol leader tosses the ball to participant B again to start it on another trip around the circle. When that ball is midway through the participants, the troop guide hands the patrol leader a second ball, which he or she then tosses to participant B, participant B to participant C, and so on. There are now two balls being sent and received around the circle. As long as everyone receives from the same person and sends to the same participant each time, the balls will continue to move smoothly through the system.
4. The troop guide gradually hands the patrol leader more balls, timing their introduction into the circle to keep the balls moving until all the balls are in play.

Zulu Toss Debriefing

At the end of the game, the troop guide can debrief patrol members for a couple of minutes by asking a few questions that reinforce the most important aspects of the activity.

- "What did you learn from this game?"
- "What role does communication play in this game?"
- "If you had this to do again, what would you do differently?"
- "Did you have fun?"

Opening Ceremony

Members of the day's program patrol lead course participants in reciting the Scout Oath and Law.

Note: Posting the colors and presenting the historic flag occurred during the Gilwell Field assembly. Saving the recitation of the Oath and Law until the troop meeting will avoid repetition.

Skills Instruction: Backpacking Stoves

Facilitated by troop guides in patrol settings, this skills instruction is a review of safe techniques for using the kinds of stoves the participants will have during the outdoor experience later in the course.

This is also an opportunity for troop guides to touch on important aspects of skills instruction and to encourage participants to pay attention throughout the Wood Badge course to the manner in which information is presented.

Preparations

Each troop guide will need the following:

- A camp stove of the sort to be used on the outdoor experience
- Fuel in an appropriate container
- A means of lighting the stove

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

- Stoves are in good working order.
- All troop guides can teach others about stove use in ways that model effective teaching methods, including EDGE.
- Everyone understands and can teach the safety issues associated with using camping stoves.

Procedure

The troop guide opens this section of the meeting by teaching the basics of stove safety and lighting a camping stove. The presentation methods may be whatever each troop guide feels demonstrates lively, capable teaching.

Once the troop guide is sure that everyone in the patrol has grasped the information, turn the discussion from stoves to teaching methods. Among the points that may be emphasized are these.

- A section of every troop meeting is set aside for "skills instruction." It is a very important part of Boy Scouting, Varsity Scouting, and also Cub Scouting and Venturing. In fact, most people frequently find themselves in situations where they must teach a skill to another person or a group of people.

- Scouting’s approach to teaching skills is this: “See the skill, do the skill, test it, review the skill.”
- Another way to put it is this: “Explain, demonstrate, guide, enable”
- Encourage patrol members to watch the teaching techniques of presenters throughout the Wood Badge course. What can be learned about teaching methods by studying good instructors can be every bit as valuable as the material they are presenting. Great leaders are also great teachers.

Patrol Meetings

What Are You Most Afraid Of?

Much of Day Two will be spent dealing with issues of team building and cooperative problem solving. “What Are You Most Afraid Of?” illustrates the advantages of working together over going it alone. This patrol activity also builds on each patrol’s Who Me game experience of the previous evening.

“What Are You Most Afraid Of?” can be facilitated in each patrol by its troop guide.

PROCEDURE

1. Give each participant a copy of the “What Are You Most Afraid Of?” work sheet (see appendix).
2. Ask participants to act alone as they rank in order the items on the work sheet.
3. Next, instruct the patrol members to act as a team to discuss and then settle on group rankings of the work sheet items. Use the moderator work sheet (see appendix) as a guide.
4. Read the results of a nationwide survey and have participants compare their rankings, both those formulated as individuals and those done as a patrol.

Invite the patrols to compare their results with the national survey, both as individuals and as members of a team working together. In most cases, the team scores will more closely match those of the national survey. An important point here is that teamwork is often more effective than working alone.

Encourage patrol members to discuss their own teamwork experiences thus far in the course and encourage them to cite instances where teamwork has improved their performance. For example, ask them to consider how successful they would have been during the Zulu Toss game if they had acted as individuals rather than as a team.

Interpatrol Activity: Front-End Alignment

Note: Instructions, rules, and a score sheet for the Front-End Alignment game are provided in the next section.

Closing: Scoutmaster's Minute

The participants have now completed Day One, during which they observed the patrol leader's council meeting "in the round." They have attended their first Gilwell Field assembly as Scouts, participated in sessions on "Listening to Learn" and "Living the Values," had their first patrol meeting, learned about other patrol members during the Who, Me? Game, and attended the instructional campfire. The Scoutmaster's Minute can take into account that recent participant experience.

Scoutmaster's Minute

Fishing is something that Baden-Powell knew a lot about. While I don't know if he ever caught a fish, I do know that he realized a fisherman needs to use the right bait. In his discussions, he talked about having the right bait to attract and retain boys in the Scouting program. I wonder how he would approach the development of an exhibit?

or

In 1910, the founder of Scouting, Baden-Powell, said this:

"Ablert men than I, I suppose, can keep their boys busy and progressing in knowledge without working on any special system; I confess that I cannot. The only way by which, personally, I can effect anything is by laying down definite programmes beforehand and working with them.

"It is scarcely exaggeration to say that the results obtained by a systematic plan of work have four times the value of those where arrangements have been haphazard. It is good for their character to teach boys also to plan their work beforehand; and, knowing what they are aiming for, they become twice as keen."

I guess another way to look at what Baden-Powell was telling us is, "There's no substitute for a good plan."

Day Two: Front-End Alignment Game

Time Allowed

25 minutes

Learning Objectives

As a result of this activity, participants will

- Experience dramatically different styles of leadership.
- Engage in several kinds of problem solving.
- Have an experience that will be the basis of the Leading EDGE™/The Teaching EDGE™ presentation.
- Have fun.

Materials Needed

- Masking tape
- Measuring tape
- Marking pen
- Plastic cans or bowls, 6 to 8 inches in diameter and 3 to 6 inches deep (one per patrol)
- Hard candies, individually wrapped (10 per participant)
- Scoring chart, prepared in advance
- Handouts:
 - Front-End Alignment Game Rules (one copy for each patrol leader and each observer; see appendix)
 - Leadership Style “A” (one each for half the patrol leaders; see appendix)
 - Leadership Style “B” (one each for the other half of the patrol leaders; see appendix)
 - Front-End Alignment Game Score Sheet (one copy for each observer; see appendix)

Recommended Facility Layout

Adequate space is needed for all patrols to play the game at the same time.

For each patrol, extend a 15-foot length of masking tape on the floor. Mark it at 1-foot intervals, indicated on the tape by the numbers 0 through 15. Place a can or bowl at the end of the tape marked 0.

Assign one staff member to each patrol to serve as an observer. The observer knows the rules of the game and will keep track of the patrol score as the patrol participates. (*Note:* It may be most convenient for this role to be filled by the patrol's troop guide.)

Source Material and References

- Bennis, Warren, and Joan Goldsmith. *Learning to Lead: A Workbook on Becoming a Leader*, Perseus Books, 1997.
- Tichy, Noel. *The Leadership Engine: How Winning Companies Build Leaders at Every Level*, Harper Business, 1997.

Presentation Procedure

Leadership Style Assignments

1. The Wood Badge staff member in charge of the game explains that Front-End Alignment is a competition among all the patrols.
2. Ask the patrol leaders to join another staff member to receive their assignments out of earshot of the rest of the participants.
 - a. Each patrol leader is given a copy of the rules for playing Front-End Alignment.
 - b. Each patrol leader is given a handout describing the leadership style to use while coaching his or her patrol.
 - Half of the patrol leaders are given Leadership Style “A” handouts. The other half receive Leadership Style “B” handouts.
 - Patrol leaders are not to disclose their assigned leadership styles to one another or to their patrols.
 - c. Allow several minutes for patrol leaders to read the game rules and leadership assignments.
3. Patrol leaders rejoin their patrols and the observers direct each patrol to its strip of tape.
4. Using their assigned leadership styles, patrol leaders take charge of their patrols and complete the game according to the rules.
5. Observers will use score sheets to keep track of the patrols' success.
6. When all the patrols are done, the observers will relay the results to the game facilitator, who will write the scores on the score chart for all to see.
7. Revealing the leadership styles assigned to the patrols and debriefing the Front-End Alignment game occur at the end of the session.

Front-End Alignment Debriefing

Note: The score compiled by each patrol is visible, but the top of the chart is still covered, hiding from view the descriptions of leadership styles employed by the patrol leaders.

Debrief the Front-End Alignment Game by leading the entire group in a discussion using the following questions.

1. Did your patrol know the purpose or have a goal for the game?
2. How did you feel? Did your leader make you feel important and valued? Did you have the information you needed? Did you have confidence that you could succeed? Did you have any input? Were you given opportunities to grow?
3. What was your relationship with your leader? How did he or she communicate with you during the game? Was it effective? Consider listening skills, valuing group members and diversity of opinion, and mutual respect.
4. Did your leader identify and use individual skills and strengths within the patrol? Share leadership? Adjust the plan to improve performance? Help various members of the group to be successful?
5. Did your group feel like an effective team? Did you get great results? Did you use the participation and creativity of the group? Did you effectively accomplish your task?
6. Did you feel like a winner after the game? Did you and your patrol celebrate the group's success? What was the role of your leader in that effort?
7. Did you work hard? Did you have fun? Were you confident and enthusiastic about your task? Did you have pride in participating? Did you feel good about your patrol's success?

Uncover the portion of the Front-End Alignment Score Sheet that reveals which patrols were assigned to Leadership Style "A" and which were led by Leadership Style "B." Ask the 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 discussion any new perspectives the 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.

Day Two: Leveraging Diversity Through Inclusiveness

Time Allowed

30 minutes



Learning Objectives

As a result of this presentation, participants will

- Understand the basic definition of diversity.
- Recognize the importance of inclusiveness to achieve diversity.
- Understand the simple inclusive behaviors that can make diversity work for a patrol.

Materials Needed

- Key points of the session presented as PowerPoint slides, overhead projections, or flip-chart pages
- Patrol duty roster
- Patrol project plan

Recommended Facility Layout

Troop meeting area with patrol tables

Delivery Method

A Wood Badge staff member leads this discussion. Key ideas can be reinforced with notes on a flip chart, split-back binders, overhead projections, or PowerPoint images. Care should be given to acknowledge group responses to questions asked, but time constraints require brevity in order to cover this content.

Presentation Procedure

- 1. Introduction—ask:** Have you ever wanted to be on a team or work on a project but were not asked to join or help? How did that make you feel?
- 2. Think for a minute about** the people in your unit at home. Think about the people you work with. Are there people you count on all the time? When something really needs to get done, do you turn to the same familiar people—your “first-string players”—to make it happen? Why?

3. First-string players

- Do they have the same work ethic as you do?
- Are you alike in many ways?
- Do you know them better than others?

What about the other players on your team? How are they different? When do you decide, if you do, to “go to the bench”?

At this point in the course, you have probably identified those folks in your patrol who are like you and those who are not. Let’s talk about some of the differences. What do you think of when asked for a definition of diversity?

4. Diversity

For the purpose of this discussion, diversity is any dimension that can be used to differentiate groups and people from one another.

Human diversity is the raw material of who we are.

- Gender
- Race
- Age
- Physical appearance
- Health

Human diversity is the accumulation of our life experiences, including our education, marital and parental status, occupation, and geographic location.

Cultural diversity arises from differences in

- Language
- Lifestyle
- Heritage
- Belief systems
- Religious beliefs
- Traditions

Organizational diversity is characterized by differences inherent in the values, vision, and mission of organizations.

- Teamwork
- Roles
- Relationships
- Leadership
- Empowerment
- Education
- Affiliations

5. Leveraging diversity

■ How does it make us stronger?

Diversity is the uniqueness each of us brings to fulfilling our mission and achieving the vision.

Valuing others and embracing diversity allow for the full utilization of all people involved in an organization, a community, or a nation.

We are stronger together than when we are separated.

When our own backgrounds get in the way of our recognizing solutions to problems, leveraging diversity by embracing the varied experiences of those around us opens new ways of thinking about the tasks at hand.

Out of our differences come inspirations, fresh ideas, and new solutions.

For America, the concept is so important that it appears on our coins along with “In God We Trust:” E pluribus unum— “Out of many, one.”

■ How can we use it?

How can we use diversity to make the Boy Scouts of America a better organization?

Aggressively recruit a diverse membership and leadership.

Immediately identify and challenge unacceptable behavior or cultural representations that could be demeaning to others.

Encourage all members of teams, regardless of their backgrounds, to contribute their talents and strengths.

Serve as visible role models leveraging diversity and valuing others.

■ What are the barriers?

There is comfort in sameness. There is learning in difference.

We naturally resist change, even when change can be positive.

No matter how tactfully we approach the subjects of valuing others and leveraging diversity, there are likely to be times when we fall short in our efforts. In most cases, our difficulties arise from a lack of understanding of the very diversity we are trying to grasp.

Each of us needs to realize that we will make mistakes. When we realize what has happened, we can apologize and ask the other parties for guidance on how to avoid future missteps.

Most importantly, though, we need to keep trying. Setbacks are part of the process of learning and can be every bit as important as our successes.

■ How do we respond?

As leaders and as role models, we all have the responsibility to young people to help them understand how to respond to those whose values may differ from their own.

How do we respond to people whose values are not the same as ours?

Leveraging diversity does not mean we have to compromise our values. But it

does mean that we should seek out the best in others, regardless of their beliefs or way of life.

Every person has thousands of traits. Of those, there may be some we cannot accept. But putting those aside, we can find much to admire and appreciate in almost everyone.

A Scout is courteous; a Scout is kind.

By abiding by the Scout Law, we can value others, and, at the same time, serve as examples of the values we cherish. We can apply inclusiveness so that it does not compromise our own values.

6. Achieving diversity

Diversity is a word used a lot, but making it a part of how a leader thinks and works means understanding another word: inclusiveness.

- Successful patrols function as a team.
- Successful patrols put differences to work.

Members of a team are responsible for the whole group.

How do you make diversity work in a patrol? By remembering the power of inclusiveness.

It's as simple as remembering to "go to the bench." Include everyone on the team!

Example: On some Little League teams, there is a "rule" that all players have to play. Why do you think they have to make it a rule? Because human nature may cause the coach to go to those kids who he knows well and who have become his first string. But the team misses out on the potential of every player if each doesn't get a chance to bat. Inclusiveness teaches the players that they are all valued, which encourages each of them to do their best—in games and in practice. It also teaches the first string the value of developing every teammate to be the best he or she can be.

7. What happens when a patrol makes diversity work?

- All skills and life experiences are put to work to achieve success.
- The experience is richer for all.

8. What happens if diversity isn't made to work as a strength?

- People feel they experience negative treatment.
- Strong emotions build that get in the way.

Remember, we are not talking about traditional ideas of "discrimination." It can be as simple as always turning to your "first-string players" and never going to the bench.

9. What can I do?

- When you lead, make sure everyone has challenging opportunities to contribute and learn from.
- Consider how your leadership behavior affects the team environment.
- Take time to show you care.
- Recognize individual and team achievements.
- Reach out and learn something from everyone.

10. Food for thought

- Does everyone understand and agree with what success looks like for your patrol at Wood Badge?
- Do you actively sense how team members are doing and do something about it?
- Are you teaching one another skills so all can more fully participate?
- Do team members support one another during times of conflict?
- Does the team work to ensure everyone is performing at his or her best?
- Do you celebrate individual success as a group?
- Does everyone feel like they are contributing something to and getting something from the patrol?

11. Powerful concepts, simple behaviors

- By simply including all team members, you can leverage the power of the diverse nature of the people who make it up.
- Make these powerful concepts work, and the team will grow!

Day Two: Stages of Team Development (Troop Presentation)

Time Allowed

50 minutes



Learning Objectives

As a result of this activity, participants will

- Develop the ability to recognize the stage of development associated with a team.
- Understand the characteristics of each of the four stages of team development.
- Understand the concepts of productivity and morale and how they relate to the four stages of team development.

Materials Needed

- Overhead projector and transparencies or posters illustrating the team development graphical models
- “Stages of Team Development” handout (a copy for each participant; see appendix)
- Key points of the session, presented as PowerPoint® slides, overhead projections, or flip-chart pages
- A hat and a set of patrol medallions

Recommended Facility Layout

Troop meeting area

Delivery Method

Presentation and discussion

References

- *National Youth Leadership Training* syllabus
- K. Blanchard, D. Carew, and E. Parisi-Carew, *The One Minute Manager® Builds High Performing Teams*, Morrow, 2000.
- P. Hersey, K. Blanchard, and D. Johnson, *Management of Organizational Behavior*, Prentice Hall, 1996.

Note to presenters: Thorough preparation is essential for the success of this session. In particular, presenters should do the following well in advance of the course.

- 1. Master the model.** Your success in this activity will depend on your familiarity with the Stages of Team Development. Carefully study the model, and figure out what is happening in each step and how the steps are linked.
- 2. Create a case study.** Make up a story that illustrates the Stages of Team Development. This is what you will be asking the participants to do, and you need a good example. You can base your story on one of your successful projects in Scouting. If you do so, don't let facts get in the way of a good story that clearly tracks the team's growth through the stages. If you are adventurous, create a story around a popular TV show. Avoid stories based on athletic team examples.

Presentation Procedure

Brief the Participants

Using your own words, introduce the Stages of Team Development.

Background notes: Educational psychologist Bruce W. Tuckman suggested that all teams go through four distinctive stages in their development. The four stages were originally referred to as *Forming*, *Storming*, *Norming*, and *Performing*. The basic model has been in use for the past four decades. The model has important implications for organizing, building, and leading a team.

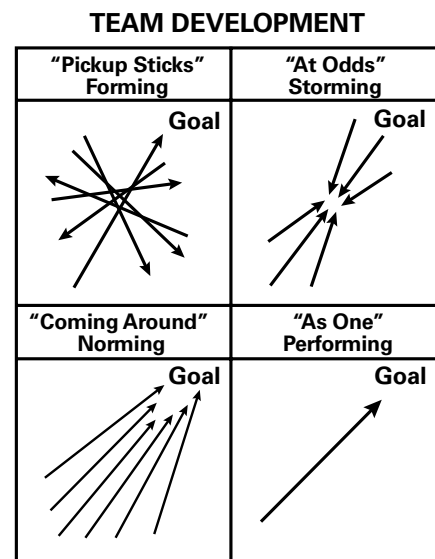
Illustrate Team Development

There are a variety of ways to illustrate team development. We'll use the following:

- *Forming* stage = "Pickup Sticks"
- *Storming* stage = "At Odds"
- *Norming* stage = "Coming Around"
- *Performing* stage = "As One"

Discuss with the participants their interpretations of the illustration.

Two important variables are woven through the four stages: *Enthusiasm* and *Skill Level*. Unlike skill level, enthusiasm starts out high and then takes a sudden dip. As differences are explored, expectations are aligned with reality, and the team achieves results, enthusiasm begins to rise. Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team.



STAGES OF TEAM DEVELOPMENT



SCOUTING U
Learn. Challenge. Lead.™

Show the video:

Theme: Models for Success

Title: Forming

Running time: 3 minutes, 10 seconds

Source: *Remember the Titans*, Walt Disney Pictures, 2000

This clip is located 9 minutes, 50 seconds from the video's opening title. The clip begins with a young African American player saying, "Come on, y'all. How many yards you going to get this season?"

Commentary to set up the showing of this video clip: *Remember the Titans* is based on a true story. The year is 1971. The high school is being integrated for the first time. A new coach, Herman Boone, has been appointed to take over the football team, replacing a highly successful and popular coach who has been demoted to assistant coach. Boone is tough, opinionated, and as opposite of the old coach as he could be. The movie tells the story of how the coaches and the players overcame their differences and became a team.

This clip depicts the Forming stage of team development. It begins just prior to the first meeting between some of the players and their new coach.

Watch the team for indications of the Forming stage: eagerness, high and unrealistic expectations, anxiety about how players will fit in, what demands will be placed on them. Team members are unclear about expectations, rules, roles and goals. There is high dependence on the leadership figure for purpose and direction, and the new coach provides it quickly and clearly. At this stage, team morale is high and team productivity is low.

Stop the video and discuss the Forming stage.

Show the video:

Theme: Models for Success

Title: Storming

Running time: 2 minutes, 2 seconds

Source: *Remember the Titans*, Walt Disney Pictures, 2000

This clip is located 24 minutes, 30 seconds from the video's opening title. The clip begins with a Caucasian team member saying to an African American team member: "I'm Gerry, you're Julius. Let's get some particulars and get this over."

Commentary to set up the showing of this video clip: This video clip illustrates the Storming stage. The scene features two players, both speaking on behalf of others. Clear factions have formed within the team, and morale is low. Look for signs of the Storming stage: difficulty working together, frustration, negativity, communication breakdowns, and dissatisfaction with leadership—in this instance with the team captain, not the coach.

Stop the video and discuss the Storming stage.

Show the video:

Theme: Models for Success

Title: Norming

Running time: 1 minute, 49 seconds

Source: *Remember the Titans*, Walt Disney Pictures, 2000

This clip is located 1 hour, 6 minutes, 12 seconds from the video's opening title. The clip begins in the locker room with the coach asking his players, "What's going on?" One player responds, "Coach, we want you to know we are going to warm up a little different tonight."

Commentary to set up the showing of this video clip: This video clip illustrates the Norming stage. Attitudes and morale are improving. There is a willingness to share responsibility and control. Things to watch for in this clip, all of which indicate the Norming stage, are: euphoric, positive feelings; team members valuing the differences among themselves; team members start thinking "we" rather than "I." Clearly the climate has changed. There is increased commitment to purpose, roles, goals, and working together. The team has not necessarily transformed itself into a high-performing team yet, but it is coming around. By the way, this is a rather humorous clip.

Stop the video and discuss the Norming stage.

Show the video:

Theme: Models for Success

Title: Performing

Running time: 1 minute, 29 seconds

Source: *Remember the Titans*, Walt Disney Pictures, 2000

This clip is located 1 hour, 37 minutes, 14 seconds from the video's opening title. The clip begins with the coach saying, "We're in a fight. You boys are doing all that you can do."

Commentary to set up the showing of this video clip: The last clip depicts the Performing stage. At this stage both productivity and morale are high. There is a sense of pride and excitement in being part of a high-performing team. The primary focus is on performance. Purpose and goals are clear. There is commitment to continuous improvement. Watch for pride and confidence. Communication is open and leadership is shared.

The scene takes place at halftime of the biggest game of the season—and the Titans are losing the game.

Commentary following the clip: After that halftime meeting, the team had the confidence to take control of its own performance and destiny. The team went back out on the field, played like a high-performing team, and won the game.

Stop the video and discuss the Performing stage.

Tell Your Story

Use your personal story to illustrate the stages of team development.

Assign the Story-Creation Task

Ask each patrol to create a story to illustrate the stages of team development. The story may be based on a patrol member's experience, or a historical event, or some popular TV show. The story should clearly illustrate the different stages. The patrols have 11 minutes to create the story.

Conduct a Storytelling Session

Give the patrols a one-minute warning. Ask them to make finishing touches on the story and to select a representative to present it to the whole group. Explain to the patrols that time restrictions will only allow for the presentation of four of the stories. Place the eight patrol medallions in a hat and choose four. Ask each of the patrols (in the order they were selected from the hat) to send its storyteller to the front of the room. Ask this person to present the story.

Conclude With a Caveat

Briefly comment on the stories and congratulate the patrols on their understanding of the stages of team development. In your own words, explain the advantages of mastering the stages.

- The stages enable us to anticipate what a team is likely to go through. This will prevent team members from being surprised or depressed by various events such as disagreements during the "Storming" stage.
- The stages enable us to use appropriate strategies to smooth the progress of a team as it evolves. For example, we can suggest a procedure for establishing ground rules for a team in the "Norming" stage.
- Different teams may proceed through different stages at different speeds, a process that can be affected by the fact that team members may also have varying rates of progress. Members of a team should avoid making self-fulfilling prophecies about how long each stage will last.
- A team may sometimes regress to an earlier stage. For example, team members may return to a previous stage if they discover that the team's vision or membership has changed, such as when a significant number of new boys are added to a patrol.
- It is possible for a team to be in different stages with respect to different aspects of its vision. For example, it may still be in the "Storming" stage with respect to implementing its final plan, even while it is in the "Performing" stage with respect to efficiently generating ideas for the plan.

Day Two: Patrol Leaders' Council Meeting

Time Allowed

30 minutes

Learning Objectives

The patrol leaders' council meeting on Day Two

- Empowers patrol leaders with the resources and guidance that will enable them to help their patrols progress toward becoming fully productive teams.
- Lays the groundwork for patrols to experience the stages of team development.
- Establishes the precedent that the senior patrol leader will be making assignments to the patrol leaders so that they, rather than the Scoutmaster or senior patrol leader, can run significant portions of the subsequent troop meetings.
- Models ways to run an efficient, well-planned meeting.

Materials Needed

- Table
- Chairs: two per patrol plus five
- Patrol Leaders' Council Meeting Agenda (one copy for each patrol leader; see appendix)
- Day Three Troop Meeting Plan (one copy for each patrol leader; see appendix)
- Day Three Course Schedule (one copy for each patrol leader; see appendix)
- The Campfire Program Planner (one copy in each patrol leader notebook; one copy in each participant notebook; see appendix)
- Outdoor Code (one copy in each patrol leader notebook; one copy in each participant notebook; see appendix)
- How to Pack for the Outdoor Experience (one copy for each patrol leader; see appendix)
- Planning for the Outdoor Experience (one copy for each patrol leader; see appendix)
- Equipment list for the outdoor experience (if appropriate)
- Day Two Start, Stop, Continue assessments

Recommended Facility Layout

The meeting area for the patrol leaders' council on Day Two and Day Three can be the same as for Day One, minus the "in the round" element.

Provide a table and seating for the patrol leaders and senior patrol leader. Behind those chairs, arrange places for the troop's Scoutmaster, chaplain, scribe, and quartermaster, and each patrol's troop guide. (Preparing the meeting area may be a task of the service patrol.)

Delivery Method

The Day Two patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.

Note: Unlike the Day One patrol leaders' council meeting, PLC meetings on Days Three through Six of a Wood Badge course do not occur "in the round," but include only the patrol leaders and key staff members. All meetings do share a common need to be models of meetings that are carefully planned, efficiently run, and enjoyable for those who attend. On Day Two, the troop guides attend

Presentation Procedure Agenda

The patrol leaders' council meeting is run by the troop's senior patrol leader. The first items of business are to distribute copies of the meeting agenda, welcome everyone, and introduce those in attendance.

Announcements

The senior patrol leader will cover any announcements of importance to the patrols, including a brief overview of the upcoming outdoor experience. The details of that event will vary depending upon the setting of the Wood Badge course and its format (two three-day weekends or one six-day event).

Note: Staff members planning a Wood Badge course must give careful thought to the outdoor experience to ensure that participants will find it highly rewarding. They may wish to develop a handout to provide patrol leaders with information that will help the patrol members to prepare themselves and their teams.

Overview of the Wood Badge Outdoor Experience

- Location of the outdoor experience
- How patrols will travel to the site
- General expectations for camping and cooking
- A list of any gear that will be supplied to patrols as part of the course
- Information on food acquisition and preparation (Courses using the weeklong format will supply meal ingredients to patrols. Patrols of a course conducted on two three-day weekends may be provided with a budget they can use to purchase their provisions before the second weekend.)
- A reminder that during the outdoor experience, patrols will follow the principles of the Outdoor Ethics program, especially Leave No Trace. (BSA Outdoor Ethics will be discussed in detail at the Day Three troop meeting and during preparations for the conservation project.)
- An overview of essential safety issues and precautions, both general to the group and specific to the location (bears, weather, poison ivy, ticks, etc.)

Patrol Leader Reports on Patrol Progress

The senior patrol leader can ask the patrol leaders for general assessments of their patrols' status, especially concerning each patrol's enthusiasm and skill level. Two specific areas should also be explored, as follows.

Projects

At the Day One patrol leaders' council meeting, patrol leaders were charged with the responsibility of bringing to the Day Two PLC meeting their patrols' ideas for the projects they intend to prepare. The senior patrol leader will ask each patrol leader to explain the concept for his or her patrol's project, then discuss with the group as a whole any issues that may present themselves. The following checklist will help the senior patrol leader facilitate the discussion of each patrol's project plans.

Patrol Project Plan Checklist

- Is the proposed project appropriate to the assignment?
- Is it sufficiently different from the proposals of other patrols?
- Does it involve static and oral elements?
- In both its preparation and its presentation, will the project involve the contributions of every patrol member?
- Can the project be completed in time for the Day Five presentations?
- Can it be presented in the 15 to 20 minutes allotted to the patrol?
- Are the materials available to construct the project?
- Can the project be transported to the site of the Day Five presentations?

Patrol Totems

Patrol leaders are expected to bring to this meeting their patrols' designs for totems. The criteria for the totems are very lenient; more important is that each patrol has come up with an idea for a totem and can implement it as a symbol of their team.

Assessment of the Day Two Troop Meeting

Discuss the troop meeting from the morning of Day Two and lead the patrol leaders in an assessment of it by reflecting on these questions.

- What was the meeting's purpose?
- In what ways was that purpose accomplished?
- In what ways can we make future meetings better?

Note: The assessment should not be complicated or time-consuming. The brief discussion is intended to gather a general sense of the meeting's success and to reinforce the idea that assessment is a basic tool of effective team development.

Day Three Troop Meeting Plan

Distribute copies of the plan for the Day Three troop meeting.

Patrol Leader Assignments for the Day Three Troop Meeting

The senior patrol leader will make assignments to the patrol leaders so that they and their patrols, rather than the Scoutmaster or senior patrol leader, can run significant portions of the next day's troop meeting. Patrols must be given access to everything they need to fulfill their responsibilities successfully. The underlying idea is to bring leadership roles to the patrol leaders and team development opportunities to the patrols.

The patrol leader responsibilities for the Day Three troop meeting include the following:

- Troop Meeting Preopening Activity—"How to Pack for the Outdoor Experience"
- Troop Meeting Patrol Meetings—"Planning for the Outdoor Experience"

Each patrol leader should receive the following handouts describing these activities.

Review Program Patrol Responsibilities

Direct the leader of the program patrol to the copy of the Outdoor Code in the patrol leader notebook. The program patrol will include the Outdoor Code as part of the opening ceremony of the Day Three troop meeting.

Assign the Organizing of the Participants' Troop Campfire

The patrol that will serve on Day Four as the program patrol will take the lead in organizing the participants' troop campfire that will take place the evening of Day Four.

- The patrol leaders should receive copies of the Campfire Program Planner.
- To ensure that the campfire is well-planned, the patrol leader of the Day Four program patrol will be expected to present a progress report at the patrol leaders' council meeting on Day Three and a finalized written program no later than the Day Four PLC meeting.

The members of the patrol leaders' council can take several minutes to discuss the manner in which they will proceed with the planning of the campfire.

Patrol Leader Reports on Patrol Progress

Each patrol leader gives a brief report on the current state of his or her patrol, focusing on the following:

- Team status, especially regarding morale and productivity
- Exhibits
- Outdoor experience

Note: The troop quartermaster should be on hand at this meeting to help answer questions concerning food, gear, and supplies for the outdoor experience, and materials for the patrol projects.

Adjourn the Meeting

Ask participants: "How are you feeling? How are we doing?"

Answer any questions.

Adjourn to troop presentation.

Day Two: Communication (Patrol Presentation)

Time Allowed

50 minutes



Learning Objectives

As a result of this session, participants will be able to

- Relate the experience of the Communication Traps game to basic principles of communication.
- Understand how listening can be an important part of communication.
- Develop strategies to overcome barriers to communication.
- Practice some skills of effective instruction.

Materials Needed

- 5 items that make a noise when stepped on (squeaky dog toy, etc.), 5 blindfolds, and 5 bean bags per patrol
- 2 15-foot pieces of rope
- One toy or old cellphone, or facsimile
- Key points of the session, presented as PowerPoint® slides, overhead projections, or flip-chart pages

Recommended Facility Layout

Patrol meeting area

Delivery Method

Discussion facilitated by each patrol's troop guide

Communication Game

In today's fast-paced world, we communicate in many different ways. During the game "Communication Traps," each patrol member is going to experience various roles in the communication process.

Play Communication Traps as described below

Debrief the game using these questions:

Communication Traps

Time: 10 minutes. You need to play this game fairly quickly to leave time for the questions. It is not necessary for all participants to successfully navigate the length of the corridor.

Task: To move as many patrol members through the corridor of traps as possible in five minutes.

Setup: Using two 15-foot lengths of rope, create a narrow corridor between 2 to 3 feet wide. Distribute the squeaky toys and beanbags randomly across the length of the corridor at varying distances from the sides of the corridor so there are obstacles that need navigating around. Put the cellphone somewhere in the middle of the corridor.

Have the patrol choose one participant to be the primary communicator, and have him or her stand at the far end of the corridor facing the patrol. The other five patrol members line up at the end of the corridor opposite the primary communicator. Each patrol member will be blindfolded when his or her turn comes for the “communicator” to give them directions as to how to proceed through the maze. The troop guide will call out the 30-second penalty if the patrol members bump into the object or step on the squeaky toys.

The group’s goal will be to get as many members through the communication corridor as possible in five minutes.

How to Play: The troop guide will introduce the game as follows.

Before every great team reaches success, there are often many setbacks. Proper communication is key to overcoming these barriers.

Your goal as a team today is to move as many members of your team through this corridor of obstacles as possible in five minutes. One patrol member will be selected the primary communicator, while the other members will be blindfolded and guided through this task. Members of the team can only talk to the lead communicator by using the special cellphone in the course.

In this game, the setback comes when you step on a squeaky toy or beanbag. When you face a setback in this game, 30 seconds is subtracted from the five minutes allowed to complete the exercise. If the primary communicator is able to guide you to the cellphone in the middle, you can, while standing still, remove your blindfold and discuss strategy with the primary communicator for 30 seconds. At the end of 30 seconds, you must put the blindfold back on and continue the challenge.

Once you have made it through the corridor, you may remove your blindfold and assist in helping the rest of your teammates navigate through the maze of traps. You may not, however, re-enter the corridor but must stay at the end with the primary communicator.

At the end of the time, you will gather together and debrief your experience.

Possible Debrief Questions:

1. What communication challenges did you face as a team?
2. How did this game simulate an actual team situation?
3. Did you trust your leader?
4. What sorts of barriers to success could the squeaky toys represent?
5. What types of communication were used in this game?

6. How could you have communicated more clearly?
7. Do you think the first team member or the last team member had an easier time working through the maze?

Give examples of various forms of communication.

- Gilwell Song
- The circle with a dot in it, on Baden-Powell's gravestone (the trail symbol for "I have gone home.")
- In BSA uniforms, patches, Wood Badge beads
- Wood Badge icon
- *The Gilwell Gazette*, including the agenda of the day

Remind the group of what they learned in the "Listening to Learn" presentation.

Some of these are nonverbal or unspoken forms of communication. Briefly discuss with the group what messages they convey and the aspects that make them effective (or not).

In the session on Values, Mission, and Vision, everyone had the experience of observing President John F. Kennedy and Dr. Martin Luther King Jr. deliver speeches—that is, using oral communication. What were some of the things that made those speeches effective?

- The messages were important.
- The messages presented visions that could affect the lives of the listeners.
- The speakers established themselves as authorities. They conveyed the sense that they knew what they were talking about.
- The speakers believed in what they were presenting.
- The speakers got to the point. They did not waste the listeners' time.
- The speakers used personal skills of speaking, body language, tone of voice, and charisma to get their points across.

You can use these same techniques when communicating, be it with a group or an individual.

Effective Communication

Suppose a Scout has just run up to the group and delivered the following message.

First Aid Medical Emergency Form

Who: Philmont Expedition 7-30 (eight Scouts, two adult leaders)

What: Bear attack—two Scouts mauled

Where: Lovers' Leap Camp

When: One hour ago

Why: We need assistance.

How: Bring an ambulance, medics, and first-aid supplies. A really big bear trap could also prove useful.

Note: The details of the emergency message can be changed to reflect a local setting and situation.

Pretend for the moment that this message is real. What is its impact? If it grabs your attention, why? What are its strengths as a form of communication?

Basic Blueprint of Communication

Aristotle broke down communication into three parts:

■ A message ■ A sender ■ A receiver

That was more than 2,000 years ago, and it is still true today. It applies to all forms of communication—spoken, written, music, film, even pantomime.

In a way, Aristotle's theory even applied this morning in the Zulu Toss game. Think of the balls as messages. The game has senders who are trying to toss their messages to others—the intended receivers.

We use this same model of communication in our National Youth Leadership Training. The youth refer to the acronym MASER to capture this principle of message, sender, and receiver.

Effective Listening as a Communication Tool

Good communication begins with good listening, both on the part of the receiver and on the part of the sender. In "Listening to Learn," we discussed the importance of paying attention to what others are saying, their body language, etc.

The most effective communication provides what the listeners need in a manner that engages their minds. It also engages the minds of the senders of the information. Whether they are communicating with one person or a thousand, they "listen" to their audiences by paying attention to the spoken and unspoken signals that indicate whether the message is getting through.

Communication, then, is a two-way process. Both the sender and the receiver have responsibilities to make it happen. Feedback from the receiver helps guide the sender.

Engaging the Receiver

“I want this presentation to be a success. If it doesn’t seem to be going well, could you let me know? If it’s not working, let’s do something about it and try to make it better.”

When I ask you that question, how do you respond? How does it make you feel as a listener, as someone receiving information? Uncomfortable? Included? More engaged in the process?

Have you ever had a speaker ask you that? Or a teacher or an employer or anyone else conveying information to you? Probably not. Most of the time we, as speakers, teachers, Scout leaders, and supervisors, have a preconceived notion of how we will be heard. We’re going to push through it no matter what.

“What do you want?” It is the most important question in communication. We want knowledge. We want to learn a skill. We want to understand something.

A speaker may not actually verbalize that question. But by having the question in mind, the speaker is going to be more aware of how the receiver is responding, and thus more likely to open up a true dialogue and adjust it to better fit the needs of the receivers.

“What do you want?” If this is an unusual question for speakers to ask adults, think how rare it is for us to ask it of young people. So often we are sure we know what is best for them and we forge ahead without taking notice of the audience—the Scouts in our units, the young people in our lives.

Effective communication must be two-way. If we don’t know what other people want, there is little chance we can provide the information they need.

So, how do we get feedback? We teach our youth how to use an assessment and feedback tool called SSC, for Start, Stop, Continue. This model allows a person to collect information and then impart suggestions in a nonthreatening manner. It begins with the simple question of “What would you start doing that you are not currently doing?” It then asks if there is anything that the person or group should stop doing. It ends with a focus on the positive—what is working well and should be continued?

We will use this SSC tool as a part of our daily assessments and as a way to deliver feedback to each other.

You do not always have to have a Start or a Stop. If nothing is wrong, don’t try to fix it!

Barriers to Effective Communication

We have all received phone calls from callers trying to sell us something. Most of us dislike the calls.

But why? What are the barriers to effective communication that a caller must overcome?

- **Lack of common ground.** The caller knows nothing about us and is aware of no shared interest except that we have a telephone and we probably have a credit card.
- **Lack of sincerity.** The caller is probably interested only in making a sale, not in our long-term satisfaction with a product or service.
- **Lack of authority.** The caller is probably hired simply to make the calls and read a script. We suspect that he or she is probably unqualified to answer questions of substance about the product.
- **Lack of clarity.** The caller may exaggerate, blur the truth, or fail to mention weaknesses of a product.
- **Poor presentation skills.** Callers may badger people, argue with them, or be bored, distracted, or barely there.
- **Lack of receptiveness.** A caller is not receptive to any needs we may have other than the desire for the product or service. Any discussion that isn't leading toward a sale is considered wasted time.
- **Environment.** Callers disrupt our personal or family time, often calling during the dinner hour. This intrusion into the home environment generally makes people less receptive to their message than if they were to receive that same message in the mail, for example.

And yet even with all these drawbacks, phone sales is successful often enough for many companies to invest millions of dollars in it. Just think how powerful communication can be when people take the time to overcome these barriers.

Ways to Assure Good Communication

Common Ground

An important point of the Who, Me? Game last evening was to learn something about the people in your patrol. The more we know about one another, the greater is the common experience that we share, and the easier communication becomes.

Sincerity

Why can sincerity make a difference in our efforts to communicate with others? A speaker must care about the message and care about the receiver of that message. Otherwise, there is no point in passing it along.

Authority

Ideally, a speaker should know what he or she is talking about. There will be times, though, when a speaker is not an expert in a subject. What becomes important then, is the willingness to learn along with a group. A Scout leader who knows

nothing about constellations can bring a star chart along on a campout. “I can’t tell the difference between the Big Dipper and the moon,” he or she explains, “but I’d sure like to learn. Let’s figure this out together.” While his or her technical skill in this particular area may not be high, ability as a communicator permits him or her to maintain authority while engaging Scouts in an interesting and worthwhile learning experience.

Clarity

Speakers who care about their messages and care about their audiences are likely to communicate with clarity. Trying to hide part of a message or twist the truth leads to fuzziness and confusion.

Effective Communication and the Teaching of Skills

An important use of effective communication is the teaching of skills. Scout leaders do this all the time. So do supervisors at the job, coworkers, community volunteers—in fact, just about everybody is called upon now and then to teach someone else how to do something.

Yesterday, someone taught you how to tie a woggle. What was the process?

(Lead the group in a brief discussion of how they perceived the teaching of woggletying. The group can provide feedback on the teaching techniques. What are the strong points? How might the teaching be improved?)

- It was hands-on. Everyone had a cord from the beginning and was actively involved in the process.
- There was a finished woggle on hand so that participants could see the goal they were learning to achieve.
- There was a handout with diagrams showing the steps of the process—a multimedia approach to skills instruction.
- A leader demonstrated the process. As he did, participants followed along, doing it themselves. The communication was verbal, visual, and tactile.

Teaching a skill involves four very clear steps:

- First, you *Explain* how to do the skill.
- Second, you *Demonstrate* how to do the skill.
- Third, you *Guide* others to do the skills, providing ongoing feedback.
- Fourth, you *Enable* others to use the skill, providing them with the time, materials, and opportunity to use the skill successfully.

Explain, Demonstrate, Guide, Enable ... the first letters of those words spell EDGE. This teaching method is called *the Teaching EDGE™*. The Teaching EDGE™ is how we teach every skill in the troop and outside of Scouting whenever you are called upon to teach something.

The leader let each participant work through each step, allowing everyone to make mistakes and to figure out corrections. However, if a participant went too far afield, the leader would gently bring him back to the correct method, thus avoiding too much frustration.

The leader was generous with support and praise.

Summary

- Communication is a tool of leadership.
- Communication is essential to effective teams.
- Communication happens in the “common ground.”
- Communication should be clear and concise.
- Sender and receiver consider each other.
- Communication is written, verbal, and nonverbal. Where is this?
Listen to Learn?
- Feedback is a gift.

**Great Leaders
Are
Great Communicators**

Day Two: Project Planning (Troop Presentation)

Time Allowed

50 minutes



Learning Objectives

As a result of this session, participants will be able to

- Identify the five stages of team-based project planning.
- Prepare an effective project overview related to their patrol exhibit.
- Understand the importance of selecting an appropriate approach or method.
- Avoid the “activity trap.”
- Develop a work breakdown structure.
- Implement and track a project plan.

Materials Needed

- Outline for Project Planning handouts for each participant (appendix)
- Key points of the session, presented as PowerPoint® slides, overhead projections, or flip-chart pages
- Large wall area, blackboard, or second flip chart
- VCR and video projector for presentation of video clips
- 3-by-3-inch self-adhesive notes, markers

Recommended Facility Layout

Troop meeting room with central video projector screen

Delivery Method

Facilitated presentation with group work. Video clips reinforce concepts and should be followed by discussion.

Presentation Procedure

This session is related to the patrol project process. Each patrol should prepare a project overview as described in this session for its proposed project and turn it in to the senior patrol leader at the Day Four patrol leaders' council meeting. This session is intended to help the patrols organize and execute their projects. It should also cause them to question if the approach or method they have chosen is the best one for the project. Refer to the project overview during the execution phase and again during the patrol self-assessment, after the project presentation to the troop.

Introduction

Introduce this topic with some personal experiences of projects and include the objectives of the session. It might go something like this:

“Projects! They seem to be never-ending, starting in grade school with the science fair and history fair and following us the rest of our lives into our professional, personal, and volunteer lives. How many times have you been asked to serve on a committee to celebrate an organization’s significant anniversary or to plan a special event for your community? Or perhaps you were asked to help introduce a new activity or product for your company. Or to help lead a camporee. Projects are everywhere, and their success depends on the team working together.”

This session should help you understand the five stages involved in team-based project planning. It should enable you to create a project overview that will guide you through the process. You will understand the importance of selecting the correct approach or method to implement your project. You will learn about the “activity trap” and how to avoid it as well as how to develop a work breakdown structure. We also will discuss the importance of implementing and tracking a project plan.

Five Stages of Team-Based Project Planning

Most of what we do in Scouting can be considered team-based projects of a small to moderate size. A five-stage approach has been shown to be particularly effective for such projects. These stages include:

1. Prepare a project overview that summarizes the specific goals and objectives of the project.
2. Develop a work breakdown structure that identifies the tasks to be completed and the order in which they should be done. (This leads to the writing of a detailed project plan.)
3. Assign responsibilities for specific activities or tasks to each project team member.
4. Put the plan into action and track its progress.
5. Prepare a closeout report that compares the original goals and objectives to the final outcome.

STAGE ONE: PROJECT OVERVIEW

The team's initial planning should be summarized on a one-page document called the project overview. The overview is just that—an overview of the project in broad, general terms. It should be clearly written—so much so that someone not involved in the team will understand what the project is all about. The team leader completes the project overview with the help of the project team.

The first item to be identified is *the problem*, opportunity, or situation that is to be changed. The project overview should state *the scope of the project*—just what is the team trying to accomplish? How big will the project be? The overview also will include one or two clearly stated *goals* and a limited number (three or four) of high-level *objectives*. These goals and objectives will drive the planning process.

In addition, the overview should state how the team will *measure the success* of the project. If the team is successful, what will success look like? How can it be measured? The overview should include *the method or approach* the team will take in the project. Lastly, the overview should consider *any risks* or assumptions in place that might prevent the success of the project.

Let's do a project overview together. Let's assume that we are the district training team and we have determined that there is a need for leader-specific training.

Place before the participants a flip chart or overhead projector with the following outline. Leave appropriate spacing so that the outline can be filled with comments.

Project Overview

Problem, opportunity, or situation to be changed:

Project goals:

Objectives:

Measure of success:

Approach or method:

Assumptions and risks:

Let's explore each section one at a time. In this case, what is our problem, opportunity, or situation to be changed? What is our assignment? (Statements like *untrained leaders* or *need essentials and position-specific training* would be appropriate.)

Project Goals and Objectives

Before focusing on the details of a project, it is important to establish straightforward goals and important objectives. These define the project and influence how we measure success. Let me tell you what I mean by “goals” and “objectives.” You may have heard the words used with different meanings, and that is fine. For our immediate purpose, though, here is how we are using them.

Goals describe the purpose or result toward which some effort is directed. Goals usually do a good job of describing the desired results but provide few specific tactics.

Objectives are often more specific and easier to measure than goals. Objectives are the basic tools that underlie all planning and strategic activities. They define tactics and action plans.

To be sure that the goals and objectives are clearly written and appropriate, it is important to subject them to the “SMART” test, just like you do your Wood Badge ticket goals.

S—Specific: Is it specific in targeting an objective?

M—Measurable: What are the measurable indicators of progress or success?

A—Attainable: Is it attainable by someone on the team?

R—Relevant: Can it be achieved within the resources and time allowed?
If not, then the goal is irrelevant to project success.

T—Time-based: When will the project be completed?

Going back to our assignment of leader-specific training, what should our project goals be? (*To train a certain percentage of new leaders* or *Offer training a certain number of times by a certain date* would be appropriate responses.) Write down one or two goals on the outline for the troop.

What are our most important objectives? (*Informing all units of the training; personal invitations to leaders needing training; offer training at a variety of times; etc.*) Write down several objectives as the troop responds.

Measure of Success

The goals and objectives should be measured to help determine success. The team must choose some measurable criteria. It might be the number of participants, a change in the frequency of a given activity, or a change in behavior. Remember that it is difficult to measure intangibles like attitude or knowledge without some formal assessment or test. Goals that use qualifying words like “all” or “never” also are difficult to achieve.

How will we measure success for our project of leader-specific training? (*X number of participants; X percentage of untrained leaders attend; certain number or percentage complete the course; certain quality of evaluations.*)

Approach or Method

How will we tackle this project? It is important to consider the assumptions and risks to success before making this decision. Often the approach or method chosen is a direct result of what the team thinks is the best way to overcome those

roadblocks to success. In addition, the team needs to consider if the usual way of doing this type of project is the most effective.

We may sometimes work on a project that has never been done before and that causes the team to consider several approaches or methods. Use this opportunity to “think outside the box” to come up with novel approaches to a problem.

When we work on something we have done before, we tend to use the same methods that have been used in the past. But there is an old saying: “If you keep on doing what you have always done, you will keep on getting what you’ve always got.” Frankly, “what we’ve always got” isn’t always what we want. If new-leader training has been poorly attended in the past, why would we want to keep utilizing the same methods?

The selection of the best possible approach or method may well constitute the most important decision made during the early stages of project planning. That selection influences everything that follows. Therefore, special consideration should always be given to this decision.

Here are some guidelines to consider when choosing an approach or method:

- Focus on project goals and high-level objectives.
- Challenge assumptions regarding previously employed approaches and methods.
- Explore out-of-the-box solutions.
- Do not hesitate to invent new methods when appropriate.

Let’s take a look at this movie clip and see how this team chooses its approach to a team project. The team’s project is to determine how to put a man on the moon.

Show the video:

Theme: Tools of the Trade

Title: Project Planning

Running time: 3 minutes, 10 seconds

Source: *From the Earth to the Moon*, HBO Home Video, 1998

There are two versions of this video. In the *From the Earth to the Moon, Part 5 Spyder* version, this clip is located 1 minute, 55 seconds from the video’s opening title. In the *HBO Presents* version, this clip is located 4 minutes, 57 seconds from the video’s opening title. The clip starts at the subtitle “NACA, Washington, D.C., February 1958.”

Commentary to set up the showing of this video clip: No further commentary needed.

Obviously this team was dealing with a never-before-attempted project although it had an experience base with certain phases of the project.

- What approaches did the team consider? (*Direct ascent, Earth orbit rendezvous, lunar surface rendezvous.*)
- What assumptions were challenged to arrive at the final selection? (*Lunar orbit rendezvous.*)

■ What was necessary for the novel approach to be seriously considered?

(A product-champion is usually required for a new idea or approach to gain acceptance.)

While we aren't trying to send anyone to the moon, our task of trying to get adult leaders trained often seems just as difficult. What will be our approach or method?

Assumptions or Risks

Identifying assumptions and risks associated with the objectives and the chosen approach or method of the project helps the team understand the project's implications and assists with planning and completion. Assumptions are attitudes that are widely held concerning the project. Some of them may be true and valid—others may not be true and dictate a plan of action on the part of the team. Risks are those things that could undermine the success of the project. To help the team identify assumptions or risks, answer the following questions for each objective.

1. What resources are required to realistically complete this objective?
2. What risks are associated with obtaining these resources in a timely manner?
3. What problems or delays are likely to occur in completing this objective?
4. What effect will delays have on the overall project plan and schedule?

With this information in hand, the team should take a fresh look at the chosen method or approach it has planned to use to implement the project. Will it push the project forward, or should another approach be adopted? Remember that the approach is often the key to a successful project. Be sure that the chosen approach is the right one for the project in light of the objectives, assumptions, and risks.

Let's take a look at our chosen approach. What risks and assumptions do we face? Have we chosen the right approach to the project? *(Be sure to address promotion of the training event and common assumptions that everyone reads the council newsletter or every unit leader knows who needs training and encourages them to get it. Be sure to review the group's chosen method or approach.)*

Checklist

It is now time to check whether our project overview meets the necessary standard to be a good working tool for us. There is a checklist for the project overview in your handout. With that tool, review our project overview. I'll give you a few minutes to do that as a patrol. *(Allow about five minutes.)*

Patrol leaders, do any of you have concerns about the project overview we have prepared? Do we need to make any changes?

Review

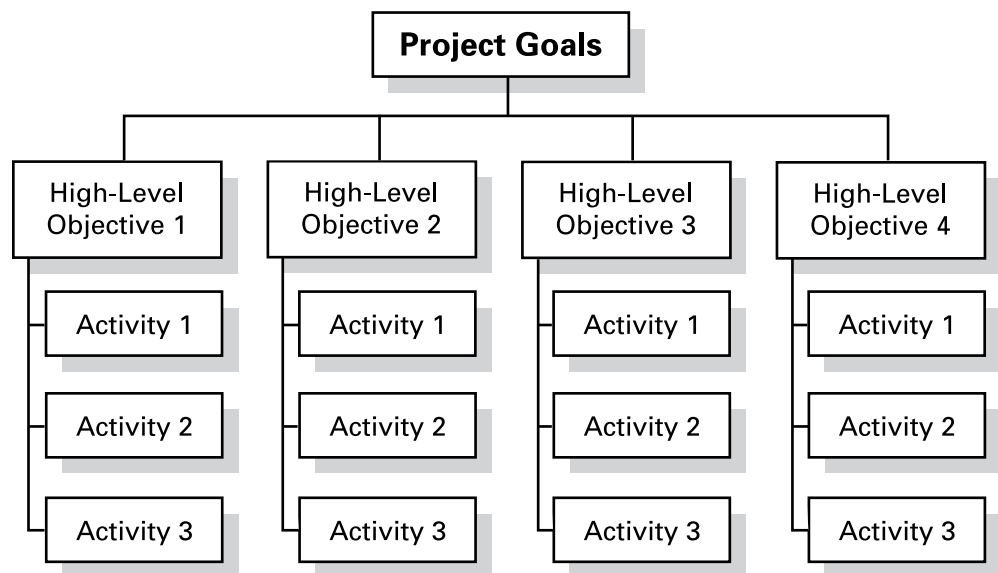
Why have we gone through this process? We have defined the scope of the project, listed goals and objectives, decided how we will measure success, listed risks or assumptions, and determined the method we will use. It seems like a lot of paperwork when we could just start right in on our project. Why is it important to go through this process? *(We can figure out all the problems before we start and be better prepared; we could use this tool to "sell" the district committee on committing to the project; it gives us an idea of how feasible the project is, helps ensure success, and is the basis for a more detailed plan.)*

A project overview is important for many reasons. Perhaps the most significant one is that it helps ensure success. The two biggest traps in project planning are more easily avoided when the team uses a project overview. The first trap is the “activity trap.” That is where the team jumps in and begins action and assumes that it can figure out what it needs to do after the first task. This often wastes time and resources, to say nothing of the frustration and disappointment team members feel. The second trap is called “scope creep.” That is where the original scope of the project is not clearly defined and someone says, “Oh, while you’re at it, do this, too.” Such “add-ons” can escalate the investment of time and other resources. A clearly defined project helps the team determine when add-ons are not a part of the project.

STAGE TWO: WORK BREAKDOWN STRUCTURE

The work breakdown structure is just what it says it is. Teams use it to identify, define, and distribute the workload of the project. Break down each objective into separate activities that will be necessary to accomplish it, and then put the activities in order—what must be done and when. A charted objective would look like this:

Network of High-Level Objectives



The activities should pass the “SMART” test. Each activity should have a definite start and stop time. The activities may be linked to one another, but they should not overlap. The time and cost of each activity should be easy to define. Every activity should be assignable to a team member and easily accomplished by that team member. If not, the activity should probably be broken down further.

What activities must we accomplish in presenting the basic leader training?

Record responses on the self-adhesive notes—one item per page so that the items can be moved around later. Your responses should

- Identify a place, time, and date.
- Determine the cost.
- Recruit staff members and determine who will teach what.

- Acquire audiovisual support.
- Have a training team meeting.
- Promote the training.

Giving careful thought to the order of project activities can be critical to the success of the project. Putting all the activities in random order often makes the project last too long and doesn't utilize the power of the team. While some things cannot be started until another part of the project has been completed, often several activities can be accomplished simultaneously. Ordering the activities helps facilitate linking.

For example, which of our activities listed in connection with basic leader training can be done simultaneously? Which ones cannot be started until others are finished?

Using their responses, reorganize the self-adhesive notes into several lines of activities much like the diagram previously shown. With a marker, draw lines between activities that are linked to one another (those that can't be started until the previous one is finished).

Any project usually has one or more sets of linked activities. The longest one of these is sometimes called the critical path—that is, the set of linked activities that the leader wants to watch closely. A holdup along the critical path will most likely lead to a delay with the overall project.

Let's rejoin our team that is building a rocket to go to the moon. In this clip, you will see the team explore several of the concepts we have talked about as well as a few that are upcoming. Pay particular attention to how the team handles questions regarding the best approach or method for its project. Notice how team members challenge assumptions and come up with novel solutions.

Show the video:

Theme: Tools of the Trade

Title: Project Planning

Running time: 2 minutes, 45 seconds

Source: *From the Earth to the Moon*, HBO Home Video, 1998

In the *From the Earth to the Moon, Part 5—Spyder* version, this clip is located 2 minutes, 10 seconds from the video's opening title. In the *HBO Presents* version, it is located 6 minutes, 17 seconds from the video's opening title. The clip begins with one character asking, "Bob, how much do these windows weigh?"

Commentary to set up the showing of this video clip: This clip illustrates the second stage of project planning—work breakdown—the breaking apart of a large objective into smaller activities or components. In this clip a small team is tackling the weight of the windows and also (indirectly) the task of selling their ideas to others. Consider how the team challenges assumptions, thinks outside the box to generate new ideas, and helps people "see" their thinking.

NASA teams got to the moon because they saw new possibilities that hadn't been envisioned previously, bought into the idea that these ideas were possible, and then worked to make them real.

What were the solutions to weight problems that the team encountered? What are the lessons for us?

- We must challenge assumptions.
- We must think outside the box.

If the team had not come up with novel ideas, what would have happened? Remember the old adage we talked about earlier that applies here: *“If you keep on doing what you’ve always done, you will keep on getting what you’ve always got.”* Let us not fall into that trap!

STAGE THREE: ACTIVITY ASSIGNMENTS

We are now all on familiar territory—this is the old “You do this, and I’ll do that.” What is important for us to remember when assignments are made? Responses might include the following:

- Each member must understand his or her assignment.
- The leader must be sure that everyone understands the purpose of the project, the details of each assigned activity, the availability of resources, and the project’s duration.
- Team members’ skills and resources must be matched to activities.
- Goals to be accomplished and regular reporting times must be established so that the team leader is informed as to the project’s progress.

When assigning activities to team members, keep the following things in mind.

- Each team member must have a clear understanding of the purpose of the project.
- Each member must understand exactly what his or her assignment is, the details of each assigned activity, and the availability of resources (including how much time the activity is expected to take).
- It is important to match each team member’s skills and resources to the activities—be sure you have the right team member for the task.

Establish milestones or specific activities to be accomplished as well as regular reporting times so that the team leader is informed on the project’s progress.

STAGE FOUR: PUTTING THE PLAN INTO ACTION

Finally: Let the project begin! Once the project is in the hands of the team members, it is vital for the team leader to provide leadership to the team. There may be times when it is important for the team leader to provide information about resources or further clarify the assignments or project. Support and encouragement may be needed at one time or another, and it may be necessary to help with decision making or problem solving when asked.

Remember the characteristics of a high-performance team as well as those stages of development. With each new project, the team—even if it has been together before—may change its position on the development scale. To remain on schedule, the team leader should focus on the activities that are on the critical path and provide additional resources when needed to help ensure timely completion.

Trust is one of the most important characteristics of a high-performance team. Therefore, while the team leader should monitor performance or the end results, team members should have the freedom to work within their own boundaries. Micromanaging or monitoring the work method implies that the team member is not trusted.

STAGE FIVE: PROJECT CLOSEOUT

When the project is complete there are still two important things to do. One is to recognize your team members. Remember, celebration is an important part of a high-performance team. The second is to make a postmortem report. This evaluation should be written and include an analysis of several things.

- Were the goals and objectives met?
- Was the project completed on time?
- How might we make things run better next time?

This written report will enable you or your successor to remember what happened and how to avoid some of the pitfalls you may have encountered.

Conclusion

Let's review the five stages of project planning: (1) project overview, (2) work breakdown structure, (3) activity assignments, (4) putting the plan into action, and (5) project closeout. (*Have the group repeat the stages aloud.*) This five-stage method of project planning will enable teams to achieve greater success. Key elements are the project overview and the detailed plan. Execution of the plan relates back to high-performance teams and situational leadership. The postmortem report is a time to reflect on what was learned and serves as a basis for the next project.

These five stages are applicable to every project you encounter whether it is at work or for Scouting. You have been assigned a project for this time at Wood Badge—your patrol project. If you have not already completed a project overview, let me encourage you to do so. Your senior patrol leader is expecting to see it at the Day Four patrol leaders' council meeting.

Day Two: Rockets (Patrol and Troop Activity)

Time Allowed

80 minutes

Learning Objectives

As a result of this activity, participants will be able to

- Work together in teams.
- Identify a goal.
- Use the steps of effective planning to determine how to reach that goal.
- Test their plan by putting it into action.
- Evaluate and celebrate their achievement.
- Have fun.

Materials Needed

For each patrol:

- Instructional sheet describing the project
- Plastic soft-drink bottle, 16 to 20 oz.
- Scissors
- Craft knife
- Materials for decorating rockets
- 8-by-8 inch square of corrugated cardboard
- Duct tape
- Bobby pins
- Ruler
- Safety goggles

For Wood Badge staff serving as facilitators:

- Scoring sheet
- Launch pad
- Safety goggles
- Bicycle pump with pressure gauge
- One award for each patrol

Recommended Facility Layout

The planning and construction of the rockets can take place at the patrol meeting areas or in any other setting the patrols wish to use.

The launch activities should occur in an open field large enough to accommodate all the participants and to provide for easy recovery of the rockets after their flights.

Delivery Method

The explanation of the activity will be given by a Wood Badge staff member. Additional staff can help distribute copies of the instructional sheet and the materials patrols will need to construct their rockets.

After the rockets are built, staff will facilitate the launch competition.

Presentation Procedure

Application

It is important that the staff facilitating this event ensure that it is done in an enjoyable and safe manner. The launch could be done with a countdown and possibly some silly equipment. This could include goggles, appropriate hats, etc. This is a great opportunity for the entire troop, including the Wood Badge staff, to be somewhat silly.

Safety Notes

- Drink bottles used for each Wood Badge course should be new. All bottles should be retired at the end of the day's rocket competition.
- Caution participants not to nick, cut, or otherwise compromise the structural integrity of the soft-drink bottles. When a rocket is pressurized before launch, a flaw in the bottle may cause it to explode.
- Use a bicycle pump, not compressed air, to pressurize bottles.
- All participants who are within a 10-foot radius of the launch pad must wear appropriate eye protection.

Objective

Each patrol is to use effective planning to design, build, and launch a patrol rocket. Give your rocket a name associated with your patrol name. Prizes will be awarded for highest flight, longest flight, best-decorated rocket, most ingenious design, etc.

Note: Staff can devise competitive categories in such a way that every patrol will win an award of some kind. Awards may be in the form of blue ribbons, inexpensive plastic rockets, or other items that are fun and that can be displayed on patrol tables or attached to the staves of patrol flags.

Review: Steps to Effective Planning

1. Project overview
2. Work breakdown structure
3. Activity assignments
4. Action on the plan
5. Closeout report

Note that each step requires a decision.

At the end of the exercise, patrols should evaluate and celebrate.

- Did the job get done?
- Did they enjoy themselves?
- Was it done right?
- Did they want more?
- Was it done on time?
- Celebrate the success!
- Did everybody take part?

Resources

Detailed instructions for building and launching 16 to 20 oz. bottle rockets can be found in the publication *Rockets Away!* by Robert Horton (Ohio State University Extension, 1994).

Launchers and rockets are available from Pitsco Innovative Education, P.O. Box 1708, Pittsburg, Kansas 66762, phone 800-835-0686, Web site <http://www.pitsco.com>. The launcher is called "Back Yard Blaster, and the rocket kit is called "Hydro Blaster."

Rockets

Project Assignment Sheet

1. Your challenge is to apply the five stages of effective planning to build and launch a rocket.
2. You may design and decorate your patrol rocket in any way that you wish.
3. Use the construction materials provided to your patrol.
4. You will have one hour to build and decorate your rocket.
5. Launching of the rockets will occur at the Gilwell Space Center immediately after the construction period.
6. Rockets will be judged, and awards given, on the basis of rocket performance and appearance, and upon the originality of design.

Five Stages of Effective Planning

1. Project overview
2. Work breakdown structure
3. Activity assignments
4. Action on the plan
5. Closeout report

Day Two: Patrol Meeting

Time Allowed

60 minutes

Learning Objectives

The purpose of a patrol meeting is to

- Help each patrol build strong morale.
- Complete assigned tasks.
- Practice leadership and teamwork.
- Have lots of fun.

As with meetings of the troop and the patrol leaders' council, every patrol meeting taking place during a Wood Badge course should be organized in a manner that provides an ideal example of such a session.

Materials Needed

- Patrol Meeting Agenda

Recommended Facility Layout

Each patrol will determine the location best suited for its meeting.

Delivery Method

The patrol leaders are the facilitators of the meetings of their patrols. They are responsible for using the agenda as a guide to conduct efficient, orderly meetings. The leadership style each patrol leader uses is up to that person. The hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Presentation Procedure Agenda

Patrol Meeting Plan

Day Two

- Review any upcoming responsibilities as the service patrol or program patrol.
- Plan the preopening activity for the Day Three troop meeting.
- Discuss the patrol meeting portion of the Day Three troop meeting and determine any preparations that will be needed.
- Review progress on writing Wood Badge tickets.
- Review progress on the patrol project. Devote remaining meeting time to working on the exhibit.

Plan the Preopening Activity

The preopening activity for the Day Three troop meeting is explained in the assignment distributed to patrol leaders at the Day Two patrol leaders' council meeting. The Day Two patrol leader will help the patrol get ready for the activity. Everyone should keep in mind that a different member of the patrol will have assumed the role of patrol leader before the Day Three troop meeting begins.

Preopening Activity for the Day Three Troop Meeting

“How to Pack for the Outdoor Experience”

The Wood Badge outdoor experience is an opportunity for each patrol to travel together to a remote location, establish a camp, and take part in several days of outdoor activities. Patrol members will pack and carry their own gear and clothing, appropriate for the backcountry.

The members of each Wood Badge patrol represent a wide range of skills and backgrounds. The goal of the Day Three troop meeting preopening activity is for patrol members to share their knowledge with one another in order to ensure that each person has access to the necessary gear and clothing, and that everyone will be able to pack their equipment for traveling to the patrol's campsite.

In addition to drawing upon their own experiences, patrol members may also refer to *The Boy Scout Handbook*; *Fieldbook*; *Camping, Hiking, and Backpacking* merit badge pamphlets; and Venturing publications highlighting camping and backpacking.

Discuss the Patrol Meeting Portion of the Day Three Troop Meeting

Patrol members will devote time during the Day Three troop meeting to the initial planning for their involvement in the upcoming outdoor experience. By looking over the assignment at the Day Two patrol meeting, members will have time to think about the issues involved before the discussion begins. They may also wish to enhance the discussion at the Day Three troop meeting by bringing camping manuals, checklists, or other resource materials.

Patrol Meeting—Day Three Troop Meeting

“Planning for the Outdoor Experience”

Patrol leaders can use the patrol meeting portion of the Day Three troop meeting to begin planning the details of the upcoming outdoor experience. Among the topics to consider are the following.

■ Food

- Budget for meals
- Menus
- Food repackaging, transport, and storage
- Ingredient lists
- Shopping

■ Group gear

- For camping
- For cooking

Wood Badge Ticket Progress

By this point, course participants should be outlining at least a few of the goals they wish to pursue as items on their Wood Badge tickets. The troop guides can offer encouragement and direction.

Patrol Project Progress

Patrol leaders will have presented their patrols’ project ideas at the patrol leaders’ council meeting earlier in the day. Each patrol leader can now report to the rest of the patrol the reaction of the patrol leaders’ council and any suggestions that can be incorporated to improve the project.

Any remaining patrol meeting time can be used to work on the project.

Summary

At the close of the meeting, the patrol leader should quickly summarize the meeting, answer any questions, and encourage the patrol to continue doing its best.

Day Two: Wood Badge Game Show (Troop Activity)

Time Allowed

50 minutes

Learning Objectives

The Wood Badge Game Show is an opportunity for fun and for learning. It is designed as an entertaining way for participants to gain valuable information about the various Scouting programs.

Materials Needed

- Display board with “Wood Badge Game Show” affixed to the top and signs indicating the seven categories:

- Cub Scouting — Districts
- Boy Scouting — Training
- Varsity Scouting — Leadership
- Venturing

Beneath each category sign are note cards, marked 100, 200, 300, 400. These can be affixed to the board with tape. On the back of each card is the answer for the game show host to read and, in small print, the correct question associated with that answer.

- Buzzers, bells, etc., for each patrol/team to use to “ring in”
- Scoreboards
- Costume for the game show host
- Paper for teams’ “Final Jeopardy” answer

Recommended Facility Layout

Troop meeting area

Delivery Method

The Wood Badge Game Show is played much like the popular television game shows. The display board is set up with categories and questions in a manner similar to a Jeopardy! game board. A patrol names a category and asks for a card signifying a certain amount—200, for example. The Wood Badge Game Show host removes the 200 card from the board and reads the question on the back. The first team to ring in during or after the reading of the question has the chance to answer. If the team is correct, it wins the points. If it is incorrect,

that number of points is deducted from the team's score. If the game show host announces that an answer is incorrect, the remaining patrols can ring in. The first to do so then has an opportunity to give the correct answer.

Round one ends when all of the cards on the board have been used. The board can be reloaded with question cards for round two, or a second board, to be used in round two, can be prepared ahead of time for use in round two.

Points to Note

- Each patrol becomes a team for purposes of the game. The patrol leader for the day is designated as the spokesperson for the patrol (team).
- The game show host is encouraged to develop a character/personality/role for the game and a costume to wear throughout the game to add to the fun.
- The game show host should explain and clarify the rules before the game begins. At the start, he/she introduces scorekeepers, judges, and others overseeing the game.
- The game show host will select a team to begin each round. Thereafter, the last team to correctly respond gets to pick next.
- The game show host will read each question aloud. If a team's members believe they know the correct response, they can sound a bell, press a buzzer, or otherwise ring in. The instant a team rings in, the game show host will stop reading the question and ask for an answer.
- The game show host calls on the captain of the team ringing in first. A response must be given within 10 seconds. During that time the captain may confer with teammates, but only the captain may respond for the team, and must do so within the 10-second time limit.
- Scorekeepers and other staff can be assigned to serve as spotters to determine which patrol rings in first. Teams ringing in before the end of a question must give their response without benefit of hearing the rest of the question.
- Points are awarded for each correct response. Points are subtracted for incorrect responses. After each response, the scorekeeper adjusts the team scores, which can be maintained on flip charts at the front of the room.
- If no team responds to an item within 15 seconds, the item will be dropped with no change in scores. In this situation, the game show host will then read the correct response.
- A "daily double" can be hidden behind one card in each round. In that instance, teams can wager any amount up to the total number of points they currently have. Teams with negative points or fewer than 400 positive points may wager up to 400 points.
- Decisions of the judges are final.
- As time allows, the game consists of two rounds. Each round will end when all the cards on the board for that round have been presented. The rounds can be followed by the Wood Badge Final Question.
- Teams with negative scores or no scores are eliminated from participating in the final. All remaining teams record on paper the number of points they wish to bet on the hidden Final Question. Teams may risk any amount from zero up to the total number of points they possess at that moment.

- The game show host reads the Final Question and repeats it once. All teams playing then have one minute to write down the correct response. At the end of the minute, teams read their responses, starting with the team with the least points and progressing to the team with the most points. If a team's response is correct, that team is awarded the points they risked. If their response is wrong, the number of points they risked is subtracted from their final score.
- The patrol with the most points at the end of the game is the winner.

Questions and Answers—Game 1

Cub Scouting

- 100 What is the Cub Scout motto? *Do Your Best*
- 200 What is the minimum amount of time that a boy needs to be active as a Webelos Scout before he can earn the Webelos badge? *No minimum*
- 300 How many years must a den leader serve before he/she can earn the Den Leader Training Award? *One*
- 400 Which Cub Scout adventure is required at each rank? *A Duty to God adventure*

Boy Scouting

- 100 Is a troop guide a member of the patrol leaders' council? *Yes*
- 200 What rank is the goal of the Boy Scouts of America that every Scout should earn? *First Class*
- 300 What is the proper way for a Boy Scout to salute the flag when he is out of uniform? *Stand at attention with the right hand over the heart.*
- 400 If the Scouts in a troop wear a neckerchief, are the adult leaders allowed to do so as well? *Yes*

Varsity Scouting

- 100 What is a Varsity Scout unit called? *Team*
- 200 What ages are boys in Varsity Scouting? *Ages 14 to 18*
- 300 In addition to the Varsity Letter, what award can be earned only by Varsity Scouts? *Denali Award*
- 400 Name two of the five fields of emphasis in Varsity Scouting. *Service, High Adventure and Sports, Personal Development, Advancement, and Special Programs and Events*

Venturing

- 100 What is the first advancement award specific to the Venturing program that a Venturer may earn?
Venturing Award
- 200 Venturing crews can be made up of three different gender groupings. What are they? *All male, all female, and co-ed*
- 300 Can a Venturer be elected to the Order of the Arrow by the rest of the crew? *No, but they can be members if they were elected in their troop.*
- 400 What parts of the Venturing uniform must be worn by all members of a particular Venturing crew?
Each crew sets its own standards for the uniforms its members will wear.

Districts

- 100 Can a district identification patch or district insignia be worn on a BSA uniform? *No. (According to the Guide to Awards and Insignia, districts are “operational arms” of a council. No district identification or insignia is to be worn on the official uniform.)*
- 200 Who does the district commissioner “work” for? *The council commissioner. Insofar as status, progress, etc., he/she reports to the district chairperson.*
- 300 Who make up the Key 3 in a district? *District executive, district chairperson, and district commissioner*
- 400 Who directly represents the district to an individual Scouting unit? *The unit commissioner*

Training

- 100 What is the first training any adult leader should receive in Scouting? *Youth Protection*
- 200 Who is responsible for making sure that training occurs within a district? *The district training chairperson*
- 300 What is the only training award of the Scouting movement that is the same in every country where it is awarded? *Wood Badge*
- 400 Name the award that a Scoutmaster can earn after three years as a Scoutmaster and meeting additional requirements. *Scouter’s Key*

Leadership

- 100 What is the totem of Gilwell Park? *The ax and log*
- 200 Baden-Powell believed that Scouting was a game with what? *A purpose*
- 300 What is the Mission Statement of the Boy Scouts of America? *“. . . 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.”*
- 400 What are three characteristics of a vision? *Engages the heart and spirit, leads toward a worthwhile goal, gives meaning to an effort, is simple, is attainable, can change.*

Questions and Answers—Game 2

Cub Scouting

- 100 How many adventures must a boy complete to earn his Tiger rank? *Seven*
- 200 Who is Akela? *A boy's leader*
- 300 What does "Webelos" mean? *"We'll be loyal Scouts."*
- 400 What colors are in the recognition knot for the Den Leader Training Award? *Gold knot on a blue background*

Boy Scouting

- 100 Name the four uniform items that must be worn for a Scout to be in proper or complete uniform. *Shirt, pants or shorts, belt, socks*
- 200 From whom should a Boy Scout receive his first troop and patrol leadership training? *His Scoutmaster and senior patrol leader deliver Introduction to Leadership Skills for Troops.*
- 300 How many merit badges must an Eagle Scout earn to wear both a Silver Palm and a Bronze Palm on his Eagle Scout Award? *41 (21 for Eagle Scout rank, 15 for the Silver Palm, and five for the Bronze Palm)*
- 400 What do the two stars stand for on the First Class badge? *Truth and knowledge*

Varsity Scouting

- 100 What is the adult leader of a Varsity Scout team called? *Coach*
- 200 Which members of a Varsity Scout team participate in a team planning meeting? *All members of the team*
- 300 A Varsity Scout team is broken down into smaller groups of Varsity Scouts. What are these groups called? *Squads*
- 400 Name the two major youth awards that are unique to Varsity Scouting. *Denali Award, Varsity Letter*

Venturing

- 100 How many of the core requirements must be earned for the Ranger Award? *Eight*
- 200 Can a Venturer holding the rank of Second Class Scout earn his Eagle Scout Award while a member of a Venturing crew? *No (He must be a First Class Scout.)*
- 300 What are the youth awards that are unique to Venturing? *Venturing Award, Discovery Award, Pathfinder Award, Summit Award, TRUST Award, Ranger Award, Quest Award*
- 400 What are the four areas of emphasis in the Venturing program model? *Adventure, leadership, personal growth, and service*

Districts

- 100 Is a chartered organization representative a voting member of his or her council? *Yes*
- 200 Who should coordinate a districtwide pinewood derby runoff? *District activities chairperson/subcommittee*
- 300 If the district chairperson is absent and has not made other arrangements, who runs a district committee meeting? *The district commissioner*
- 400 Who appoints a den chief? *The senior patrol leader (with approval from the den leader and Cubmaster of the pack)*

Training

- 100 A professional Scouter (that is, someone employed by Scouting) may earn the Professional Training Award. What colors are in the recognition knot for this award? *Black and white (a black knot on a white background)*
- 200 Within a Scouting unit, what person ensures that all adult leaders receive the appropriate training awards and recognitions? *The committee chairperson*
- 300 Is Wood Badge considered advanced leadership training? *Yes*
- 400 What training awards are required for a Scouter to be eligible for the Silver Beaver Award? *None*

Leadership

- 100 The kudu is an animal native to what continent? *Africa*
- 200 The Wood Badge presentation on “Listening to Learn” discussed two kinds of effective listening. One was *active listening*. What was the other? *Empathetic listening*
- 300 The Wood Badge presentation on “Communication” noted that Aristotle broke down communication into what three parts? *A sender, a message, a receiver*
- 400 What are the four S’s of a successful campfire program? *Songs, Stunts, Stories, Showmanship*

Questions and Answers—Game 3 or Final Question

Cub Scouting

- 100 What is the name of the BSA book that contains successful ideas to add sparkle to den and pack activities? *Cub Scout Leader How-To Book*
- 200 Regardless of his age, what is the first rank a Cub Scout earns when he joins the Cub Scout program? *Bobcat*
- 300 Four awards that a Cub Scout or a den can earn include a requirement for outdoor activity or service. Name two of these awards. *National Summertime Pack Award, Cub Scout World Conservation Award, National Den Award, Outdoor Activity Award*
- 400 Who appears as a mentor in each of the Cub Scout youth handbooks? *Ethan*

Boy Scouting

- 100 On the Boy Scout length-of-service pin, what color is the plastic backing? *Green*
- 200 According to the *Boy Scout Handbook*, what factor determines whether the members of a troop wear their neckerchiefs over the collars of their shirts, or under their collars? *It depends on the custom of the troop.*
- 300 When can a Boy Scout in complete uniform wear his Order of the Arrow sash and merit badge sash simultaneously? *Never*
- 400 Patrol members wearing a small star segment beneath their patrol emblems have earned what award? *The National Honor Patrol Award*

Varsity Scouting

- 100 Can a Varsity Scout be a member of the Order of the Arrow? *Yes*
- 200 Can a boy who is a Varsity Scout be registered in a Boy Scout troop at the same time? *Yes*
- 300 On the Varsity Scout length-of-service pin, what color is the plastic backing? *Brown*
- 400 Can Varsity Scouts participate in co-ed activities? *Yes*

Venturing

- 100 What kind of service project is required for a Venturer to become a Ranger? *Conservation*
- 200 Which Venturing award encourages Venturers to adopt a healthy and active lifestyle? *Quest Award*
- 300 Who nominates the Venturing Advisor for the Unit Leader Award of Merit? *The crew committee and crew president*
- 400 What award can be presented by councils, areas, regions, or the BSA National Council to Venturers who have made exceptional contributions to Venturing? *Venturing Leadership Award*

Districts

- 100 Can members of a patrol have a different logo or design on their neckerchiefs as long as the neckerchiefs are the same color as those of the rest of the troop? *Yes*
- 200 How many medals (not recognition knots) may be worn on the official uniform at any one time? *Five*
- 300 What award can a Scouter receive for a donation of \$1,000 to the BSA through his/her council? *The James E. West Award*
- 400 At what level of Scouting is the District Award of Merit presented? *The district or the council*

Training

- 100 Describe the shoes that are to be worn with the official uniform. *Canvas or leather, clean, and dark in color*
- 200 In a chart of troop leadership positions, to whom do the troop scribe and librarian report? *Assistant senior patrol leader*
- 300 To become a junior assistant Scoutmaster, how old must a Scout be? *16 years of age*
- 400 What do the initials S. S. stand for in the name Robert S. S. Baden-Powell? *Stephenson Smyth*

Leadership

- 100 How many goals are there on a Wood Badge ticket? *Five*
- 200 A team's stage of development can be determined by measuring what two aspects of that team? *Productivity and morale*
- 300 What are the four stages of team development? *Forming, Storming, Norming, Performing*
- 400 What are the BSA's four steps to advancement? *A youth learns; a youth is tested; a youth is reviewed; a youth is recongnized.*

Day Two: Win All You Can Game (The Game of Life) (Troop Activity)

Time Allowed

50 minutes

Learning Objectives

This is an application session designed to reinforce the learning points about leadership that were introduced in earlier sessions, including living the values, stages of team development, and teamwork. It will help participants realize the importance of ethical leadership and servant leadership, use of the Golden Rule, the Scout Oath, and the Scout Law as guides for leading one's self first, and then leading others. It demonstrates the feelings and actions of people who feel betrayed, and it demonstrates that no one wins unless everyone wins.

Note: This session is a game—and only a game, but it can have a powerful and long-lasting impact. People learn by doing. They experience situations and then process how they feel about it. They generalize how this experience fits into everything else they know and come to conclusions, usually on their own, about the game's learning points. Yes, there can be emotion and hurt in this game. It is better to come to grips with what ethical leadership is (and is not) in a game than it is to learn in real life. A lot of the lessons we learn in life are learned from our mistakes or the mistakes of others, and those mistakes can be painful.

Select the facilitator carefully. Bring in a guest facilitator if you don't have the right person on your staff.

The key to the game is the debriefing. During the game, some learners are taken down to the depths of despair. The debriefing needs to carefully bring them back up, with a new understanding about leadership and life and the role they can play in each. The cracker barrel that follows should be a feel-good event, a celebration about trust, truth, honesty, promise-keeping, and loyalty. Don't allow it to be a wake. Rather, it is a happy fellowship taking place among a group that has a new appreciation for the values that are central to Scouting, just as those values are also central to leadership and to living life itself.

Materials Needed

- Large signs, saying "The Game of Life" and "Win All You Can!"
- Two 6-by-6 inch cards for each group (one picturing the Wood Badge ax and log on both the front and the back of a bright green card; the other picturing the Wood Badge beads on both the front and the back of a bright red card)
- Handouts (one per participant), printed with the scoring system on one side and the game rules on the other side

- Scoreboards (one for every four groups, see appendix)
- Markers
- Pocket calculators for each group (optional)

Recommended Facility Layout

Troop meeting area (see note on floor plan setup)

Delivery Method

The game is presented by a lead facilitator. In addition, a scorekeeper is assigned to every four groups. If necessary, staff members may be used to comprise additional groups. The total number of groups playing the game must be divisible by four.

References

- Order of the Arrow, *National Leadership Seminar* (syllabus), 1995.
- Josephson, Michael. *Making Ethical Decisions* (booklet), 1992.

Presentation Procedure

Setup of the Game

To play this game there must be a minimum of four groups, and the total number of groups in the game must be either four or eight. Each patrol should be a group. Additional groups may need to be created from among the staff so that the total number of groups is divisible by four.

The groups are further clustered into larger groups, with four small groups (patrols) in each one. Each of these larger groups has a facilitator/scorekeeper and a scoreboard on which to tally the scores for the four groups in that cluster.

The lead facilitator directs the entire game and the debriefing that follows.

Presumably, the game will take place in the troop meeting room and the patrols can be at their usual tables, depending on the number of additional groups to be added to the game. It will be helpful to disperse the staff facilitators and scoreboards around the room and have the smaller groups in each larger cluster be reasonably close to the groups they are serving. Some movement and separation of tables may be appropriate beyond the normal room setup.

Note for staff members playing the game: The senior patrol leader and troop guides should have no active part in the game other than the senior patrol leader leading the group in reciting the Scout Law before round 10. Troop guides need to be watching their patrols for signs of intense feelings. When necessary, staff members form groups and play the game with participants. Staff members should know of their involvement in advance and have their group name and cheer predetermined. If more than one staff group is required, scatter them so there is only one staff group in each large cluster.

Staff behavior during the game should be passive rather than active. Staff members may participate in order to have even teams but should not generate ideas during conferencing. Live the Scouting values. Don't coerce anyone participating to lie or cheat. Always be honest and ethical. Cast votes according to your commitments.

Also, don't disclose any knowledge of the game or the learning points the game is intended to illuminate. It is up to the participants to figure out those on their own or to come to understand them during the debriefing. The game, and this session, will teach itself when properly presented and debriefed. That is not to say this session does not require a strong facilitator to present it; it simply means that, when the facilitator presents and leads the game correctly, participants figure out most of the learning points on their own, and the facilitator's role is primarily to lead the conversation to bring them out.

Play the game all the way through, even when people appear down or outraged by what is happening, or even when it appears the patrols understand it. As the stakes of the game are raised, patrols often change the way they play.

Occasionally someone in a group may remember having played this game previously. If so, that is fine. Let them know that this particular version of the game has been specifically adapted for Wood Badge. Experience indicates that individuals who know the game will have no more influence on their group or on the game itself than those who have never played.

Playing the Game

At the beginning of the game, the facilitator announces the name of the game: The Game of Life. "The objective of the game is to win all *you* can!" The facilitator should repeat this often and with great enthusiasm, and should ask the participants to repeat the name of the game and its objective often throughout the game.

Show the rules and scoring system on a flip chart and distribute the handout (do not distribute early), one to each participant. Review the scoring and the rules (detailed below). If there are questions about the rules, facilitators should not provide other information except to remind groups constantly that the objective is to "win all *you* can!"

To begin, ask each group for their name and to develop a group cheer, if they don't already have one. Ask groups to start performing them right away. Don't give them much time. As performances begin, react to those you like and those you don't. Chastise any groups that are slow to perform in a friendly, teasing way. Keep it light—and fun.

The key at this stage is to create a high energy level. Think of yourself as a cheerleader at a campfire. Work to create enthusiasm.

You are seeking strong group identity and you're building a sense of competition between groups. This can be a fairly chaotic time. It is the last session on the second night (or the last night of the first weekend) of the course and participants are ready for fun. They have just finished the Wood Badge Game Show session, and this session will seem, at first, to build on that.

The Rules

1. Each group will choose a name, preferably one that is unique and clever. (Patrols can use their patrol names.)
2. Each group should be able to perform a cheer, yell, or song to express its enthusiasm for participating in The Game of Life.
3. Once the game begins, participants may talk only with members of their own group—*no exceptions*.
4. One member of each group should be designated to hold up one of the group's cards (the vote) when instructed to do so during each round of the game.
5. Points are awarded to groups according to the score sheet. Decisions of the facilitators are final.
6. Win all *you* can!

Explain the Scoring

It is so simple that some people won't believe it. To determine scoring, each group decides to hold up (cast a vote with) one of the team's cards, either the red "ax and log" card or the green "beads" card. The lead facilitator counts to three. On three, the designated leader of each group must hold up the card the group has selected. Based on the vote, the facilitators/scorekeepers record the scores within each cluster of four groups. That completes a round.

In total, 10 rounds are played. Scores are reviewed and groups encouraged to perform their cheers after rounds three, six, and nine. The lead facilitator should call on each scorekeeper to report and comment on the scores of each group. Guides should report the scores and comment like a TV sports commentator.

Point values are doubled for rounds four, five, and six.

For round four and for the remainder of the game, groups are permitted to send one representative from their group to confer with representatives of the other three groups in their cluster before the vote for that round. The negotiator who attends the conference shall not be the person voting with the cards. Allow a few minutes for conferencing and a few minutes for the conferees to discuss the conference with their groups before voting.

Note: This conferencing dimension of the game should not be revealed to participants until it comes up in the course of the game. Only one conferee per group is allowed to conference with representatives of other groups. Except for the conferees, no talking is permitted between groups.

Point values are multiplied by five for rounds seven, eight, and nine.

Conferencing continues in each round. Usually some element of lying and betrayal has begun among the groups during these rounds. Enthusiasm for the cheers and the scores begins to wane and may be snuffed out altogether. While continuing to encourage a display of spirit, the facilitator should acknowledge this waning enthusiasm to the entire group and wonder out loud, naively, what is happening. Don't ask for or invite any debriefing or conversation at that point, however. That should only occur at the end of round 10.

After round seven or eight, the facilitator may want to remind participants of Scouting's values all of which are clearly posted on the walls of the meeting room from earlier sessions of the Wood Badge course, and have been the focus of much of the course so far.

Before playing the final round (round 10), the facilitator invites the senior patrol leader, who has not been playing the game, to come forward to lead the troop in reciting the Scout Law. Point values are multiplied by 10 for this round. This is a final chance to win. One final conference is held for round 10, votes are taken, final scores are tallied, and the scorekeeper makes a final report after the round.

Note: It is possible (and occasionally it happens) that some group will figure out in conference that the only way for everyone to win is for all groups to hold up "beads" cards. If that occurs, great. But don't react. Just keep playing the game.

The Debriefing

Begin the debriefing by talking with the teams that lost "big." Ask them to describe what happened and how they feel. Move from group to group, from those with the lowest scores to those with the highest. You are trying to find someone on a losing team who expresses the learning points of the game. If you find such a comment, pursue it for further understanding and elaboration. Take time for every losing team to talk.

Note: Sometimes the facilitator will become aware during the game that an individual or team has figured out the learning points. If that is the case, don't go to them right away during the debriefing. Talk with others first. Save those who have figured it out for last, if possible. Deal with what happened and feelings first. Then move to lessons learned—the learning points from playing the game.

Point out how to win the game; that is, by everyone voting all "beads" all the time.

Be alert for people who feel emotionally hurt by the game and the betrayal of people in their group or in other groups. If you come across them in the debriefing discussion, acknowledge their feelings and move the discussion to other people to continue the debriefing. After the session you'll need to come back to those who were deeply affected by the game and talk with them to help them bring a positive closure to the experience.

Be alert. This is a powerful game and can trigger strong emotions. There is a fine line between “anger” and “danger.” Participants are often shocked to realize that such a simple game can become so complex and so revealing. Most participants easily recognize the comparison between life and The Game of Life.

The debriefing allows the facilitator to drive home important points about leaders and leadership, having to do with trust, honesty, teams, and teamwork. The *you* in “win all *you* can!” is all of us. No one wins unless everyone wins.

All of these things and the feelings people have about their participation in the game need to be covered and discussed by the facilitator during the debriefing. Each game is always unique and unpredictable—so is the debriefing. The facilitator will have to adjust the discussion and cover the learning points somewhat differently for each game, on the fly, using what actually happens in each particular game to validate the learning points.

When the participants have voiced their opinions and feelings, move to the learning points below to close the session.

Sometimes, to reduce emotions and tension, the facilitator may want to take personal responsibility for setting up the players to bring out the worst in them during the game. That is certainly preferable to allowing any blame to continue beyond or after the playing of game.

This game, properly played and presented by the facilitator, will practically debrief itself, with most of the learning points expressed by the participants in their own words. Don’t force it, just let it happen, and allow participants to make of it what they will.

The Learning Points

The Game of Life is truly fascinating. In the game, people may behave in much the same way that people do in real life. Some are honest. Some cheat. Some start out the right way but change, or are changed by others. Some carry a grudge. Some plot and plan to get even. Tempers are aroused and feelings hurt when people are betrayed.

All of us carry these potentials around with us, and all of us are sometimes guilty of acting on them. We’re not perfect. We’re all students of The Game of Life, just as we are students learning about leadership in this Wood Badge course.

The game was just a game—a mirror, if you will—to help us see ourselves and our imperfections a little more clearly. That way we can do something about them. If we choose to do so, we can improve and grow personally.

Trust is so important, it is included as the first point of the Scout Law.

Trust actually has to do with four separate values: honesty, integrity, promise-keeping, and loyalty. They all come into play in The Game of Life, in real life and in the art of leadership.

■ **Honesty.** There are two kinds of honesty: honesty in communication and honesty in conduct. Honesty in communication requires a good-faith intent

to be truthful, accurate, straightforward, and fair in all communication so that people are not misled or deceived. Honesty in conduct prohibits cheating, fraud, subterfuge, and trickery to acquire anything of value.

- **Integrity.** Integrity is about consistency between principle and practice. It requires us to “walk our talk” and to make decisions consistent with our values, especially our ethical values.
- **Promise-keeping.** A promise or other commitment creates a legitimate basis for another person to rely upon us. Once given, it imposes the responsibility of making all reasonable efforts to fulfill it. It is an absolutely critical aspect of trustworthiness.
- **Loyalty.** Loyalty implies a special responsibility to promote and protect the interests of certain persons or organizations. It is a duty that extends beyond the normal obligation of concern for others.

When a leader is unable to demonstrate all of these values through his actions, people lose confidence. They stop trusting. Without the trust of those they are leading, leaders cannot lead for very long.

Trust is virtually impossible to regain once it is lost. No one wins The Game of Life unless everyone wins. The *you* in “win all *you* can!” is all of us. For a leader, “winning all *you* can” should mean that everyone needs to win. Those who win at the expense of others are not really winners, nor are they effective leaders.

Groups fall apart (and leaders are ousted) when people are betrayed. Sometimes leaders even betray those they lead. Sometimes groups betray other groups to achieve an objective.

Participants in this game (and leaders in real life) need to think through who the “you” is in “win all *you* can!” Effective leaders walk the talk; they put loyalty to others, and to the team, first. They live the meaning of the Scout Oath and Law.

As leaders in Scouting, and as leaders in our families, our workplaces, and our communities, we have a tremendous responsibility and a dilemma. The responsibility is to constantly set the very best possible example and to be the role model in everything we do, say, and are. The problem is, we are not perfect. We are flawed human beings, just like everyone else on the planet. Sometimes the temptations we face in The Game of Life get to us, and we do things we realize, in hindsight, that we should not have done.

The dilemma we face is between our responsibility to those we serve as leaders—thinking about what is best for them, for the group, for the team—and of “winning all we can” for ourselves.

As leaders in Scouting, there is only one way for us to face that dilemma, and that is to put others first—the group, the team, those we lead. In a sense, the leader is actually the servant of those he leads.

The Scout Oath puts it simply: To help other people at all times. The best leaders know this. They know who the YOU is in “Win All *You* Can!”

To close the session, form a closing circle, repeat the Scout Oath and Law under the leadership of the senior patrol leader, and sing “On My Honor.”

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Day Three: Breakfast and Assessments

At the patrol meetings held during the Day One meeting of Troop 1, the troop guides introduced course participants to Start, Stop, Continue. Patrols were instructed to perform a self-assessment of their patrol each morning during or immediately after breakfast, evaluating the previous day's performance of their patrol as a team.

Working through the patrol leaders, troop guides should ensure that each patrol takes its evaluation responsibilities seriously and gives appropriate attention to each of the assessment tools. Troop guides do not contribute to the assessment—that opportunity lies only with members of the patrol. However, the troop guide can encourage the patrol leader of the day to initiate the assessment process and to see that the assessment is thorough and well-documented.

As the course progresses and patrols become accustomed to completing self-assessments, the troop guide's role in this regard will diminish.

Note: During a Wood Badge course based on the two-weekend format, patrol members can complete the self-assessment of their Day Three performance as the first item on the agenda of their first interim patrol meeting—that is, the first of their meetings that occurs during the time between the two weekend sessions of the course.

Day Three: Gilwell Field Assembly

Time Allowed

30 minutes

Learning Objectives

- A Gilwell Field assembly serves as the opening for Day Three of a Wood Badge course. It allows the participants and staff to gather as a group and is an opportunity for the senior patrol leader to make announcements and to conduct an informal survey of group morale.
- The retiring service and program patrols pass on their responsibilities, and incoming patrol leaders are inducted.
- The flag ceremony and Gilwell Song help set the tone for the events of the day.

Materials Needed

- American flag
- Gilwell Troop 1 flag
- Historic American flag (Star-Spangled Banner)

Recommended Facility Layout

The setting is the Gilwell Field assembly area used on Days One and Two. Troop members will arrange themselves on Gilwell Field in the same manner as on Day Two—forming a square with patrols making up three sides of the square and the Wood Badge staff filling in the side nearest the flagpoles.

Delivery Method

The Day Three Gilwell Field assembly is facilitated by the senior patrol leader and Scoutmaster.

Preassembly Preparations

At its meeting on the previous day, the patrol that will be the Day Three program patrol should have planned and practiced its presentations for the Day Three Gilwell Field assembly.

- Flag ceremony
- Presentation of the historic flag and song

Those patrols that served on Day Two as the program patrol and service patrol should bring to the assembly the emblems of office they received at the Day Two Gilwell Field assembly. Ideally, each patrol will have decorated the emblem in its keeping with a totem or other symbol of the patrol.

Presentation Procedure

Welcome and Flag Ceremony

Once the patrols and staff have gathered, the senior patrol leader will facilitate the assembly.

- Welcome
- Optional interfaith prayer/invocation
- Flag ceremony (program patrol)

The program patrol color guard presents the colors and raises the flag, then leads Troop 1 in reciting the Scout Oath and Scout Law. Participants should be instructed to salute as both the American flag and the Star-Spangled Banner are raised.

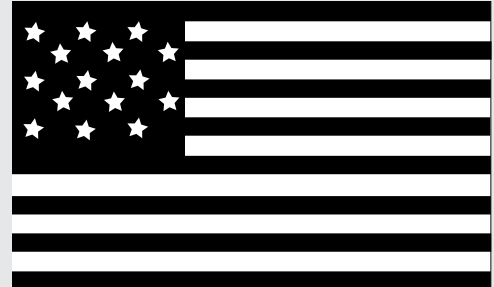
Note: The opening of the Day Three troop meeting will feature the Outdoor Code. The Gilwell Field assembly thus becomes the appropriate time for reciting the Scout Oath and Scout Law.

Historic American Flag Presentation

The program patrol presents the historic flag and song.

The 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 verses of our national anthem.

The actual flag that flew over Fort McHenry that night is now preserved in the Smithsonian National Museum of American History.

Let us honor the flag by singing the first verse of the song it inspired.

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?

Patrol Leader Induction

Those who will lead the patrols on Day Three are inducted.

- The senior patrol leader thanks the outgoing patrol leaders for their service, then asks the newly elected patrol leaders to come forward, place their left hands on the troop flag, and give the Scout sign.
- The Scoutmaster administers the Patrol Leader Oath.

Patrol Leader Oath

I promise to do my best to be worthy of the office of patrol leader, for the sake of the Scouts in my patrol and troop, and in the world brotherhood of Scouting.

- The Scoutmaster and senior patrol leader congratulate the new patrol leaders.

Program and Service Patrol Transfer of Responsibilities

The senior patrol leader asks the patrol leaders of the program and service patrols serving since the Day Two Gilwell Field assembly to come forward with their symbols of office. The leaders of the patrols that will assume those responsibilities for Day Three also come forward. Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these august duties.

Announcements and Gilwell Song

The senior patrol leader makes announcements, then leads the group in the Gilwell Song.

The assembly is adjourned to interfaith worship service.

Day Three: Interfaith Worship Service (Instructional)

Time Allowed

50 minutes

Learning Objectives

The first of the two interfaith worship services that occur during a Wood Badge course is an instructional service. (The second service, on Day Six, is prepared and presented by the patrol chaplain aides.)

The Day Three presentation by a moderator explores ways to put together an effective interfaith worship service by drawing on a wide variety of materials. Because it is an instructional session in addition to being a religious observance, it may not completely fulfill the religious obligations of some course participants. In the 3 × 2 format, participants will be home on the afternoon of Day Three, while the 6 × 1 format usually returns them to their homes on a Saturday afternoon. In either case, they should have ample opportunity to take part in further religious observances, if they wish, upon the completion of a portion or all of a Wood Badge course.

The Day Three interfaith worship service has these objectives:

- Explore issues that can affect the content and presentation of an interfaith worship service.
- Involve staff members in the presentation.
- Draw upon a diversity of resources.
- Be a model for conducting an interfaith worship service.

Materials Needed

- Religiously oriented resource materials (e.g., *Reverence*; *Venturing Trust*; <http://www.praypub.org>)
- Photocopies of selected hymns or songs, responsive readings, unison prayers, etc.
- Optional: copies of “Have You Seen the Light?” quiz for each participant
- Optional: copies of answers to “Have You Seen the Light?” quiz for each participant

Recommended Facility Layout

A quiet setting where all participants can be comfortably seated and able to view the proceedings

Delivery Method

The Day Three interfaith worship service has two parts.

- **The instructional portion.** A discussion of issues surrounding religious observances in Scout settings, and guidelines for developing interfaith worship services that are appropriate and meaningful for a given audience.
- **The model service.** Staff members conduct an interfaith worship service with songs, readings, and other presentations that illustrate the instructional concepts.

Presentation Procedure

Discussion of Key Issues

The session facilitator can lead a discussion of key issues surrounding religious observance in Scouting. The nature of the discussion will vary with different courses depending on the backgrounds and information needs of the participants. Among the issues that may be covered are the following.

Why Include Religious Services in Scouting?

The Charter and Bylaws of the Boy Scouts of America recognize the religious element in the training of the BSA's members, but the BSA is absolutely nonsectarian in its attitude toward that religious training. Religious instruction is ultimately the responsibility of the home and the religious institution.

From the BSA's Charter and Bylaws:

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.

From the Boy Scout Handbook, 11th edition:

A Scout is reverent. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.

Wonders all around us remind us of our faith in God. We find it in the tiny secrets of creation and the great mysteries of the universe. It exists in the kindness of people and in the teachings of our families and religious leaders. We show our reverence by living our lives according to the ideals of our beliefs.

Throughout your life you will encounter people expressing their reverence in many different ways. The Constitution of the United States guarantees each of us complete freedom to believe and worship as we wish without fear of punishment. It is your duty to respect and defend the rights of others to their religious beliefs even when they differ from your own.

What Is an Interfaith Worship Service?

The explanation provided by Baden-Powell is as valid today as when he wrote it.

Some Ideas on Interfaith Worship Services

For an open troop, or for troops in camp, I think the interfaith 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. Everything likely to make an artificial atmosphere should be avoided. 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.

An interfaith worship service should have as big an effect on the boys as any service in [their place of worship], if in conducting the interfaith worship service we remember that boys are not grown men, and if we go by the pace of the youngest and most uneducated of those present. Boredom is not reverence, nor will it breed religion.

To interest the boys, the interfaith worship service must be a cheery and varied function. Short hymns (three verses are as a rule quite enough—never more than four); understandable prayers; a good address from a man who really understands boys (a homely “talk” rather than an address), which grips the boys, and in which they may laugh or applaud as the spirit moves them, so that they take a real interest in what is said. If a man cannot make his point to keen boys in ten minutes he ought to be shot! If he has not got them keen, it would be better not to hold an interfaith worship service at all.

—Baden-Powell

Adapted from *The Scouter*, November 1928

Basic Concepts for Planning an Interfaith 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, 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.)
- It should go without saying that those attending an interfaith worship service will be courteous, kind, and reverent. They 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 an Interfaith Worship Service

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. If the group represents a mixture of religions, you may choose to use inspirational passages instead of particular religious materials.

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 individual religious obligations. This should be acknowledged and explained. Other time may need to be built into the schedule to allow individuals to meet their obligations.

“Interfaith” means a service that all Scouts and Scouters may attend. Therefore, much attention must be paid to recognize the universality of beliefs in God and reverence.

Encourage Scouts and Scouters to participate in religious services. Let them know ahead of time the nature of a service so that those anticipating a multifaith experience do not find themselves surprised by a service that espouses the beliefs of a particular faith or religious tradition.

Summary

Whenever possible, BSA 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. Planning and carrying out religious activities can be as simple or complex as the planners choose to make them.

Care must be taken to support and respect all the faiths represented in the group. Note, for example, that certain hymns and songs, as well as certain scriptures, are offensive to some Scouts. Also, the concept of an offering is foreign to some religions, and 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 without being sectarian.

The Day Three Interfaith Worship Service

Note: At this point, the interfaith worship service can shift from instruction to example as staff members offer a brief service that follows the guidelines set out above. There are many formats for interfaith worship services. One of the more traditional frameworks is developed in the following plan.

Interfaith Worship Service

- | | |
|----------------------------------------------------------------------------------------|-------------------------------------|
| 1. Call to worship | 6. Group prayer |
| 2. Hymns or songs | 7. Inspirational reading or message |
| 3. Scripture(s) or readings
from a variety of religious
or inspirational sources | 8. Offering (World Friendship Fund) |
| 4. Responsive reading | 9. An act of friendship |
| 5. Personal prayer | 10. Benediction or closing |

(At the discretion of the staff, the following quiz may be included in the instructional portion of the Day Three interfaith worship service.)

Have You Seen the Light?

How enlightened are you when it comes to knowing and applying the religious principles of the Boy Scouts of America? It is a little more involved than simply understanding the 12th point of the Scout Law.

Take a few minutes to complete this quiz. It's just for fun. We're not going to record any scores or grades. Let's just find out how much we know.

1. True or False—Circle one

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.

2. Multiple Choice—Circle the correct answer(s)

The 12th point of the Scout Law includes the following responsibilities:

- a. personal religious obligations
- b. duty to country
- c. respect for the beliefs of others
- d. all of the above

3. Multiple Choice—Circle the correct answer(s)

The word "nonsectarian" means

- a. nondenominational
- b. ecumenical
- c. not affiliated with any specific religion
- d. all of the above

4. Multiple Choice—Circle the correct answer(s)

Which of the following could be a violation of a religious belief?

- a. recitation of the Pledge of Allegiance to the United States of America
- b. removing one's hat when indoors or during a meal
- c. expecting everyone to taste a particular food
- d. attending a program event or activity on a Saturday
- e. drinking coffee, tea, or cola

5. True or False—Circle one

In accordance with their agreement with the Boy Scouts of America, some places of worship that charter Cub Scout, Boy Scout, Varsity, or Venturing units can require members of their units to participate in religious ceremonies and services distinctive to that place of worship.

6. True or False—Circle one

An interfaith worship service is one that all Scouts and Scouters may attend. It requires careful planning to ensure that it does not violate the beliefs of any religion.

7. True or False—Circle one

Some religions have specific requirements that cannot be fulfilled through an interfaith worship service. Other arrangements might be necessary for Scouts of those faiths to fulfill such commitments.

8. True or False—Circle one

Of the eight major religions in the world, all are represented in the BSA's religious emblems program.

9. Multiple Choice—Circle the correct answer(s)

"Duty to God" and "religious duties" are important components of

- a. The Scout Oath
- b. The Scout Law
- c. Both

Answers and Debriefing Material for “Have You Seen the Light?” Quiz

- 1. True.** This sentence is quoted directly from the Charter and Bylaws of the Boy Scouts of America. The BSA believes that the recognition of God as the ruling and leading power in the universe is fundamental to the best type of citizenship and an important precept in the education of young people. No matter what the religious faith of the members may be, this fundamental need of good citizenship should be kept before them.
- 2. The correct answers are (a) personal religious obligations and (c) respect for the beliefs of others.** The 12th point of the Scout Law reads, “Reverent. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.” In addition to being a quote from *The Boy Scout Handbook*, this statement is also a part of the Charter and Bylaws of the Boy Scouts of America.

The Boy Scout Handbook goes on to state: “The Constitution of the United States guarantees each of us the freedom to believe and worship as we wish without government interference. It is your duty to respect and defend others’ rights to their religious beliefs when they differ from your own.”

“Duty to country” is an important component of the Scout Oath, of course, but it is not a part of the BSA’s religious principle. Just because something is *patriotic* doesn’t make it *religious*.

- 3. The correct answer is (c) not affiliated with any specific religion.** This is a tricky one because not everyone uses these words correctly. A *non-denominational* service is, by definition, usually just for Protestants, although it can be developed so it is appropriate for all Christians—in which case it would also be *ecumenical*. An *ecumenical* service is one suitable for the whole Christian church. A *nonsectarian* service is one that is not affiliated with any specific religion.

The Charter and Bylaws of the Boy Scouts of America recognize the religious element in the training of the BSA’s members, but the BSA is absolutely nonsectarian in its attitude toward that religious training. Religious instruction is the responsibility of the home and the religious institution.

Being together to worship God in a Scout setting is an excellent way to “live” the 12th point of the Scout Law: A Scout is reverent. In planning and carrying out religious activities it is important to know, support, and respect all the faiths represented in the group.

A “truth in advertising” philosophy is important. Accurately name and promote the service. Nothing is more offensive than anticipating a service for everyone and then attending one that espouses the beliefs of one particular faith or religion.

- 4. The correct answers are (a), (b), (c), (d), and (e).** Although the religions vary, all of these practices could be a violation of a religious belief. The best way to become knowledgeable about a person’s religious beliefs is to ask about them. Ignorance is not an acceptable excuse if you have the opportunity to become informed.

- 5. False.** This is clearly stated in the Charter and Bylaws of the Boy Scouts of America: "In no case where a unit is connected with a church or other distinctively religious organization shall members of other denominations or faiths be required, because of their membership in the unit, to take part in or observe a religious ceremony distinctly unique to that organization or church."
- 6. True.** In planning an interfaith worship service, much attention must be paid to recognize the universality of beliefs in God and reverence. An interfaith worship service should be a nonsectarian service. Any scripture reading, prayers, hymns or songs, and other parts of an interfaith worship service must be considerate of the beliefs of all those present.
- 7. True.** Again, the best way to become knowledgeable about a person's religious beliefs is to inquire about them. The opportunity to share the various religious beliefs of members can be a great program feature and helps everyone understand and appreciate our religious diversity.
- 8. False.** There are thousands of religions in the world, but only eight major religions. Five of the eight major religions currently have religious emblems for Scouts to earn. (Judaism, Hinduism, Buddhism, Islam, and Christianity have programs. Confucianism, Taoism, and Shintoism do not—perhaps because the number of adherents to those faiths in the United States is relatively small.)
- Religious emblems are not Scouting awards. Each religious group develops and administers its own program, including the requirements.
- 9. The correct answer is (c) both.**

Day Three: Troop Meeting

Time Allowed

80 minutes

Learning Objectives

The Wood Badge course is structured to represent the experience of a Scout unit moving through a month of meetings and activities. The meetings that occur during the first three days are similar to those a unit would schedule over a period of three weeks. The final week of a unit's month correlates to the experience that participants embark upon during the final days of the Wood Badge course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

The troop meeting on Day Three should find the participants very comfortable with the patrol and troop settings. They may be feeling some anxiety about the time left to complete work on their exhibits, but they will also be enthused about planning for the outdoor experience that will begin on Day Four.

The Day Three troop meeting is a combination of enjoyable activities and important teaching opportunities. Wood Badge staff should use this session to model appropriate ways to organize, prepare, and run an effective meeting.

Materials Needed

- *The Principles of Leave No Trace* (one copy for each patrol member)
- *The Boy Scout Handbook* (one copy per patrol)
- Camping items for the interpatrol activity—tent pitching or Kim's game
- Score sheets for Kim's game (if appropriate)

Recommended Facility Layout

Troop meeting room; an outdoor location may be most appropriate for the interpatrol activity

Delivery Method

The Day Three troop meeting is facilitated by the senior patrol leader with the involvement of the assistant Scoutmasters, troop guides, Scoutmaster, and other course staff. Patrol leaders will assume responsibility for the preopening activity and the interpatrol activity. The program patrol will conduct the opening ceremony.

DAY THREE

TROOP MEETING PLAN

(Include copies of the Troop Meeting Plan in the patrol leader notebooks.
Distribute copies to staff involved in the troop meeting.)

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening 20 minutes	How to pack for the outdoor experience	Patrol leaders	20 min.	20 min.
Opening Ceremony 5 minutes	Outdoor Code	Program patrol	5 min.	25 min.
Skills Instruction 15 minutes	BSA Outdoor Ethics	Troop guides	15 min.	40 min.
Patrol Meetings 15 minutes	Planning for the upcoming outdoor experience	Patrol leaders	15 min.	55 min.
Interpatrol Activity 20 minutes	Relay	Troop guides	20 min.	75 min.
Closing 5 minutes Total 80 minutes of meeting	Scoutmaster's Minute (relating to the outdoor experience)	Scoutmaster	5 min.	80 min.

Presentation Procedure

Preopening Activity—“How to Pack for the Outdoor Experience”

Note: The preopening activity is facilitated in individual patrols by the patrol leaders and other patrol members. At the Day Two patrol leaders' council meeting, patrol leaders received the following guidelines for preparing and presenting this activity. They should have shared that information with all patrol members during the Day Two patrol meeting, and discussed plans for conducting an effective preopening activity at the Day Three troop meeting.

The Wood Badge outdoor experience is an opportunity for each patrol to travel together to a remote location, establish a camp, and take part in several days of outdoor activities. Patrol members will pack and carry their own gear and clothing, appropriate for the backcountry.

The members of each Wood Badge patrol represent a wide range of skills and backgrounds. The goal of the Day Three troop meeting preopening activity is for patrol members to share their knowledge with one another to ensure that each person has access to the necessary gear and clothing, and that everyone will be able to pack his or her equipment for traveling to the patrol's campsite.

Besides drawing upon their own experiences, patrol members may also refer to *The Boy Scout Handbook*; *Fieldbook*; *Camping*, *Hiking*, and *Backpacking* merit badge pamphlets; and publications for Varsity Scouting and Venturing that highlight camping and backpacking.

Opening Ceremony

The program patrol will lead the troop in reciting the Outdoor Code.

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.*

Skills Instruction—BSA Outdoor Ethics Program

This 15-minute skills instruction is facilitated in the patrol setting by each patrol's troop guide. Key information can be reinforced with notes on a flip chart. Care should be taken to move quickly but carefully with this session. There is a lot of material to cover but not much time. The approach should be to provide enough quality information to educate the patrol members on the subject and inspire them to do more research using the sources provided. Have one copy of the Principles of Leave No Trace (see appendix) for each patrol member.

The presentation will lead participants to

- Know and understand the Outdoor Code.
- Understand the seven principles of Leave No Trace and realize that these are principles, not rules.
- Understand the relationship of Scouting to Leave No Trace, Tread Lightly!, and the Land Ethic.
- Become acquainted with the BSA Outdoor Ethics awards program.

Procedure

1. Remind the patrol that during the preopening activity, they shared information with one another about the gear and clothing they will take with them for the upcoming outdoor experience. Later in the meeting, the patrol will discuss group gear, menus, and cooking methods. During this process they will need to consider ways in which their choices of equipment, clothing, and menus may be affected by outdoor ethics.
2. Explain that Scouting has a long history of caring about the outdoors and emphasizing that Scouts should be respectful of the outdoors. As early as 1919, Lord Robert Baden-Powell told Scouts and Scouters in his monthly column that “On breaking camp two things you leave: (1) Nothing; and (2) Your thanks.” When Scouting came to America, it was heavily influenced by Ernest Thompson Seton, the first Chief Scout, who wrote widely about woodcraft, and Daniel Carter Beard, who emphasized pioneering and woods skills. Scouting also caught the conservation spirit and became an important player in the 1940s and 1950s conservation era. In the fifth *Boy Scout Handbook* (1948), Scouting adopted the Outdoor Code, which remains the foundation of Scouting’s outdoor ethics to this day.
3. Review the Outdoor Code

As an American, I will do my best to be:

Clean in my outdoor manners—We will clean up after ourselves using pack it in, pack it out techniques. We avoid leaving graffiti, fire rings, camp gadgets, and other signs of our presence.

Careful with fire—Fire is an important tool, but one that can be devastating if it gets out of hand. We think about the need for fire, how best to use it, and how to minimize its impacts.

Considerate in the outdoors—We will think about others as well as ourselves and how our presence impacts them. We think about not just our impact on other humans, but also on wildlife and the environment.

Conservation-minded—We will think about our impacts on the environment. We will take steps to correct and redress damage to the environment.

4. Explain that Scouting has partnered with the Leave No Trace Center for Outdoor Ethics, which teaches people of all ages how to enjoy the outdoors

responsibly and is the most widely accepted outdoor ethics program used on public lands. Leave No Trace has developed seven principles that can help Scouts achieve the goals of the Outdoor Code by guiding how we think about our action in the outdoors.

5. Distribute copies of the Principles of Leave No Trace and briefly review them. Explain that more can be learned about Leave No Trace, including obtaining materials for activities, at www.LNT.org. The principles of Leave No Trace are:
 - Plan Ahead and Prepare
 - Travel and Camp on Durable Surfaces
 - Dispose of Waste Properly
 - Leave What You Find
 - Minimize Campfire Impacts
 - Respect Wildlife
 - Be Considerate of Other Visitors
6. Explain that, in some cases, the Outdoor Code and principles of Leave No Trace may not provide as much guidance as Scouts may need. In those cases, Scouting will look to Tread Lightly!, another program that promotes stewardship of America's lands and waterways. Tread Lightly! has good materials addressing the ethical use of motorized recreation and shooting on public lands. More can be learned about Tread Lightly! at www.treadlightly.org.
7. In teaching outdoor ethics in Scouting, we start with the core values of the Scout Oath and Scout Law as applied by the Outdoor Code and the principles of Leave No Trace. Ethics are guidelines, not rules. In teaching and guiding discussion, the emphasis should be on thinking through the issues to reach the best decision rather than mechanically applying the code or the principles. The use of activities and discussions can be helpful in encouraging Scouts and Scouters to think about their impacts, what is acceptable and what is not, and how those impacts can be reduced. A number of excellent tools are found in Teaching Leave No Trace and at <http://www.scouting.org/scoutsource/outdoor-program/outdoorethics.aspx>.
8. **Awards.** Some Scouts and Scouters may wish to learn more about outdoor ethics. They should be encouraged to earn the Outdoor Ethics Awareness Award, which is available at all program levels. The award encourages exploration of the Outdoor Code and the principles of Leave No Trace, and touches on Tread Lightly!. Scouts and Scouters interested in engaging actively with outdoor ethics issues can earn the Outdoor Ethics Action Award for their program (Cub Scout, Boy Scout, Varsity Scout, Venturer, or Scouter), which emphasizes learning and teaching skills that reduce impacts, service to reduce our recreational impacts, and spreading the word to others. The requirements for these awards are available at <http://www.scouting.org/scoutsource/outdoorprogram/outdoorethics/awards.aspx>. For those who become consumed with interest in the outdoors, conservation, and ecology, there is Scouting's flagship conservation award, the William T. Hornaday Award. Information on this award can be found at www.scouting.org/scoutsource/awards/hornadayawards.aspx.

9. Bring this session to a close by asking patrol members to offer ideas for ensuring the use of outdoor ethics principles in their home units, districts, and councils. The suggestions may include:
- Challenging Scouts and Scouters to earn the Outdoor Ethics Awareness and Action awards.
 - Reminding Scouts that the Leave No Trace principles are prominently listed in the *Boy Scout Handbook*.
 - Offering Scouting units no other alternative. (If Outdoor Ethics principles are the guidelines by which Cub Scout packs, Boy Scout troops, Varsity Scout teams, and Venturing crews always operate, that way of thinking will become second nature.)

Patrol Meetings

Patrol leaders can use the patrol meeting portion of the Day Three troop meeting to begin planning the details of the upcoming outdoor experience. Among the topics to consider are these.

■ Food

- Budget for meals
- Menus
- Ingredient lists
- Shopping
- Food repackaging, transport, and storage

■ Group gear

- For camping
- For cooking

Interpatrol Activity

The Day Three interpatrol activity is a competition related to some aspect of preparing for the outdoor experience. In designing this activity, Wood Badge staff will take into consideration the skills that patrol members will use during the outdoor experience and the setting in which they will camp. Possible competitions include the following:

- **Tent Pitching Challenge.** Each patrol is given a tent in its stuff sack. Patrols compete to set up their tent in the fastest time.
- **Kim's Camping Game.** Several dozen camping-related items (pocketknife, matches, roll of film, plastic spoon, compass, etc.) are arranged on a table and covered with a blanket. Each patrol is allowed a short time (perhaps 15 seconds) to study the arrangement before the items are again hidden from view. They then write down from memory as many of the items as they can recall.

Scoring:

- Five points for each item correctly remembered
- Minus five points for each incorrect entry

Closing

Scoutmaster's Minute

Note: At this stage the participants have learned about the stages of team development, inclusiveness, communicating, and project planning. They have created and launched their patrol rockets, had fun at the Wood Badge Game Show, participated in The Game of Life, and learned about the interfaith worship service. They are mostly in the “Storming” stage of team development and are struggling to work together.

SCOUTMASTER'S MINUTE—DAY THREE TROOP MEETING

Listen to what Baden-Powell said about the patrol.

“The patrol is the character school for the individual. To the patrol leaders it gives practice in responsibility and in the qualities of leadership. To the Scouts it gives subordination of self to the interests of the whole, the elements of self-denial and self-control involved in the team spirit of cooperation and good comradeship.”

Watching a good team work together is a wonderful sight—all focused on the common goal, using resources efficiently, helping each other grow and succeed, having fun and taking little while giving a lot. When you think about it, that's a good criterion for assessing team success, isn't it?

Day Three: The Leading EDGE/ The Teaching EDGE (Troop Presentation)

Time Allowed

50 minutes



Learning Objectives

At the conclusion of this session, each participant should

- Describe the four leadership behaviors included in the Leading EDGE, and explain which behavior is most appropriate for each stage of team development.
- Describe the four skills instruction behaviors included in the Teaching EDGE, and explain which behavior is most appropriate for each stage of skills development.

Materials Needed

- Overhead projector and transparencies or posters illustrating the four stages of team development
- Key points of the session, presented as PowerPoint® slides, overhead projections, or flip-chart pages

Recommended Facility Layout

Troop meeting area

Delivery Method

Presentation and discussion

References

- Blanchard, Ken, Donald Carew, and Eunice Parisi-Carew, *The One Minute Manager® Builds High Performing Teams*, William Morrow and Co., 2000.
- Hersey, P., K. Blanchard, and D. Johnson, *Management of Organizational Behavior: Leading Human Resources*, Prentice Hall, 2001.
- *National Youth Leadership Training* syllabus

Presentation Procedure

The Leading EDGE

Effective leaders usually have more than one leadership style. A key to good leadership is to match the style of leadership to the people and the situation.

A powerful tool for choosing the right leadership style is the Leading EDGE. The letters EDGE stand for

- Explain
- Demonstrate
- Guide
- Enable

The Leading EDGE acronym describes the behavior of a leader as the team moves through the stages of development.

Yesterday, during the presentation on Stages of Team Development, we talked about the four stages teams go through—Forming, Storming, Norming, and Performing.

A team responds best to leadership tailored to the stage the team is experiencing at the moment.

To provide an appropriate style of leadership, the leader must assess the level of enthusiasm and skill exhibited by the team with respect to a particular task.

Explain, Demonstrate, Guide, or Enable?

Let's review the four stages of team development and see what kind of leadership works best for each stage.

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.

What style of leadership would you use for a team that is at the Forming stage? (Draw out responses from participants and discuss.)

An effective leader of a team that is **forming** will do lots of careful **explaining** to help the team understand exactly what the leader expects them to do.

Storming (Low Enthusiasm, Low Skills)

A team that is in the Storming stage will likely exhibit less enthusiasm and motivation for doing something new. Their skills and productivity are still low.

What style of leadership would you use for a team that is at the Storming stage? (Draw out responses from participants and discuss.)

An effective leader will continue to make things clear by **demonstrating** to the team how to succeed.

Norming (Rising Enthusiasm, Growing Skills)

If the team is in the Norming stage, the members will likely exhibit increasing enthusiasm and motivation for doing something new. Their skills and productivity are developing as well.

What style of leadership would you use for a team that is at the Norming stage? (Draw out responses from participants and discuss.)

Leaders of teams in the Norming stage can find success by giving team members lots of freedom to act on their own, but being ready to provide **guidance** (coaching) when a little help is needed.

Performing (High Enthusiasm, High Skills)

If the team is in the Performing stage, the members will likely exhibit high enthusiasm and motivation for doing something new, and their skills and productivity are high as well.

What style of leadership would you use for a team that is at the Performing stage? (Draw out responses from participants and discuss.)

A leader **enables** team members to make decisions on their own and to keep progressing toward completion of the task.

To enable the team to make decisions and move ahead on their own, the leader must provide access to relevant information and necessary resources.

Regression (Going Backward)

As it develops, a team does not always move smoothly from one stage to the next. It also does not always move forward, and will sometimes find itself back at an earlier stage of development.

Leaders should be aware that when an experienced team starts to learn a new skill or sets out toward a new goal, the team will be back in the Forming stage.

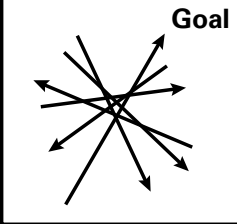
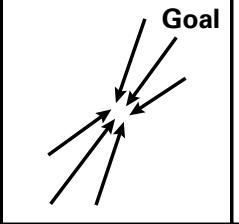
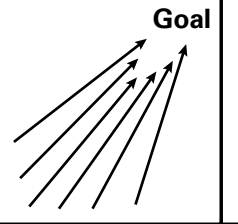
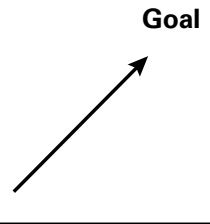
A team that runs into unanticipated roadblocks along the way also may slip backward one or two stages.

Any time new members join or existing members leave, a team may temporarily move backward through the stages of development as it adjusts to each new situation.

Graphical Representation

Together, the stages of team development and The Leading EDGE™ provide a framework for matching each stage of team development with an appropriate leadership behavior.

Stages of Team Development

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 M Leader M M M M	Leader M M M M M M M M M
EXPLAIN	DEMONSTRATE	GUIDE	ENABLE

The Leading EDGE™

Remember, when serving as a team leader, identify the current stage of team development by assessing the team’s level of enthusiasm and skill, and select an appropriate leadership style to use.

Transition to the Teaching EDGE™

The ability of a team to succeed at a particular task often depends upon the need for team members to individually or collectively learn new skills.

It is the leader’s responsibility to provide skills instruction when the need is recognized. The leader may serve as instructor if he or she has mastered the requisite skills, or arrange for an instructor.

A learner responds best to skills instruction tailored to the stage of skills development the individual is experiencing at the moment.

To provide an appropriate style of skills instruction, the instructor must assess the level of enthusiasm and skill demonstrated by the learner.

A powerful tool for choosing the right instruction style is the Teaching EDGE™. Once again, the letters EDGE stand for

- Explain
- Demonstrate
- Guide
- Enable

The Teaching EDGE™ acronym is used to describe the behavior of an instructor as a learner goes through the stages of learning a skill.

Stages of Skill Development

Just as teams experience stages of development with respect to the completion of a particular task, individuals go through the same stages when learning a skill.

Forming. The learner begins with low skill but high enthusiasm. He or she is excited about the possibilities but does not yet know how to perform the skill.

Storming. As the learner works at the skill, he or she may become discouraged. The skill level is still low, but because he or she now knows how difficult this will be, enthusiasm can fade.

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

Performing. When the learner has mastered a skill, their enthusiasm will be high. He or she will have made the skill their own and will know it so well that they can teach it to others.

Ask the group: *Why would it be helpful for an instructor to know the skill development stage of learners?* (The idea that you want to draw out is that when you know the learner's stage of skill development, you can adjust your teaching methods to match that person's needs.)

Explain, Demonstrate, Guide, or Enable?

Let's review the four stages of skill development and see what kind of instruction works best for each stage. (While reviewing the material below, ask participants to complete the following table with respect to the four stages of skills development and the corresponding Teaching EDGE™ behaviors.)

Skill Development Stage	Enthusiasm (Morale)	Skill Level (Productivity)	Teaching EDGE™ Behavior
Forming	High	Low	Explain
Storming	Low	Low	Demonstrate
Norming	Increasing	Increasing	Guide
Performing	High	High	Enable

Forming (Low Skill, High Enthusiasm)

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

Explaining is important because it clarifies the subject for the learner and the instructor.

Storming (Low Skill, Low Enthusiasm)

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

Demonstrating is important because it allows learners to see as well as hear how something is done. They can follow the process from beginning to end.

Norming (Increasing Skill, Growing Enthusiasm)

As a learner keeps at it, their level of skill will rise. He or she realizes they are making progress, and so motivation and enthusiasm will rise, too. An instructor will need to **guide** the person—giving more freedom to figure out things on his or her own, supporting them with encouragement, and helping the learner move closer to the goal.

Guiding is important because it allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill.

Performing (High Skill, High Enthusiasm)

Skills are high and so is enthusiasm and motivation. A learner has reached the point where he or she can act independently and be very productive. An instructor will need to **enable** the person—offer plenty of freedom to make decisions on their own and to keep moving ahead.

Enabling is important because it allows learners to use skills themselves. It also encourages repetition—an important aspect of mastering a skill.

Summary

- A team responds best to leadership tailored to the stage the team is experiencing at the moment.
- The Leading EDGE™ acronym describes the behavior of a leader as the team moves through the stages of development.
- A learner responds best to skill instruction tailored to the stage of skill development the individual is experiencing at the moment.
- The Teaching EDGE™ acronym describes the behavior of a skills instructor as the learner moves through the stages of development.

Day Three: Patrol Leaders' Council Meeting

Note: The Day Three patrol leaders' council meeting is held at the same time as the meeting of the patrol chaplain aides. For this reason, and because of their involvement with the interfaith worship service on the last day of the course, participants selected to be the patrols' chaplain aides should serve as patrol leaders on days other than Day Three and Day Six.

Time Allowed

30 minutes

Learning Objectives

The patrol leaders' council meeting on Day Three

- Empowers patrol leaders with the resources and guidance that will enable them to help their patrols progress toward becoming fully productive teams.
- Lays the groundwork for patrols to experience the stages of team development.
- Establishes the precedent that the senior patrol leader will be making assignments to the patrol leaders so that they, rather than the Scoutmaster or senior patrol leader, can run significant portions of troop meetings.
- Models ways to run an efficient, well-planned meeting.

Materials Needed

- Patrol Leaders' Council Meeting Agenda (one copy for each patrol leader; see appendix)
- Day Four Course Schedule (one copy for each patrol leader; see appendix)
- The Campfire Program Planner (one copy in each participant notebook; one copy in each patrol leader notebook)
- Outdoor Code (one copy in each participant notebook; one copy in each patrol leader notebook)

Recommended Facility Layout

The meeting area for the patrol leaders' council on Day Two and Day Three can be the same as for Day One, minus the "in the round" element.

Provide a table and seating for the patrol leaders and senior patrol leader. Behind those chairs, arrange places for the troop's Scoutmaster, chaplain, scribe, and quartermaster. (Preparing the meeting area may be a task of the service patrol.)

Delivery Method

The Day Three patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.

Presentation Procedure

Agenda

The patrol leaders' council meeting is run by the troop's senior patrol leader. The first items of business are to distribute copies of the meeting agenda, welcome everyone, and introduce those in attendance.

Announcements

The senior patrol leader will cover any announcements important to the patrols. Include the following:

- Ask patrol leaders to remind the members of their patrols that they should be prepared to embark on the outdoor experience right after the Gilwell Field assembly on Day Four.
- For courses running on a two-weekend format, participants must determine at the Day Three patrol meetings when and where they will hold interim patrol meetings—that is, meetings before the second weekend of the Wood Badge course.
- For two-weekend courses, remind everyone when the second weekend of the course will commence. (This information will also be in the Day Three edition of *The Gilwell Gazette*.)
- For two-weekend courses, explain that at the first interim patrol meeting, each patrol will do its daily self-assessment of the patrol's Day Three performance.

3 × 2 program patrol assignment note: For courses operating on the two-weekend format, the senior patrol leader will assign the program patrol the duty of retiring the flags during the Day Three Closing Gilwell Field assembly. Members of that patrol can use much the same ceremony to take down the flags as they used on the morning of Day Three to raise them.

Assessment of the Day Three Troop Meeting

Discuss the troop meeting from the morning of Day Three and lead the patrol leaders in an assessment of it by reflecting on these questions.

- What was the meeting's purpose?
- In what ways was that purpose accomplished?
- How was it planned and carried out?
- In what ways can we make future meetings better?

Review Program Patrol and Service Patrol Assignments

Include a brief review of the following areas:

- Daily duties of the program and service patrols
- An update on the program patrol's planning for the participants' troop campfire (to occur the evening of Day Four)
- The program patrol's responsibilities for the morning of the outdoor experience (The Day Four program patrol will be the first patrol to arrive at the site of the outdoor experience. Once there, the patrol's first order of business will be to raise the American flag at the site that will be used for Gilwell Field assemblies.)

Adjourn the Meeting

Ask participants: "How are you feeling? How are we doing?"

Answer any questions.

Adjourn to troop presentation.

Day Three: Patrol Chaplain Aides Meeting

Time Allowed

30 minutes

Learning Objectives

The patrol chaplain aides meeting on Day Three

- Empowers chaplain aides with guidance that will enable them to take a leading role in preparing the Day Six Scouts' interfaith worship service.
- Directs chaplain aides to the resources available to course participants that may be of use in fulfilling their religious observations and responsibilities.
- Models ways to run an efficient, well-planned meeting.

Materials Needed

- Meeting agenda (one copy for each patrol's chaplain aide, distributed at the beginning of the meeting; see appendix)
- Resource materials oriented toward religious observances (a diverse selection of materials from which chaplain aides may select as they are developing their interfaith worship service)

Recommended Facility Layout

The chaplain aides meeting can be held in a portion of the troop meeting area or in another setting where everyone can be comfortably seated and in a position to take part in discussions.

Delivery Method

The chaplain aides meeting is facilitated by an assistant Scoutmaster charged with the duties of overseeing the activities of the patrol chaplain aides. He or she introduces items on the meeting agenda.

Note: At most Wood Badge courses, the assistant Scoutmaster in charge of the patrol chaplain aides also takes the lead in planning the instructional interfaith worship service that occurs on Day Three.

The staff member facilitating this patrol chaplain aides meeting should be familiar with the staff guide and resource information in the session description for the instructional interfaith worship service included with other Day Three presentations.

Presentation Procedure Agenda

The assistant Scoutmaster distributes copies of the agenda, then uses it to guide the direction of the meeting.

Religiously Oriented Resources

The assistant Scoutmaster can review the materials available to course participants that may be used to further their understanding of Scouting's consideration of religious observance.

Interfaith Worship Service

On the morning of Day Three, Wood Badge staff members presented an instructional interfaith worship service. Its intent was not to fulfill all of the religious needs of every course participant, but rather to review Scouting's approach to religious observance, to provide guidance on structuring interfaith worship services for home units, and to explore the opportunities to celebrate diversity.

On the morning of Day Six, course participants will present an interfaith worship service that they have planned and practiced.

The assistant Scoutmaster can lead the group in a discussion of the framework of an interfaith worship service, what will be expected of the patrols, and a schedule for developing the portions of the interfaith worship service. In addition, the assistant Scoutmaster can direct the chaplain aides to the interfaith worship service planning tools in their Wood Badge participant notebook.

The Day Six interfaith worship service should be an outgrowth of discussions among the chaplain aides and should represent input from all interested patrol members. Chaplain aides may also draw upon the religiously oriented resources made available at the Wood Badge course.

Review of Assignments

By the end of the meeting, the chaplain aides should have a clear idea of how they will proceed in organizing the Day Six interfaith worship service. They may wish to determine deadlines for seeking input from patrol members about what to include in the interfaith worship service and may want to write down assignments for preparing specific portions of the service.

The assistant Scoutmaster will provide guidance and suggestions to the chaplain aides as they discuss their duties and form a strategy for preparing the interfaith worship service. However, the chaplain aides should be given the freedom to take the interfaith worship service in directions they feel are most appropriate and should also be allowed to devise and use their own process for coming to a consensus about the contents of the service and the manner in which the service will be presented.

Summary

The assistant Scoutmaster can summarize the meeting by touching on the most important points that have been covered, by reminding the chaplain aides that they should be diligent in fulfilling their assignments, and then by answering any questions that have not already been addressed.

Sample Resource Material

Appropriate Prayers for Scouting Activities

In place of the command "Let us pray," more inclusive, nonsectarian ways to invite participation in a blessing include the following statements and invitations: "A Scout is reverent," "Would you join me in prayer?" or "Will you all assume an attitude of prayer?"

Morning Meal Prayers

- Gracious Giver of all good, thank You for rest and food. Grant that all we do or say this day will serve others and honor Your name. Amen.
- Our God, we thank You for the dawn of a new day and for our loving care. Help us to be mindful of You as we begin this new day. Amen.
- Oh God, we thank You for your care through the night and for this new day. Help us to be faithful to You in our thoughts, our words, and our deeds this day and always. Amen.

Noon Meal Prayers

- Mighty God, for this noonday meal we would speak the praise we feel. Health and strength we have from You; help us, Lord, to faithful be. Amen.
- Dear God, help us to see the beautiful things in earth and sky, which are tokens of Your love. Walk with us in the days we spend together here. May the food we eat and all Your blessings help us to better serve You and each other. Amen.
- Oh God, as this day continues let us not forget to honor and serve You. We thank You for these gifts of Your love. Bless them to our use, and our lives to Your service. Amen.

Evening Meal Prayers

- Tireless Guardian on our way, You have kept us well this day. While we thank you, we ask for your continued care, for forgiveness of our sins, and for rest at the close of a busy day. Amen.
- Dear God, we thank You for this day and for Your presence in it. Forgive us if we have not made it a better day and help us to be tomorrow what we have failed to be today. Amen.
- Our God, we thank You for this evening meal. As You have been mindful of us, so help us to be mindful of You, that we may know and do your will. Amen.
- Oh God, You have given us all things to enjoy. We bring our thanks to You at this evening meal. Bless us as we eat this food, and keep us mindful of the needs of others. Amen.

Prayers for Any Meal

- For health and strength and daily food, we give You thanks, O Lord. Amen.
- For this and all Your mercies, Lord, make us grateful. Amen.
- We thank You, God, for this food. Bless us as we eat this meal that it may strengthen us for Your service. Amen.
- Be present at our table, Lord. Be here and everywhere adored; these mercies bless and grant that we may love, and serve, and honor Thee. Amen.
- Praised are You, O Lord, who provided all with food. Amen.
- For food, for raiment, for life, for opportunity, for friendship and fellowship we thank You, Oh Lord. *(Philmont Scout Ranch Blessing)*
- Bless the creatures of the sea,
Bless the person I call me.
Bless the Keys You made so grand,
Bless the sun that warms the land.
Bless the Fellowship that we feel,
As we gather for this meal.
Amen.
(Florida Sea Base Blessing)
- For food, for raiment, for life, for opportunity, for sun and rain, for lakes and portage trails, for friendship and fellowship, we thank You, Oh Lord. *(Northern Tier Blessing)*

Day Three: Conservation Project Planning

Time Allowed

50 minutes

Learning Objectives

As a result of this session, participants will be able to

- Better understand the importance of incorporating conservation projects into every level of the Scouting program.
- Review resources and methods to help them develop worthwhile conservation efforts in their home units, districts, and councils.
- Learn how Scouting units can develop ongoing cooperative relationships with local land management agencies.
- Use their planning skills to finalize the conservation project to occur on Day Five of the Wood Badge course.

Materials Needed

- *Conservation Handbook*, Boy Scouts of America, No. 33570
- Conservation Project Planning Checklist (see appendix)
- What Makes a Good Conservation Project handouts (in participant notebooks)

Recommended Facility Layout

Troop meeting room or a comfortable outdoor setting

Delivery Method

This session can be facilitated by two individuals:

- An assistant Scoutmaster, troop guide, or other Wood Badge staff member who is well versed in opportunities for integrating conservation projects into Scout programs.
- The agency land-manager, Scout camp ranger, or other person responsible for coordinating conservation efforts at the site of the Day Four conservation project. Ideally, that person will have had some experience involving Scouts in completing conservation projects and will be enthusiastic about future possibilities.

Presentation Procedure

Overview

The conservation project planning session has two parts:

- An overview and discussion of conservation opportunities for Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers
- Practical application of that information by discussing the options for a conservation project on Day Four of the Wood Badge course, agreeing on a project, and then doing the planning necessary to complete that project efficiently

Introductions

Begin by introducing visitors, including any land-management personnel who will take part in the presentation.

Scouting and Conservation

Invite participants to share a few of their ideas about making conservation projects a regular part of a Scouting unit's program.

Conservation and environmental education have always been deeply woven into the philosophy and programs of the Boy Scouts of America. Ask participants to suggest where in Scouting's literature the importance of conservation is emphasized.

- The ninth point of the Scout Law, "A Scout is thrifty," offers a clear statement of Scouting's belief in responsible conservation practices. Here is how *The Boy Scout Handbook* explains the idea of thrift: "A Scout works to pay his way and to help others. He saves for the future. He protects and conserves natural resources. He carefully uses time and property."
- The Scout slogan, *Do a Good Turn Daily*, can apply to deeds done for the sake of the environment.
- Scouting's commitment to wise conservation practices is expressed in 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.
- Scouting actively promotes environmental stewardship through its Outdoor Ethics Awareness and Action awards program, including the principles of Leave No Trace, Tread Lightly, and the Land Ethic.

Lead the Wood Badge participants and the land management representative in a discussion of ways to involve Scouts in appropriate conservation efforts.

- Cub Scouts, Boy Scouts, Varsity Scouts, and members of Venturing crews are often eager to help resource management agencies care for the environment. They want to become involved in projects that are good for the land, air, and water. They are enthused about doing their part in caring for natural resources.

- Likewise, land management agencies throughout the nation are encouraging Scouts to take active roles in caring for forests, parks, waterways, and other public areas. Involving Scouts in conservation work can help agencies address many immediate environmental concerns. Even more important is the fact that hands-on projects can inspire young people to become lifelong stewards of the land.

A partnership between a Scouting unit and an agency is very much like a friendship. It is based on mutual interests, needs, and shared trust. Like any good friendship, such a partnership may take time to develop.

The rewards of a partnership between a Scouting unit and an agency can be remarkable. Rather than just being hikers and campers who use public lands, Scouts can become active caretakers of natural resources. A partnership allows agency personnel to share their knowledge and skills with young people. Over time, an agency may come to rely on Scouting as an essential part of its volunteer conservation program. Scouts can look to an agency as a source of opportunities for conservation adventures, education, and service to the environment.

As a Scouting unit and an agency become acquainted with one another, Scouts can volunteer to complete a simple conservation project that will take just a few hours, and then do it very well. That will let Scouts sample hands-on conservation work while giving the agency an example of Scouts' ability to enhance the environment. The Scouts will also be learning valuable conservation skills and work methods, and an agency that discovers it can depend on Scouts will be very happy to involve them in larger and more challenging projects.

Sample Projects

Conservation projects come in all shapes and sizes. Among those that have been successfully completed by Scouts are the following:

- Improve fish and wildlife habitat, riparian areas, streams, and shorelines.
- Construct and set up nesting boxes and feeders for waterfowl and other wild birds.
- Build structures in arid regions to hold water for wild animals.
- Conduct measurements of snow depth at backcountry monitoring locations and forward the information to meteorological stations.
- Stabilize threatened stream banks.
- Revegetate damaged meadows and hillsides.
- Return unwanted and abandoned campsites and trails to their natural conditions.
- Plant trees, shrubs, and grasses to control erosion, produce shade, and provide wildlife with sources of food and shelter.
- Remove exotic plant species and restore native vegetation.
- Monitor the quality of streams.
- Conduct an ongoing census of selected wild animals.

- Maintain picnic pavilions, lifeguard towers, boat docks, playground equipment, and other outdoor recreational facilities.
- Prepare and install educational signs along nature trails.
- Build fences to prevent the overgrazing of riparian areas.
- Establish and care for urban greenbelts, neighborhood parks, or other open spaces.
- Clean up urban waterways, paint DUMP NO WASTE/DRAINS TO STREAM on storm drains, and distribute informational fliers that outline appropriate ways of disposing of oil, chemicals, and other toxic wastes.
- Help fisheries officials stock lakes and streams.
- Collect discarded Christmas trees and install them as revetments to protect stream banks, or submerge them to provide shelter for fish.
- Construct observation decks and blinds in wildlife refuges.
- Develop and maintain outdoor classroom sites.
- Clean and repair statues, gravestones, and other historic monuments.
- Restore historic buildings.
- Prepare and present research about the people and events important to the heritage of an area.
- Assist archaeologists in protecting and studying archaeological sites.
- Develop interpretive demonstrations, tours, and living history exhibits, and help present them to visitors of resource areas.
- Increase accessibility of resource area facilities for handicapped visitors.
- Upgrade, maintain, and help construct trails for hikers, horseback riders, bicyclists, and other users.
- Teach environmental awareness skills to young people visiting resource areas.
- Provide training in appropriate camping, hiking, and other recreational skills that are easy on the land.
- Prepare informational brochures to be distributed at agency visitor centers.
- Offer conservation-oriented presentations and slide shows to youth organizations and civic groups.

Planning a Conservation Project

Thorough planning allows Scout leaders and resource managers to shape projects that will be satisfying to Scouts, of value to the environment, and matched to the skills of everyone involved.

Leaders unfamiliar with a project location should visit the work area before the day the Scouts arrive. When Scout leaders and agency people look over a project site together, the extent of the effort will become clear, as will needs for tools, materials, safety considerations, transportation, and special clothing or footwear.

(Include a copy of this page in each participant notebook.)

What Makes a Good Conservation Project?

Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers undertaking conservation work are volunteering their time and energy for the good of the environment. A worthwhile project allows them to feel pride in what they are doing. It gives them a chance to experience something new. Though the work may be hard, it should also be satisfying.

The following guidelines will help Scout leaders and agency personnel plan conservation work that serves the needs of Scouts, of agencies, and of the environment.

Involve Scouts in All Aspects of a Project

A sense of project ownership is important to young people. Scouts should understand the purpose of a conservation project. Increase their commitment to conservation by involving them in planning as well as in carrying out the work.

Make Projects Fun

Whenever possible, combine conservation efforts with other Scout activities such as a hike, a campout, a swim, or a nature walk with someone who can discuss the area's ecology. That will enrich the experience for everyone and also reinforce the idea that caring for the environment is a fundamental part of the Scouting program.

Choose Reasonable First Projects

The first projects undertaken by a Scouting unit should be limited in scope and last no more than a few hours or an afternoon. As the young people gain experience and confidence, projects can become more lengthy and complex.

Consider Skill Levels

A good project is within the skill levels of the young people doing it and is age-appropriate. Work that is too demanding sets up young people to fail and to lose interest. On the other hand, the best opportunities challenge Scouts to push a little beyond their current abilities and master new skills.

Set Reasonable Goals

Everyone likes a sense of completion to their work. Some conservation efforts can be finished in a few hours, an afternoon, or a day. Longer-term projects may be broken into intermediate goals achievable in shorter amounts of time—planting a certain number of trees, for example, or repairing the sites in just one area of a campground.

Make a Difference

Appropriate projects allow young people to see that their efforts have a positive effect on the quality of their environment. They learn about the importance of conservation and gain a sense of pride in having done a Good Turn for the environment and for those who will enjoy the outdoors in the future.

Safety

Safety is a vital consideration for every Scouting activity. Obviously, Cub Scouts planting trees in a neighborhood park will have different safety concerns than a Venturing crew constructing a trail in rugged mountain terrain. But whatever the activity, leaders must consider the location, the weather conditions, the skill level of the young people, and other safety aspects of a project.

Address safety right from the start of project planning. Scout leaders can discuss the subject with agency personnel to identify any hazards that should be avoided and any methods by which the safety of Scouts can be enhanced. Agencies may have their own work safety standards and will expect Scouts to follow their guidelines. Scouts should be instructed on the proper use of any tools or other equipment at a project site and must use that equipment only in a safe manner.

Leaders accompanying agency personnel on a visit to a conservation work site before a project can make a general safety assessment of the area. Does the work site seem to be generally safe, or is it too close to a cliff, a highway, or other hazard? Will mud, smooth rock, or roots make footing unsure? Is there poison ivy or poison oak? Should participants be prepared for mosquitoes or ticks?

An advance visit to a work site is also a chance for leaders to review procedures for summoning help if an accident should occur. Where is the nearest telephone? The nearest medical facility? In the backcountry, will agency people be on-site, and will they be equipped with two-way radios capable of contacting medical assistance?

Documentation

Many Scouting units keep logbooks containing reports and photographs of their conservation work. Over the months and years, these logbooks serve as a valuable record of Scouting's environmental activities. A logbook doesn't have to be fancy. In a notebook, unit members can write down how many hours they worked and what they accomplished—feet of trail cleared, number of bird boxes installed, species and locations of trees planted, etc.—and some notes about the long-term responsibilities to maintain those projects. The reports may be illustrated with before-and-after photographs.

Recognition

Scouting provides a variety of ways to recognize the accomplishments of youth members involved in conservation projects. Patches, awards, and opportunities to complete requirements for merit badges and ranks are all important rewards for work well done. Whenever possible, tie conservation projects to advancement requirements for Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers. In many cases, projects can start Scouts on the way toward earning a Hornaday Award. (An application for the William T. Hornaday Award can be found on the BSA website.)

Agency personnel who help Scouts undertake conservation projects also deserve recognition. They may be eligible for certain Scouting awards. A letter to an agency supervisor thanking someone for his or her help is always appreciated. Perhaps the most meaningful recognition agency personnel can receive is a sincere thank you and a handshake from Scouts in the field.

Adopt-a-Site

Scouting leaders can help members of packs, troops, teams, and crews develop a strong sense of pride and ownership in their work through adopt-a-site partnerships with land management agencies. With agency support and guidance, a Scouting unit can pledge itself to provide long-term care for a damaged campsite or meadow, or a section of a stream, lakeshore, or hiking trail. Over the years, unit members investing their energy in their adopted projects will be able to see how their efforts are improving the condition of an environmental area and protecting it from further abuse.

Review of Day Five Conservation Project: Planning and Preparation

This time is used to briefly cover specific safety issues and equipment needed (with an emphasis on equipment that will be provided vs. equipment participants should bring, if any) and announce the planning period during the Day Four PLC meeting.

Day Three: Patrol Meeting

Time Allowed

- 30 minutes—3 × 2 (two-weekend) course format
- 150 minutes—6 × 1 (six-day) course format

Note: The agenda for the Day Three patrol meeting varies depending upon the format of the course. The schedules of the different formats also place the patrol meeting at different times of the day.

Learning Objectives

The purpose of a patrol meeting is to

- Help each patrol build strong morale.
- Complete assigned tasks.
- Practice leadership and teamwork.
- Have lots of fun.

As with meetings of the troop and the patrol leaders' council, every patrol meeting taking place during a Wood Badge course should be organized in a manner that provides an ideal example of such a session.

Materials Needed

- Patrol Meeting Agenda

Recommended Facility Layout

Each patrol will determine the location best suited for its meeting.

Delivery Method

The patrol leaders are the facilitators of the meetings of their patrols. They are responsible for using the agenda as a guide to conduct efficient, orderly meetings. The leadership style each patrol leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any particular meeting.

Presentation Procedure— 3 × 2 (Two-Weekend) Course Format

Patrol Leader Announcements

- Remind patrol members that they should be prepared to embark on the outdoor experience right after the Gilwell Field assembly on Day Four.
- Note the time and location for the second weekend of the course to commence. (This information will also be in the Day Three edition of *The Gilwell Gazette*.)
- Explain that at the first interim patrol meeting, the patrol will do its daily self-assessment of the patrol's Day Three performance.

Interim Patrol Meetings

Determine when and where the patrol will hold interim patrol meetings—that is, meetings before the second weekend of the Wood Badge course.

Outdoor Experience Preparations

Review the preparations completed for the patrol's involvement in the outdoor experience and determine what is left to do. If appropriate, make assignments to be completed before the first interim patrol meeting.

Assignments—Preparing the Patrol Project

If appropriate, make assignments to be completed before the first interim patrol meeting.

Adjourn

Adjourn and depart to theater for movie *October Sky*.

Presentation Procedure— 6 × 1 (Six-Day) Course Format

Patrol Leader Announcements

Remind patrol members that they should be prepared to embark on the outdoor experience right after the Gilwell Field assembly on Day Four.

Remind participants of the evening schedule with time and place to reassemble.

Outdoor Experience Preparations

Review the preparations completed for the patrol's involvement in the outdoor experience. Determine what, if anything, is left to do and when it can be done.

Preparing the Patrol Project

Devote the remainder of the patrol meeting time to working on the patrol project.

Adjourn.

Day Three: October Sky (Troop Activity)

Time Allowed

120 minutes

Learning Objectives

The film *October Sky* presents an engaging story that illustrates many sides of leadership, team development, and personal initiative.

Materials Needed

- *October Sky*, 1 hour, 48 minutes, Universal Studios, 2000.
- VHS or DVD player and projection equipment/television
- A copy of “Themes to Observe—Questions for Analysis and Discussion”
- Popcorn and beverages (optional)

Recommended Facility Layout

To the degree possible, use movie posters to transform the viewing area into a movie theater. The event can be made more enjoyable with popcorn and beverages.

Delivery Method

The movie runs 108 minutes. If the opening comments take no more than 5 minutes, then there will be about 15 to 17 minutes available for the debriefing discussion after the movie.

Presentation Procedure

Ideas for a Facilitator to Share Before the Movie

The movie *October Sky* provides an excellent opportunity to observe and study how people actually apply some of the skills of leadership and team development that we’ve been talking about during this Wood Badge course. Pay particular attention to John Hickam, the father, and to his son. They are both leaders, and the movie depicts some of their flaws as leaders, as well as their strengths. Your challenge is to analyze the skills you observe.

Consider the characters’ values, missions, and visions, because not everyone shares the same ones. Watch what happens when missions collide, as well as what happens when those missions are aligned and in sync. What are the dreams and aspirations of the characters in this movie? What role do dreams play in their lives?

Consider what you've learned about team development and situational leadership when watching young Homer assemble and work with his team. What does he do well? Watch for the boys to go through the various stages of team development. Try to identify them. What styles of situational leadership do you observe?

Consider the roles that good listening and communication play.

Watch Miss Riley carefully. She is a coach and a mentor to young Homer, as well as one of his favorite teachers. What makes her special to him?

Consider the conflict between father and son. Does it get resolved?

And don't forget to watch for people giving and receiving feedback. There is plenty, including some from Homer's mom, and it comes at a critical moment.

Finally, as you watch this film, we want you to think about the leadership positions you are in back home, those in and out of Scouting. We want you to reflect on all the things we've been sharing with you during this course. We want you to begin to connect the things you'll see in the movie to the things we've talked about here and to your situation at home. Sometimes, in observing other people and other situations, like those in *October Sky*, it is easier to see things in ourselves.

So sit back and enjoy. This is a great movie. But don't get so wrapped up in it that you lose sight of our objective, which is: as students of leadership, to learn something from this experience that will help us to be better leaders ourselves.

Ideas a Facilitator Might Share After the Movie

(In no particular order, but probably before the formal debriefing)

- To look at *Sputnik* now, it seems like a pretty shabby piece of orbiting hardware, a toy compared to the space station, the shuttle, and the missions to the moon and beyond. But it had an impact that is hard to describe to anyone who takes satellite TV for granted today. (Recalling personal memories of *Sputnik* might be appropriate.)
- The original group of Rocket Boys consisted of six boys, all of whom had grown up together. All their fathers worked in and around the mines, as had their fathers and their grandfathers. The number was reduced to four in the movie for dramatic purposes.
- The boys all built forts, attended dances, went to church, and chased the same girls together. **They had all been Boy Scouts in the same troop.** Like everything else in town, the coal company probably sponsored the troop.
- Rocket-building manuals were scarce in 1957. The boys built their first rocket based on an illustration in *Life* magazine. They made it with a flashlight casing, punched a hole in its base, filled it with the powder from 30 cherry bombs, stuck a fuse through the hole, and used the top of the backyard fence for a launch pad. Liftoff was a huge ball of fire—not the rocket, but the fence.

- *Auk XII* was their first successful rocket. A foot-long, inch-wide aluminum tube filled with potassium nitrate and sugar, it flew to the “giddy” altitude of 100 feet.
- The last rocket of the Big Creek Missile Agency to be launched was *Auk XXXI* in May 1960. There was a vast difference between this rocket and *Auk I*, which had been built just a couple of years earlier. *Auk XXXI* stood about 5 feet tall and was 1.75 inches in diameter, had an electrical ignition system, and had aluminum fins bolted to the base. It was constructed of steel tubing with a nozzle machined from steel bar stock and calculated for maximum exhaust velocity. Zinc dust and sulfur were used as propellant. The rocket was lined with a ceramic to avoid erosion. At least a hundred miners and their families were on hand for the launch, each with a tale of how they had helped the boys in some way. *Auk XXXI* flew perfectly, its smoke tracing a thin white line on the bright blue sky, just like in the closing scene of the movie. *Auk XXXI* was estimated to have risen more than 21,000 feet, nearly 4 miles into the air.

Other Interesting Movie Tidbits and Trivia

(To share during breaks and cracker barrels, etc.)

- *October Sky* wasn't filmed in West Virginia. It was filmed entirely on location in Tennessee. The little town of Petros, about an hour west of Knoxville, was used as the main set for the coal-mining town. Like the town of Coalwood in the 1950s, Petros has only about 1,200 residents.
- The author wanted the movie to be called *Rocket Boys*, like the book it is based on, but the studio believed that title would not sell well. The name *October Sky* was chosen instead. It works on two levels: It is the month when the hero is first inspired by *Sputnik* flying overhead, and it is an anagram of *Rocket Boys!*
- Originally, the movie was slated for release in October 1998, to coincide with the timing of the first *Sputnik* launch, but Universal delayed the release date four months. Some film critics speculate that the name change and delay of the release date were most unfortunate. If it had been released in October, critics say, it might have had a chance at several Oscars, particularly for technical awards and Best Director.
- Chris Ellis, who plays Principal Turner, evidently likes shows about rockets and space. He played Deke Slayton in *Apollo 13* (1995) and appeared in the mini-series “From the Earth to the Moon” (1998).
- The cameo role of the train engineer in *October Sky* is played by a fairly well-known photographer, O. Winston Link, who has published many classic pictures of steam locomotives.
- The Steven Spielberg connection: Laura Dern starred in *Jurassic Park* in 1993, which was directed by Spielberg and became one of the top-grossing movies of all time. Joe Johnston won an Academy Award in 1981 for Best Visual Effects for his work on *Raiders of the Lost Ark*, which Spielberg also directed. Johnston also directed Spielberg's *Jurassic Park III*.

■ Homer Hickam gave the commencement address at West Virginia University in the spring of 1999. He urged graduates to develop a passion in their lives. To illustrate the importance of perseverance, he recited a line by Miss Riley from the movie: “You can’t dream your way out of Coalwood, Homer.”

“It isn’t always the smartest person who gains their dreams,” he said. “It’s the people who roll up their sleeves and are willing to sweat a little who ultimately succeed. It’s simply one of those axioms of life that must be recognized. Perseverance equals success.”

Hickam noted that he could not have fulfilled his passion without planning. “Planning requires an organized mind. If you don’t have one, you’ve got to go out and build yourself one.”

Themes to Observe—Questions for Analysis and Discussion

The movie *October Sky* provides an excellent opportunity to observe and study how people actually apply some of the skills of leadership and team development that we've been talking about in Wood Badge. Pay particular attention to John Hickam and to his son Homer. They are both leaders, and the movie depicts some of their flaws as well as their strengths. Your challenge is to analyze what you observe. The questions below may help guide your thinking.

1. Consider people's values, missions, and visions and how they evolved and changed through the movie. The townspeople? Homer? The Rocket Boys? John Hickam Sr.? Who or what influenced the evolution of their values? Missions? Visions?
2. What are the dreams and aspirations of characters in the movie? What role do dreams play in people's lives? For those of us engaged in the study of leadership, what is the significance of people's dreams?
3. During the story the Rocket Boys move through various stages of team development. Identify scenes that portray the various stages.
 - Forming
 - Norming
 - Storming
 - Performing
4. What styles of skills instruction do you observe in Homer? In John Hickam Sr.?
 - Explaining
 - Guiding
 - Demonstrating
 - Enabling
5. Consider the roles that careful listening and effective communication play in the story. Cite examples where these skills had a significant impact on the story.
6. Watch Miss Riley, the teacher, carefully. What impact does she have on Homer?
7. Consider the conflict between the father and son. Does it get resolved? If so, how?
8. Cite examples of people giving and receiving feedback. Is it accepted, or ignored? There are plenty of examples, including some from Homer's mother, one of which comes at a critical moment in the story.
9. Finally, as you watch this film, think about the leadership positions you have at home, those in Scouting as well as those beyond it. Reflect on all the things that have been discussed during this course thus far. Begin to connect the things you observe in the movie to the content of this course and to your leadership responsibilities at home.

Sometimes by observing traits in others, it is easier to improve traits in ourselves.

About the Movie

October Sky is an incredible, triumphant, true story about four boys in a poverty-stricken corner of Appalachia who are determined to build their own rocket and help get America back into the “space race.” It is told through the eyes of their leader, young Homer Hickam, who sees a speck of light in the sky (*Sputnik I*) and begins to dream. The movie tells of Homer’s efforts to build a team, enlist the support of others, acquire resources, and overcome challenges—all in pursuit of his vision.

It is 1957: Elvis Presley is the rage and the Soviets have stunned America with the successful launch of the *Sputnik* satellite. In Coalwood, West Virginia, like communities all across the country, townsfolk gather to watch a satellite race across the sky. Some are frightened, others disgusted. Most are unsure of what it is or what it means.

Life in Coalwood is about coal. All boys grow up to be coal miners and Homer Hickam has no reason to think he’ll be any different. Even the public school furnishes no other vision beyond the town’s coal mine. Too small to earn a football scholarship, Homer has no way out of his predetermined life—until that little Soviet satellite flies through the October sky and changes everything. As Homer watches the satellite that evening, he has a life-changing experience and his world heads in a new direction—up. “I’m gonna build a rocket—like *Sputnik*,” he says the next morning.

Though his father is superintendent of the mine and has no greater wish than to see his sons follow in his footsteps, Homer embarks on a mission to build and launch his own homemade rockets with the help of a loyal band of friends. Though their frequent mistakes nearly defeat them, the boys’ successes eventually inspire the whole town to believe that miracles can happen, even in Coalwood.

Each boy brings to the task his own personality, skills, and flaws. Homer isn’t a math whiz, but Quentin is. He isn’t a scavenger, either, but Odell knows about that. Roy Lee is the Elvis of them all—he can seduce what he needs from just about anyone. Homer brings hope and passion to the team. Like most good leaders, he brings “fire” to the project and forces the boys to keep at it, at times even when they’re not willing—he makes them willing.

One of the first people to encourage the boys is their teacher, Miss Riley. Everywhere Homer turns there are extraordinary obstacles. What he wants to do with rockets isn’t being done; model rocketry doesn’t exist yet. To Miss Riley the fact that Homer even aspires to do these things is pretty amazing. She helps the boys see the power of dreams, belief, and determination. “Sometimes you really can’t listen to what anybody else says, you just got to listen inside,” she tells Homer.

People respond to this film because it touches so many common feelings and dreams that we all share. Most of us have dreams we would like to see fulfilled. Can they be? This film says yes!

Homer sums it up: “I’ve come to believe that I’ve got it in me to be somebody in this world!”

But Homer isn’t the only leader in the story. As superintendent of the mine, Homer’s dad, John Hickam, is a pretty impressive fellow and a central figure in town. He loves the mine. He once worked seven years without a day off. He fights for his men and rescues them from disaster. The mine is the whole reason for the town. There was no Coalwood before they found coal there and then built the town around the mine. The mine is John’s life, and he would love for Homer and his brother to grow up to be mine supervisors, just like him. When John takes Homer down in the mine for his son’s first day on the job, his voice glows with poetry: “I know the mine like I know a man. I was born for this.”

John Hickam isn’t a bad man and he sincerely loves his son, but rockets don’t fit into his view of life. He doesn’t understand much about rockets, thinks they’re silly, and believes Homer is wasting his energy. He throws one of Homer’s rockets in the trash. The essence of this classic conflict between father and son is that they each have the same passion in them, but for different things. The conflict tends to strengthen Homer’s resolve to reach for the stars. The strong emotional anger between Homer and his dad is equal to the mutual love and respect they secretly have for each other, deep down inside. The conflict builds throughout the movie, though the dramatic outcome is never in doubt.

To better understand and appreciate coal-mine work, director Johnston takes us underground with the miners, where coal dust coats the lungs and frequent cave-ins threaten to end lives. The miners live in a world of constant claustrophobic darkness, helping us to better appreciate Homer's desire to soar free of restrictions into the bright sky and, he believes, a better future than Coalwood.

October Sky isn't so much about escaping one's background or overcoming a conflict with one's father, nor is it about being a teenager trying to figure out who you are and how you fit into the world. It is about finding one's own voice and skills and passion—and realizing one's own potential.

About the "Real" Rocket Boys and Others in the Story

All of the Rocket Boys went on to graduate from college, something not likely in pre-*Sputnik* West Virginia. Roy Lee worked his way through college, became a banker, and traveled the world. After serving in the Air Force and graduating from college, Odell went into insurance and farming. Quentin became an engineer and now lives in Amarillo, Texas. Homer became a NASA manager at Marshall Space Flight Center, Werner von Braun's old headquarters.

Homer's brother, Jim Hickam, became a high school teacher and head football coach in Roanoke, Virginia. Elsie Hickam went after her dream and moved to Myrtle Beach, South Carolina.

Miss Riley ranked first in the high school graduating class in Coalwood in 1955 and first in her class at Concord College in 1959. She returned to Coalwood and taught for 10 years before her death in 1969. "As a teacher, Miss Riley impressed and inspired her students The greatest tribute that we can give is to emulate the principles by which she lived: a deep faith in God, the courage to face difficulties, a sincere concern for others, the unselfish quality to give of herself, a respect for knowledge, and the desire for excellence." —The Big Creek High School yearbook, 1970

Homer's father stayed in the mines until he retired at age 65, and continued as a mine consultant for several years after that. In 1989 he died of suffocation caused by "black lung" disease from his many years in the mines.

About the Author

Homer Hadley Hickam Jr. was born on February 19, 1943, in Coalwood, West Virginia. He graduated from Big Creek High School in 1960 and from the Virginia Polytechnic Institute (Virginia Tech) in 1964 with a B.S. in industrial engineering. A U.S. Army veteran, Hickam served in Vietnam from 1967 to 1968 for which he was awarded the Army Commendation and Bronze Star medals. He served six years on active duty and left the service with the rank of captain. For 10 years he was employed as an engineer for the U.S. Army Missile Command. He began employment with the National Aeronautics and Space Administration (NASA) at Marshall Space Flight Center in 1981 as an aerospace engineer.

During his long NASA career, Mr. Hickam worked in propulsion, spacecraft design, and crew training. His specialties included training astronauts on science payloads and extravehicular activities (EVA). He trained crews for many Spacelab and space shuttle missions, including the Hubble Space Telescope deployment mission and the first two Hubble repair missions, to name just a few. He retired in February 1998.

Mr. Hickam published his first book, a military history bestseller called *Torpedo Junction*, in 1989. His second book, *Rocket Boys*, was published by Delacorte in 1998. The paperback version of the book was No. 1 on *The New York Times* bestseller list for three weeks and stayed on the list for 16 weeks. It has been translated into eight languages and also has been released as an audio and an electronic book.

Rocket Boys was selected by *The New York Times* as one of its Great Books of 1998 and also was nominated by the National Book Critics Circle as Best Biography for that year. Since *Rocket Boys*, Mr. Hickam published several books, including *Back to the Moon* in 1999, *The Coalwood Way* in 2000, and *The Keeper's Son* in 2003.

Homer Hickam is married to Linda Terry Hickam, a jewelry designer, photographer, and his first editor and critic. They have four cats and live in Huntsville, Alabama—"Rocket City," USA.

Day Three: Closing Gilwell Field Assembly (for 3 × 2 Courses)

Time Allowed

30 minutes

Learning Objectives

A Gilwell Field assembly serves as the closing for the first weekend of a two-weekend Wood Badge course.

- It allows the senior patrol leader to make announcements and to conduct an informal survey of group morale.
- The program patrol can retire the colors.
- The flag ceremony and Gilwell Song help set an appropriate tone for the adjournment of the first portion of the course.

Materials Needed

None

Recommended Facility Layout

The setting is the Gilwell Field assembly area used on Days One, Two, and Three. Troop members will form a square with patrols making up three sides of the square and the Wood Badge staff filling in the side nearest the flagpoles.

Delivery Method

The Day Three closing Gilwell Field assembly is facilitated by the senior patrol leader and Scoutmaster.

Note: Preassembly Preparations—At the Day Three meeting of the patrol leaders' council, the senior patrol leader will assign the program patrol the duty of retiring the flags during the closing Gilwell Field assembly. Members of that patrol can use much the same ceremony to take down the flags as they used on the morning of Day Three to raise them.

Presentation Procedure Assembly

Once the patrols and staff have gathered, the senior patrol leader will facilitate the assembly.

1. Welcome
2. Announcements by the senior patrol leader, including
 - Time and location that the second session of the course will commence
 - The importance of completing work on the patrol project
3. Singing the Gilwell Song
4. Flag ceremony (program patrol)
 - The color guard advances and leads Troop 1 in reciting the Scout Oath and Law.
 - Retire the colors.
5. Adjourn.



Day Four: Breakfast and Assessments

At the patrol meetings held during the Day One meeting of Troop 1, the troop guides introduced course participants to Start, Stop, Continue. Patrols were instructed to perform a self-assessment of their patrol each morning during or immediately after breakfast, evaluating the previous day's performance of their patrol as a team.

- During breakfast on Day Four, each patrol will conduct a self-assessment of its Day Three performance. (For courses conducted over two three-day weekends, patrols will have done their self-assessment of Day Three during the first interim patrol meeting.)
- Copies of the Day Four edition of *The Gilwell Gazette* will be made available to course participants and staff.

Day Four: Gilwell Field Assembly and Departure for the Outdoor Experience

Time Allowed

30 minutes

Learning Objectives

- A Gilwell Field assembly serves as the opening for Day Four of a Wood Badge course. For Wood Badge programs operating on the two-weekend format, the assembly also launches the second half of a course.
- The assembly allows the participants and staff to gather as a group before they embark on the outdoor experience and is an opportunity for the senior patrol leader to make announcements and to conduct an informal survey of group morale.
- The retiring service and program patrols pass on their responsibilities, and incoming patrol leaders are inducted.
- The flag ceremony and Gilwell Song help set the tone for the events of the day.
- Distribution of the Day Four edition of *The Gilwell Gazette* will bring participants up to date on course events and the schedule for the day.

Materials Needed

- American flag
- Gilwell Troop 1 flag
- Historic American flag (46-star flag of 1908)
- Day Four edition of *The Gilwell Gazette*

Recommended Facility Layout

The setting is the Gilwell Field assembly area used on Days One, Two, and Three. Troop members will arrange themselves on Gilwell Field in the same manner as on Days Two and Three—forming a square with patrols making up three sides of the square and the Wood Badge staff filling in the side nearest the flagpoles.

Delivery Method

The Day Four Gilwell Field assembly is facilitated by the senior patrol leader and Scoutmaster.

Preassembly Preparations

- At its meeting on Day Three, the patrol that will be the Day Four program patrol should have planned and practiced its presentations for the Day Four Gilwell Field assembly.
 - Flag ceremony
 - Presentation of the historic flag and song
- Those patrols that served on Day Three as the program patrol and service patrol should bring to the assembly the emblems of office they received at the Day Three Gilwell Field assembly. Ideally, each patrol will have decorated the emblem in its keeping with a totem or other symbol of the patrol.

Presentation Procedure

Welcome and Flag Ceremony

Once the patrols and staff have gathered, the senior patrol leader will facilitate the assembly.

1. Welcome
2. Flag ceremony (program patrol)
3. The program patrol color guard presents the colors, raises the flag, and leads the troop in reciting the Scout Oath and Scout Law. The program patrol then presents the historic flag and song. Participants should be instructed to salute as the American flag is raised.

Historic American Flag Presentation

46-Star Flag

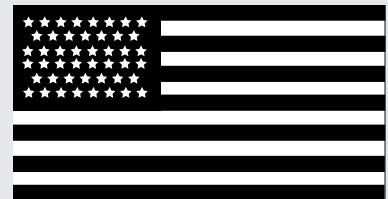
By 1908, the United States of America had grown to encompass states from the Atlantic to the Pacific. Nearly all of the territory in between had also been recognized with statehood. When Oklahoma joined the Union, the U.S. flag changed to include 46 stars, a design that would last for only four years and the administrations 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 Boy Scouts of 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.

“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.



Patrol Leader Induction

Those who will lead the patrols on Day Four are inducted.

- The troop guides bring the newly elected patrol leaders forward. The patrol leaders are asked to place their left hands on the troop flag and, with their right hands, give the Scout sign.
- The troop guides stand behind the patrol leaders and hold the patrol flags while the Scoutmaster administers the Patrol Leader Oath.

Patrol Leader Oath

I promise to do my best to be worthy of the office of patrol leader, for the sake of the Scouts in my patrol and troop, and in the world brotherhood of Scouting.

- The Scoutmaster and senior patrol leader congratulate the new patrol leaders.

Program and Service Patrol Transfer of Responsibilities

The senior patrol leader asks the patrol leaders of the program and service patrols serving on Day Three to come forward with their symbols of office. The leaders of the patrols that will assume those responsibilities for Day Four also come forward. Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these august duties.

Announcements

The senior patrol leader gives a brief overview of the remainder of the morning's activities:

- Traveling to the site of the outdoor experience
- Assembling at the outdoor experience central location

Note: The Day Four program patrol will be the first to arrive at the site of the outdoor experience and will raise the flags at the assembly area.

- Meeting the young people who will serve during the remainder of the Wood Badge course as members of a Venturing crew

Note: The senior patrol leader may take a few moments to clarify the nature of a Venturing crew. A Venturing crew is a stand-alone Scouting unit that may be coeducational. A Venturing crew should not be confused with a Venture patrol, which is part of a Scout troop.

Venturing Induction

The Venturing induction ceremony is an artificial induction created just for this Wood Badge course. It is not included to become a mainstay of Scouting; it is meant to illustrate that it is normal for young men to progress from one program to another.

SCOUTMASTER: “The Venturing induction ceremony provides the Wood Badge course with a way to recognize the importance of the Venturing program and to symbolize the continuity of the transitions from Cub Scouting to Boy Scouting and then on to Venturing.”

(Ask the troop guides to come forward.)

SCOUTMASTER: “As the most experienced Scouts in Troop 1, you have completed your duties as troop guides. I congratulate you on a job well done. To encourage you to build on that experience and to challenge you even more, you now have the opportunity to join a Venturing crew. I would like to introduce you to _____, who will be your Venturing Advisor and will conduct the Venturing Induction.”

Note: The Venturing Advisor can be one of the Troop 1 assistant Scoutmasters.

VENTURING ADVISOR: “A Scout says, ‘On my honor.’ When you pledge your honor, you are declaring that you can be trusted to be truthful and honest. Can I trust you, on your honor, to do your best to live up to the Scout Oath?”

VENTURING CANDIDATES: “Yes.”

VENTURING ADVISOR: “Please make the Scout sign and repeat with me the Scout Oath and Scout Law.”

SCOUT OATH

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

SCOUT LAW

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

VENTURING ADVISOR: “I trust you, on your honor, to keep this oath and follow this law as you continue your journey in the World Brotherhood of Scouting.”

(Congratulate the new Venturers.)

SCOUTMASTER: “In addition to becoming Venturers, we invite these former troop guides to continue their association with Troop 1 by serving as instructors. Venturers, do you accept this opportunity and responsibility?”

VENTURERS: “Yes.”

SCOUTMASTER: “I am happy to appoint each of you an instructor in our troop. Please accept these name tags that indicate your new positions as instructors.”

(Give each Venturer a name tag.)

SCOUTMASTER: “Scouting provides young people with many opportunities to grow and to serve. Throughout every Scout’s career, there are many times of transition. These are moments to celebrate what has been achieved, and also to look forward with great anticipation to the challenges of the future. Let’s have a good Scouting cheer to acknowledge the transition of these Scouts as they move from our troop into Venturing.”

(Lead a cheer or round of applause, then turn the program back to the master of ceremonies.)

Directions for Reaching the Outdoor Experience Campsite

At some Wood Badge courses, patrols may be hiking several miles to sites that are unfamiliar to participants. The locations of other courses may mean that patrols pack up and cover a shorter distance, essentially moving into a backcountry that is more symbolic than actual.

Staff can be innovative in providing patrols with directions to reach their campsites. Where appropriate, patrol leaders can be given map routes to follow, compass bearings, etc. The destination should be the assembly area at the site of the outdoor experience. From there, patrols will be directed to their individual campsites.

Distribute copies of the Day Four edition of *The Gilwell Gazette*.

Scoutmaster’s Minute

Note: This Scoutmaster’s Minute is given at the Gilwell Field assembly before the troop leaves for the outdoor experience. Since the Day Three troop assembly, participants have learned about the Leading EDGE™/The Teaching EDGE™, planned the conservation project, and watched the movie *October Sky*. If they are part of a weekend course, they will also have had two patrol meetings during which they have finished their patrol project. They are now likely to be in the Norming stage of team development.

Scoutmaster’s Minute

Baden-Powell said this about camping:

“My ideal camp is where everyone is cheery and busy, where the patrols are kept intact under all circumstances, and where every patrol leader and Scout takes a genuine pride in his camp and his gadgets.”

Camping offers a unique opportunity for each patrol to really develop as a team. It's not only an opportunity to work together in developing team skills, but it also provides the chance to learn more about each other and to use that knowledge to excel. I expect all patrols in this troop will have a mountaintop experience and will take full advantage of the opportunity this experience provides.

Optional Benediction/Closing Prayer

The Scoutmaster leads a benediction/closing prayer (i.e., "May the God of all Scouts be with us until we meet again" or other appropriate interfaith benediction).

Adjourn and Depart

Sing the Gilwell Song.

Adjourn and depart for the outdoor experience.

Note: After the Gilwell Field assembly has adjourned, the patrol serving on Day Four as the program patrol will lower the flags, fold them, and carry them to the site of the outdoor experience.

The program patrol should be the first patrol to arrive at the outdoor experience assembly area. Before the rest of the participants arrive, the program patrol will raise the flags.

Day Four: Outdoor Experience Assembly, Leave No Trace Model Campsite, and Patrol Camp Setup

Time Allowed

60 minutes

Objectives

Participants will

- Gather by patrol at a central location.
- Take part in a brief orientation to the site of the outdoor experience and a review of safety issues.
- Meet the youth who will serve as the Venturing crew representatives.

Note: One Venturing crew representative will be assigned to each patrol to accompany participants through the model campsite and to help patrol members establish their own campsite. The Scoutmaster and senior patrol leader should determine in advance the pairings of Venturing crew representatives and patrols.

- Tour the model campsite to reinforce an understanding of the principles of Leave No Trace camping and to view the sort of camp each patrol will establish.
- Set up the patrol campsites to be used for Day Four and Day Five.

Materials Needed

- Water to replenish participants' water bottles
- American flag and Gilwell Troop 1 flag (carried from the Gilwell Field assembly by the program patrol)
- Venturing crew flag (flown over the Venturing crew's model campsite)

Recommended Facility Layout

The troop assembly area used during the outdoor experience should feature enough space for all the participants to gather and should be within easy walking distance of all the patrol campsites.

Delivery Method

- The orientation will be facilitated by the senior patrol leader with the help of selected staff members.
- The tour of the model campsite will be conducted by the Venturing crew members.
- Patrol leaders will direct setting up the patrol campsites.

Presentation Procedure Assembly

When all the patrol members and staff have gathered at the troop assembly site of the outdoor experience, the senior patrol leader will facilitate the proceedings.

1. Welcome
2. Informal patrol status report—How is everyone doing?
3. A reminder that participants should replenish their water bottles and keep themselves well hydrated throughout the remainder of the course
4. Introduction of the Venturing crew representatives (At this time they should join the patrols to which they have been assigned.)
5. Orientation of the essential landmarks of the outdoor experience site (restroom facilities, sources of drinking water, etc.)
6. Discussion of any local safety concerns (poison ivy, hypothermia, etc.)
7. Review of emergency response procedures, including
 - Identities of staff members capable of dealing with injuries and illnesses
 - Locations of first-aid kits
 - Appropriate ways to report emergencies and summon help
8. Invite the Venturing crew representatives to lead the patrols to the Leave No Trace model campsite.
9. Adjourn to the Leave No Trace model campsite.

Leave No Trace Model Campsite

Preparation

The youth serving as the Venturing crew should arrive at the site of the outdoor experience on the afternoon before Day Four of the Wood Badge course. They will set up a model campsite that adheres to the principles of Leave No Trace—far enough from lakes and streams, utilizing a durable surface, featuring backpacking stoves rather than open fires, etc.

Presentation Procedure

Patrols will view the model campsite in the company of their Venturing crew representatives. The youth representatives can facilitate a discussion with members of each patrol to highlight the principles of Leave No Trace camping and the ways in which the model campsite follows those 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.

Venturing Crew Participation

Besides presenting the model campsite and assisting participants as they establish their patrol campsites, those serving as Venturing crew representatives will participate in Days Four and Five of the Wood Badge course in the following ways:

- Set up and facilitate the stations of the problem solving round-robin.
- Attend the session on Generations in Scouting and, if they wish, join in the discussion. Youth may also take part in the Diversity game—ideally, one youth per Wood Badge patrol.
- Participate in the conservation project.
- Observe the presentations of the patrol projects.

During the outdoor experience, the youth involved with Wood Badge may use the model camp as their own Venturing campsite. If troop guides assume these roles and responsibilities, they may designate the model campsite to be a Varsity Scout or a Venturing camp and use it as their camp.

Venturing crew representatives will leave the site of the outdoor experience along with the rest of the staff late on the afternoon of Day Five.

Patrol Camp Setup

Patrol members can use the remainder of this session to establish their own camps. Depending on the course setting, each patrol may have a preassigned site, or may be invited to select from a number of different sites.

The Venturing crew representative assigned to each patrol will be on hand to help out wherever necessary. The representative's role may be purely advisory (offering guidance in adhering to Leave No Trace principles) or more hands-on (helping participants pitch tents and organize personal gear).

Note: Youth serving as Venturing crew members can greatly increase the diversity of people involved in a Wood Badge course. In addition, they can be role models of young people accepting leadership responsibilities—an important tenet of a Scouting program that emphasizes the importance of boy-led Scout troops and Varsity Scout teams, and of Venturers organizing and carrying out their own adventures.

While the Venturing crew representatives may be able to provide technical assistance to patrols setting up their camps, a deeper reason for asking them to help out is to put them in proximity with Wood Badge participants and allow them to begin getting acquainted with one another. The connections they form can become the foundation for enriching the experience of Day Four and Day Five both for the Wood Badge participants and for the Venturing crew representatives.

Day Four: Leading Change (Troop Presentation)

Time Allowed

50 minutes



Learning Objectives

As a result of this session, participants will be able to

- Understand the value of change and develop skills to lead it successfully.
- Learn steps for leading change with groups and individuals.
- Appreciate the value of leading change through lifelong learning.

Materials Needed

See “Delivery Method.”

Recommended Facility Layout

Troop meeting area

Delivery Method

This discussion is facilitated by a member of the Wood Badge staff.

Key concepts may be reinforced with notes on a flip chart, split-back binders, overhead projections, or PowerPoint® images.

Presentation Procedure

Experiencing Changes

Ask participants: “Has anyone experienced any changes during this Wood Badge course?” Entertain a few responses. Touch on the following ideas:

- *The change from being Cub Scouts when you first arrived here to becoming members of Troop 1 as Boy Scouts.* That’s a change most of us see in youth we serve as they make the transition from one Scouting program to the next.
- *Changes in team development.* Each patrol has been going through the stages of becoming a high-performing team—changes that lead to important goals.
- *The change in location of this part of the Wood Badge course.* You may have become settled with the surroundings and routine that had become familiar during the first days of the course. What has it been like to make these changes?

- *Changes with your Scouting responsibilities back home.* A Cubmaster moves away; a troop's meeting place is no longer available; a source of funding dries up. Or perhaps you must work with a new district executive, a new committee member, or a new group of Scouts. Perhaps you are the one who moves to a new location and you find that you must establish a new relationship with Scout leaders already in place.

Emphasize that change is every bit as frequent beyond Scouting, too—in our places of work and in our communities, families, places of worship, and other organizations.

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.

Change Happens

Let's say that again: change happens. It is inevitable.

In many areas of our lives, the speed at which change occurs is increasing.

What choices do we have in how we react to change?

- 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 inevitability of change, but also does something about determining the outcome of change.

Objectives of Leading Change

- When change is needed, leading change can make it happen.
- When change is inevitable, leading change can make it positive.

How to Lead Change

Step 1—Recognize That Change Happens

1. Anticipate change. 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. They can then begin to explore the opportunities they have for shaping the results of change.

2. Accept change. When you see change happening, adapt to it. The more quickly you let go of the old way of doing things and accept the new, the sooner you can enjoy the opportunities the new situation presents.

Ask yourself:

- 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?

3. Move along with change. Enjoy change. Savor the adventure and enjoy what change can offer.

Once a change has occurred, be ready for change to happen again, and be ready to enjoy that change, too.

Step 2—Empower Others to Help You Lead Change

Change is much easier to lead when others buy into new ideas and become supporting players in developing a positive future.

1. Consider who needs to be involved. The right coalition of people can lead change with great dispatch and effectiveness. Seek out people who
 - Have a willingness to change things for the better.
 - Have the position, expertise, and credibility to enact change.
 - Have the leadership and management skills to guide change.
2. Build relationships through shared experiences. In some situations you can build the coalition of people helping to lead change. At other times, the people are already in place and you must lead change through them even if they may at first be reluctant. In either case, relationships built on shared experiences will lead to the most positive opportunities for change to occur.

We've seen this happening all week at Wood Badge. The better you have gotten to know members of your patrol, the stronger your team has become. The more we do with one another, the better we understand each other's strengths. We learn what to expect of one another. We develop trust. Shared experiences give us common ground for embracing and moving with change.

Step 3—Lead Change Based on Values, Mission, and Vision

Alice in Wonderland comes to a fork in the road and asks the Cheshire Cat which way she should go. "That depends a good deal on where you want to get to," the cat says. "I don't much care where," Alice replies. "Then it doesn't matter which way you go," the cat says.

To lead change, we need to know where we are headed. The tools for finding that direction and staying on course are vision and mission based on a clear sense of personal and organizational values.

Values are core beliefs or desires that guide and motivate our attitudes and actions.

- The values of Scouting, for example, are embedded in the Scout Oath and Scout Law.
- Values are the standards we use for leading change. They keep us moving in the right direction. Serving as a moral compass, they let us know whether changes we are considering are right or wrong. If a change is wrong, our values can help us lead that change toward a more appropriate resolution.

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 planting a few acorns.

What does vision have to do with leading change?

- It allows us to visualize the end result.
- It inspires us with the possibilities of what might be.

Visions

- President John F. Kennedy's challenge of going to the moon
- Dr. Martin Luther King Jr.'s dream of a more inclusive society
- A Scout leader's determination to develop a strong year-round outdoor program, or to conduct an effective membership drive, or to involve more parents in leadership positions

On Day One, we talked about both vision and mission. How would you accomplish the vision? With a plan.

A plan is made up of the steps that lead to the realization of a vision.

- 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.

When we discussed vision and mission on Day One, we did so in the context of values. What are values?

Step 4—Establish Urgency

People need a compelling reason to change. Without urgency, great ideas may sit on the shelf for years.

- The television was invented in the late 1930s but did not become a widespread technology until the 1950s.
- Bar codes were devised in the 1950s but languished as a marketing idea until the 1980s.

- The advent of aircraft carriers during World War II made the battleship all but obsolete, yet it would be half a century before the world's navies fully adjusted to that fact.

To create urgency for change, we must communicate to others the vision of what change can do, and the steps to make that change possible, necessary, and desirable.

Key techniques in communicating urgency for change are

- Simplicity
- Metaphor, analogy, and example
- Multiple forums
- Repetition
- Leadership by example
- Explanation of seeming inconsistencies
- Give and take

Step 5—Move Ahead, Regardless

Some people are so resistant to change that you may not be able to bring them along on the journey to effective change. They may not be able to accept changes that are necessary or inevitable. They may find it impossible to embrace change and to enjoy what it has to offer.

Encourage them anyway.

- As change occurs, they may become enthused about what they see happening and will decide to come on board.
- They may decide they don't want to be left behind and so may come along reluctantly.
- If they simply cannot or will not change, they will eventually remove themselves from a dynamic situation or will discover that the situation has moved on without them. Those things happen. It is one of the ways that groups reshape themselves to take advantage of inevitable change.

Step 6—Create a Culture That Embraces Change

Perhaps you have had a positive experience leading change with a group of people. The next time it is necessary to lead change with this group, will you need to begin back at Step 1? Perhaps, though a group that has gone through a process of change will have learned a great deal about themselves and about ways that they can maximize their resources and abilities to create positive changes.

An important goal of leading change is to create a culture that embraces the need for change and that seeks it out willingly, effectively, and with a sense of eagerness and anticipation. That can happen within a small team of people, a Scouting unit, a business, or an entire organization.

Leading change on a large scale involves the same approach as when working with just a few people. The greatest challenge in leading to create change within a culture is that progress may seem much slower and incremental than when working with small groups or when attempting to reach more modest goals.

Step 1—Recognize that change happens.

Step 2—Empower others to help you lead change.

Step 3—Lead change based on vision, mission, and values.

Step 4—Establish urgency.

Step 5—Move ahead, regardless.

Step 6—Create a culture that embraces change.

Three Characteristics of a Good Incremental Goal

- It's visible (people see for themselves it's not just hype).
- It's unambiguous (a real win—no doubt).
- It's clearly related to the change effort.

Small Steps Can Lead Change Toward Remarkable Goals

In the 2000 Olympics in Sydney, Australia, an Aborigine woman named Cathy Freeman ran in the 400 meter race. It was remarkable that she was even entered in the event.

Cathy Freeman's Aboriginal ancestors had lived in Australia for thousands of years before European settlers arrived and forced many of them off their lands. The history of relations between Aborigines and the rest of the Australians was darkened by distrust and despair. Discrimination against the Aboriginal people became embedded in Australian culture. As recently as two generations before the Olympics, Aborigine children still could be taken from their families to be raised outside their native traditions. As recently as 30 years before the Olympics, Aborigines still could not vote.

Then Cathy Freeman won the Olympic gold medal. She crossed the finish line to the cheers of 110,000 fellow countrymen in the stadium and millions more throughout Australia—people cheering not only for the runner's personal achievement, but also in recognition of the enormous cultural change occurring in their nation. On her victory lap, Cathy Freeman carried two flags—that of Australia and that of the Aborigine people—knotted together to form one.

It was a crystalline moment for Australians, a recognition that their culture would, from that moment on, be forever changed for the better. But it was a change a long time in coming, a gradual change that had involved the efforts of great numbers of people over a great many years.

Just as Cathy Freeman's victory in the Olympic race was won a single step at a time, the cultural change that is occurring in Australia is a victory won out of many, many small, incremental steps. The vision of a fairer, freer nation is being slowly realized as Australians make it their mission to accept change within their culture and to embrace the better world that lies beyond.

We cannot become what we need to be by remaining what we are.

The Ultimate Step—Lead Change Through Lifelong Learning

If the world around us were constant, we wouldn't need to change. Everything would stay the same, and so could we. It would be easy, though in the absence of change we would be bored right out of our minds.

Of course, we live in a world swirling with change, change that seems to be occurring at an ever-increasing rate. We can be fearful of it or we can embrace it, move with it, and enjoy what it has to offer.

To take full advantage of change, each of us needs to be a lifelong learner. The leadership needs of the future will be different from what they are now. Leaders will need to adapt to succeed. They will need to embrace change.

The way to embrace change at a personal level is through lifelong learning.

Leaders are educators. They don't just educate others, though. They are also responsible for seeing to their own continuing education.

Mental Habits That Support Lifelong Learning

- Risk taking
- Humble self-reflection
- Solicitation of opinions
- Careful listening
- Openness to new ideas

If we have a clear vision of what can be, then leading change can help make it so.

Day Four: Patrol Leaders' Council Meeting

Time Allowed

30 minutes

Learning Objectives

The patrol leaders' council meeting on Day Four.

- Empowers patrol leaders with the resources and guidance that will enable them to help their patrols progress toward becoming fully productive teams.
- Models ways to run an efficient, well-planned meeting.
- Allows patrol leaders and Wood Badge staff to assess recent activities.
- Reviews essential information about upcoming patrol and troop events.

Materials Needed

- Patrol Leaders' Council Meeting Agenda (one copy for each patrol leader; see appendix.)
- Day Five Course Schedule (one copy for each patrol leader; see appendix)

Recommended Facility Layout

Previous meetings of the patrol leaders' council took place in the troop meeting area. Now that the course has progressed to the outdoor experience, the patrol leaders' council meeting must find a new location. The central assembly area may be appropriate, or there may be another nearby site with enough room and shade from the sun to enhance the comfort and productivity of those in attendance.

Delivery Method

The Day Four patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.

**Presentation
Procedure
Agenda**

The first items of business are to distribute copies of the meeting agenda, welcome everyone, and introduce those in attendance.

Adjourn the Meeting

Ask participants: "How are you feeling? How are we doing?"

Answer any questions.

Adjourn.

Day Four: Generations in Scouting (Troop Presentation)

Time Allowed

60 minutes

Learning Objectives

As a result of this activity, participants will be able to

- Understand generational differences as another aspect of diversity.
- Consider how these differences impact each group.
- Understand the “adult led, youth run” aspects of a unit.
- Learn ways to work together across generations for a better future.

Materials Needed

- Adhesive notes labeled with generationally diverse character names
- Small group activity worksheets/situations
- Handout with characteristics of each generation
- Flip chart pad and markers

Recommended Facility Layout

Troop meeting area

Delivery Method

This presentation includes an opening game, buzz groups, and facilitated discussion.

Presentation Procedure

No special considerations apply to this presentation.

Presentation

Say: Welcome. This presentation is on generations in Scouting. This topic has some personal relevance to me because when I was in my mid-20s, I served on the Key 3 as a district commissioner and then district training chair. I was definitely the only one in my age group. In these roles, I had to find ways to work productively with my Scouting peers and friends in order to build a strong Scouting program in my area.

As we go along, I will be asking a lot of questions, so I hope you all contribute to this discussion.

I hope you take home some of the following points:

- Generational differences are just another aspect of diversity.
- These generational differences impact each group.
- These differences give more insight into the “adult led, youth run” aspects of each unit.
- Learning to work together across generations will help us build a better future.

The first thing we are going to do is to play a game.

Staff members are going to place an adhesive note on your back, which you will not be able to see. Each note has the name of a famous person written on it, covering various decades from 1900 to today—people such as John Lennon, Amelia Earhart, and Gandhi.

You are going to pair up with a person from a different patrol and figure out “who you are” by asking the other person up to 20 questions about the person named on your note. And _____ (staffer), I’ll pair up with you because I know we aren’t evenly numbered (check).

Remember as you play the game, a Scout is trustworthy, so please don’t cheat and peek at your note. (Give the group five minutes.)

All right, we are going to wrap it up here, so can everyone please find their seats? Who was successful in guessing their person? Raise your hand. Who did not guess their person? OK, that’s fine.

I’d like to get your input on the following question: “What is a generation?” (Let participants give input.)

These are all good points. Thank you.

The dictionary gives one meaning of generation as a group of people who were born in approximately the same time frame who share common cultural icons and attitudes. For example, we have the “TV generation” and the “YouTube generation”—probably sitting together right here in this room.

So now let’s take this concept of generations and pull it into Scouting. Scouting has been around for more than 100 years, and while much is the same, many changes have occurred as well.

I’d like you all to think back on just the past 30 years—back to good old 1984, just about when the movie *Back to the Future* came out.

Since that time, how is Scouting the same? Anyone want to share?

So on the flip side, how is it different? How has Scouting changed?

(Lead to questions such as “Why do you think it has changed?”)

Does anyone want to share what they think future changes will look like?

How are these changes a reflection of different generational inputs into the program?

- The Scouts themselves have a huge impact because of their changing interests and technology.
- Young parents and the rise of single-parent households—Scouting definitely needs to be convenient and accessible for their busy schedules.
- Experienced members (aka Ancients)—deep knowledge of the program to help keep that continuity and tradition.

Back on Day Two, we had a great presentation on leveraging diversity through inclusiveness. We discussed differences in gender, education, ethnic background, and many other factors, just one of which is age.

We currently have five major generations participating in our program. Each group has different expectations, communication skills, learning styles, commitments, motivation, training, productivity, engagement, feedback, and evaluation styles, just to name a few.

Let us take a look at generations currently involved in Scouting:

1. Greatest Generation—born 1925 to 1945
2. Baby Boomers—born 1946 to 1964
3. Generation X—born 1965 to 1981
4. Millennials—born 1982 to 2000
5. Generation Z—born 2001 to today, but apparently the last generation; otherwise we'll have to go to double A's

So now I'm going to share some events and experiences that shaped each generation. It's important to remember that the event MAY NOT necessarily have occurred in the years I just mentioned, but its impact was felt most by that generation.

The Greatest Generation (born 1925 to 1945)—also known as Traditionalists or the Silent Generation

This generation experienced:

- The aftermath of World War I
- The Great Depression
- Roosevelt's New Deal
- The attack on Pearl Harbor, which led to America's involvement in World War II
- The Korean War
- The GI Bill
- The introduction of radio
- The introduction of the telephone

The conclusion of World War II brought the start of **the Baby Boomer Generation (born 1946 to 1964)**. With television coming into their living rooms, this generation witnessed:

- Student protests
- The civil rights movement
- Watergate
- The Cold War
- The Vietnam War
- Woodstock and the power of music during the Summer of Love
- The space race, which is when the events in *October Sky* took place
- Assassinations of American leaders
- The introduction of credit cards, which changed the financial system and how people paid for goods

Then came **Generation X (born 1965 to 1981)**, which saw the rise of:

- The Internet
- Cellphones and video games
- The HIV/AIDS epidemic

On TV, this generation saw:

- The fall of the Berlin Wall
- The Challenger disaster
- Desert Storm and Gen. Norman Schwarzkopff
- The first music videos on MTV (back when it actually played videos)

Millennial Generation (born 1982 to 2000)—also known as Generation Y

What did this generation grow up with?

- School shootings such as Columbine
- The rise of social networking, with chat rooms, Facebook, and now Twitter
- The Enron/WorldCom scandals and the dot-com bubble
- Advances in genetics, shown by the cloning of Dolly the sheep
- 9/11, which cast a huge shadow on the entire world and led to wars in Iraq and Afghanistan

Generation Z (born 2001 to today)—aka Digitals. These kids are just now coming into Scout troops. Theirs is an age of:

- Tablets, apps, and smartphones

- Climate change
- The housing bubble and great recession
- The cloud and issues of data security
- But they have also seen gains in equality in terms of race, gender, and same-sex relationships

I'm going to have a couple of staff members come back up and give each of you a Characteristics of Generations handout. It does just list the first four generations I've talked about, but I want each of you to spend the next couple of minutes reviewing this sheet. (Give the group five minutes.)

Do you agree with the assessment of your generation? How about of other generations? Are they accurate? Are there descriptions in other generations that fit you or others about your same age?

(The characteristics are just generalities; there will always be individual traits that can be found in any of the groups.)

So why is this information important to you and to me? Let's go back to the Day Two discussion on diversity and inclusiveness.

Can knowing about these generational differences help with our leadership or teaching skills? Can this impact how we use the EDGE method? How are our other leadership skills such as communication and conflict management influenced by this information? It's important to know.

Even though it's late in the process, how can you use this in writing your ticket? Remember, diversity is a required component of at least one item.

Here's some good news! Scouting has never been more diverse in gender, ethnic background, and age of participants. If you look around in your unit, you just may find members of every generation I described earlier.

Scouting is also always reaching out for more opportunities to serve communities in new and unique ways. The challenge or opportunity is to create a cohesive team to address the specific needs and challenges of the units, the districts, the councils—and, most of all, the Scouts!

One of the roles of a leader in any group is to engage the minds and ensure the commitment of all participants in order to meet the productive output required (the goal) while maintaining positive attitudes (the morale). Does this sound like the skills vs. enthusiasm in the stages of team development?

Today's Scouts are from both the Millennial Generation and beyond—this group is still fairly new to our program. They are likely to be far more similar to each other than they are to Gen Xers, Boomers, or the Greatest Generation. There is a world of electronics and technology.

This is a challenging world, and we must do all we can to give them the skills to confront the difficulties that we—and that they—will face.

Let's go back to the character-guessing game. For those who weren't able to guess correctly, it may be because the character fell into an underrepresented age group.

I have another scenario for us to examine: Let's say you are conducting a leadership training course for young Scouts with your older youth serving as staff. You have some multigenerational adult advisors and 10 older teens ages 15 to 17 (Millennials). The youth staff feels they should totally run the show and make all of the decisions. They do not want any input from YOU, their adult advisor.

You agree that most of the presentations and activities can and should be run by your youth staff, but you are responsible for all aspects of the course, from safety to budget to the final implementation of the training material. The buck stops with you. The youth staff is great and full of talent but needs some polish—and right now they want to kick back rather than continue to practice the staff development session and other presentations. And by the way, the course begins tomorrow.

- Who runs the show—you or them?
- What do you do when the youth make a decision you do not agree with?
- How can the expectations and characteristics of each of the generations factor into this conflict?

The good news is it is not “us against them.” We can and must work together as one team, old and young, across generations. There is no right or wrong style or generational type.

Here's another example from the sporting world and the 2010 NCAA Final Four in Indianapolis. Coach K (Coach Mike Krzyzewski of Duke University) is a Baby Boomer who teaches classic basketball fundamentals. He is a Top 5 coach, has won four national championships, and is a legend destined for the Hall of Fame. His team came out for pregame warm-ups all wearing exactly the same attire, performing consistent team drills, and behaving in a very disciplined manner.

Duke was facing Brad Stevens and his team from Butler University. Coach Brad is a Gen Xer who is on his second career (his first job was in advertising for corporate America). Now, he also understands basketball very well and really knows how to build teams. His team participated in pregame warm-ups dressed in all varieties of Butler wear, preparing in their individual ways, with many wearing iPods, listening to music, and enjoying the moment.

Although there is still an “old-school” mentality when it comes to sports fundamentals, we can all be reminded how important it is to adjust your beliefs as a leader based on *whom you are leading*. While Duke won the game, the Butler team gave Coach K and his team more of a challenge than anyone thought they would.

Teaching is one thing, but building a cohesive team is often more than simply providing direction. Sometimes you have to bend and let the team do some of “their” thing.

Has anyone here needed to make adjustments to your leadership style to effectively lead younger generations? What did you start doing differently?

Now the question is this: Was the leader serving the needs of his followers, or were the followers being led by a transformational leader? Either way, both of those basketball teams were prepared for the challenge both mentally and physically.

Gather in your patrols and discuss the situation in your Generations Worksheet. Brainstorm as a patrol and, considering the generational facts you are aware of, describe potential issues or conflicts and opportunities or new ideas for each situation. (After five minutes, have each patrol leader share his or her patrol's insights with the larger group.)

Thank you for sharing. These are all great points.

Young people respect and are willing to learn from well-intentioned people of their parents' and grandparents' generations. If they know you care, they might just want to see how much you know. The youth of today are open to partnership—be sure that YOU are.

They have much to share and to say, so listen to them. Find your shared vision and make it a reality.

Scouting tomorrow will be as different from today as it was 30 years ago.

By using the skills that we are learning here at Wood Badge, we will be able to work *together* to create the greatest change in Scouting history and equip our next generation of leaders to build upon our legacy—a legacy of positive influence on every generation, including the ones to come.

Let's remember the mission of the BSA. (Have someone read the following.)

The mission of the Boy Scouts of 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.

As I begin to wrap up, I have some enlightening words from Chief Scout Executive Bob Mazzuca and National Order of the Arrow Chief Brad Lichota from the 2010 National Annual Meeting.

Mazzuca: The National Council is committed to following a new strategic direction. The stakes are simply too high to put forth anything less than our very best effort. You can count on me to hold our team accountable at all levels and demonstrate the same commitment to this strategic direction as we will ask of you.

You see, this plan represents more than just figures and measurable goals. It represents a new attitude, a new way of thinking about Scouting and the role we play in shaping America's youth. With the right attitude, this plan has the power to change the world.

To help me explain the kind of attitude I'm talking about, I've asked Brad Lichota to join me and share a few thoughts with you. Brad is 19 years old and presently serves as the national chief of the Order of the Arrow. Guys like Brad are important to our organization because they represent our potential to build men of character and integrity.

If we are to succeed in the second century of Scouting, we must be willing to listen and learn from young people, just as we hope they will listen and learn from us. But as I said, it takes a special attitude to achieve this result. Listen to what Brad has to say about it.

Lichota: Julius Caesar, at a young age, captured 800 cities and conquered 300 nations. George Washington was appointed adjutant general at 19 and won his first battle as a colonel at 22. Galileo was but 18 when he saw the principle of the pendulum. Steve Jobs started Apple Computers at the age of 21. E. Urner Goodman founded the Order of the Arrow at the age of 24. These men, I believe, are a fine example of the potential of youth.

Mazzuca: Verdi, an Italian composer, at 85 produced the famous *Ave Maria*. At 79, Oliver Wendell Holmes, the great American jurist, wrote *Over the Teacups*. The Italian statesman and prime minister, Cato, began his study of Greek at 80. The English poet Tennyson wrote "Crossing the Bar" at 83. Baden-Powell founded the Scouting Movement at the age of 53. These men, I believe, are a fine example of the fact that people continue to accomplish great things in their later years.

Lichota: Youth is not a time of life . . .

Mazzuca: . . . It is a state of mind.

Lichota: Nobody grows old merely by a number of years.

Mazzuca: We grow old by deserting our ideals.

Lichota: Years may wrinkle the skin, but to give up enthusiasm wrinkles the soul.

Mazzuca: Worry, doubt, self-distrust, fear and despair—these bow the heart and turn the spirit back to dust.

Lichota: Whether 60 or 16, there is in every human being's heart the love of wonder . . .

Mazzuca: . . . the sweet amazement at the stars and the starlike things . . .

Lichota: . . . the undaunted challenge of events . . .

Mazzuca: . . . the unfailing childlike appetite for what-next . . .

Lichota: . . . and the joy of the game of living.

Mazzuca: You are as young as your faith . . .

Lichota: . . . as old as your doubt;

Mazzuca: as young as your self-confidence . . .

Lichota: . . . as old as your fear;

Mazzuca: as young as your hope . . .

Lichota: . . . as old as your despair. Age is not a barrier that divides us from each other.

Mazzuca: It is a bridge over which God grants us the grace to cross.

Lichota: None of us can look ahead and understand the journey of those who've come before us.

Mazzuca: But we all can look back and learn from the challenges those behind us are facing.

Lichota: The secret to our success does not lie in forcing the young to be old.

Mazzuca: It lies in each one of us allowing our hearts, our minds, and our souls to stay young. Only then can we truly understand each other.

Lichota: Only then can we truly prepare each other for what's next.

Mazzuca: Only then can we design a future worth fighting for.

Lichota: Separately, we have accomplished great things.

Mazzuca: But together, we can, and I promise you, Brad, we will, accomplish even greater things. Welcome to the second century of Scouting!

Generations in Scouting—Remember that age is just a number. Let's make those numbers work in our favor, so that together, we ALL can win!!

Thank you very much for your time.

Characteristics of Generations

Common Traits/Values of the Greatest Generation

- Loyalty
- Patriotism
- Hard work
- Working together
- Dedication and sacrifice
- Honor and duty before pleasure
- Conformity
- Leaders should lead/troop should follow
- Value of money

Three things to remember about the Greatest Generation:

- We want to contribute in a meaningful way.
- We want to continue improving skills and stretching our talents.
- We want more flexible ways to be involved in organizations as we grow older.

Common Traits/Values of the Baby Boomer Generation

- Optimism
- Competitiveness
- Question authority
- “Me” generation
- Idealistic
- Want full disclosure and information

Some points to remember about the Baby Boomers Generation are:

- We want meaningful work.
- We need flexibility to meet our conflicting life demands.
- We need stimulation and a change of pace.
- We crave recognition and need changes in roles and responsibilities.

Common Traits/Values of Generation Xers

- Independent
- Resourceful, want to be self-sufficient
- Work-life balance
- Continuous skill development
- Problem solvers
- Want full disclosure and information

Some points to remember about Generation X:

- We want meaningful work.
- We want to contribute quickly.
- We can figure it out for ourselves.
- We expect flexibility and respect.

Common Traits/Values of the Millennial Generation

- Pragmatic
- Critical thinkers
- Feedback
- Working together/collaboration
- Respect
- Sociable environments

Things to remember about Millennials:

- We want individual responsibility and freedom to make decisions.
- We want opportunities to learn and grow, collaborative processes, and open and honest communication.
- We want flexible work with ample free time.
- We want respect from our older associates.

Optional Activity: The Four Generations

Give the patrols a copy of the Generations Work Sheet from the appendix.

Situation One (patrols 1 and 5)

Situation Two (patrols 2 and 6)

Situation Three (patrols 3 and 7)

Situation Four (patrols 4 and 8)

Explain that they should brainstorm as a group and, considering the generational facts they are aware of, describe potential issues/conflicts, opportunities/new ideas for each situation. After they have brainstormed for five minutes, have each patrol share what they wrote with the larger group.

Day Four: Problem Solving and Decision Making (Troop Presentation)

Time Allowed

30 minutes



Learning Objectives

As a result of this session, participants will be able to

- Analyze a problem and submit it to a systematic problem-solving process.
- Understand the relationship between problem solving and project management.
- Put into action many of the skills and ideas they have learned during the Wood Badge course.
- Prepare themselves for the upcoming problem solving round-robin.

Materials Needed

See "Delivery Method."

Recommended Facility Layout

Troop meeting area

Delivery Method

This is a presentation by a Wood Badge staff member. Key points can be illustrated with illustrations, overhead projections, flip charts, or PowerPoint® slides.

Presentation Procedure

Project Planning vs. Problem Solving

On Day Two, participants were introduced to the five steps of team-based project planning.

Five Steps of Team-Based Project Planning

1. Project overview
2. Work breakdown structure
3. Activity assignments
4. Action on the plan
5. Closeout report

That's a very effective strategy when the goal is clear. For example, you're given a task such as building a rocket. By following the five steps of team-based project planning, team members can focus their time and energy to reach the goal in the most direct manner. Vision and mission come into play to help us define goals that have value, and can lead us to them even if the process is very long.

On the other hand, teams and individuals are often presented with more immediate problems to solve:

- Problems that arise within the context of a larger project. (What sort of fins should a patrol rocket have? How will we transport our patrol project to the presentation site?)
- Problems that arise independent of projects. (How shall we set up our camp so that it follows the principles of Leave No Trace? What will we do about a sudden first-aid emergency?)

The stages of effective planning can be used for problem solving, although they may be too heavy an instrument for many problems. You don't need a sledgehammer if a flyswatter will do the job.

Steps in Problem Solving

Consider the following steps to problem solving. Notice that they are similar to the steps of effective planning but are intended to be quicker and more adaptable to immediate challenges rather than long-range goals.

Five Steps of Systematic Problem Solving

1. Describe the problem.
2. Gather information.
3. Determine the most important factors that contribute to the problem.
4. Visualize what success looks like.
5. Create action steps that will lead to that success.

Let's look at these steps more closely.

- 1. Describe the problem.** Do this as accurately and completely as possible. The better you understand the problem, the more quickly and efficiently you can solve it.
- 2. Gather information.** Consider *quantitative* information (facts that can be measured) and *qualitative* information (how people feel about the situation).
- 3. Determine the most important factors that contribute to the problem.** Figure out what is causing the problem. Factors may include timing, personnel, the setting, or a combination of all three.

4. **Visualize what success looks like.** Describe how things will be when the problem is solved and everything is working well.
5. **Create action steps that will lead to that success.** Action steps close the gap between the current situation and your visualization of success.

As with the steps of project planning, each step of problem solving demands that decisions be made.

Advantages of Systematically Solving Problems

- The problem-solving process is a time-saver. With an organized approach to a problem, issues can be dealt with in an orderly and timely fashion.
- As teams become accustomed to using a systematic approach, they can solve problems more quickly and efficiently.
- A systematic approach increases the odds of success.

Making Decisions

Whether a team is approaching long-range goals or dealing with immediate problems, there are points at which decisions simply must be made. The nature of the team, its experience together, and the situation it finds itself in can all contribute to the way team members reach decisions.

There are many ways that teams can make decisions. Among the many useful decision-making tools are

- Brainstorming
- Multivoting
- Consensus
- Parking lot

Brainstorming

Brainstorming allows for the free flow of ideas. As team members bounce thoughts off one another, the combined result can be greater than any of the individual contributions.

1. Encourage everyone to participate. Their ideas are valuable.
2. Think outside the box; that is, consider solutions beyond the obvious. Encourage this kind of input by agreeing at the outset not to be critical of the ideas of others.
3. Piggyback ideas. One person's thoughts can build on the ideas of others.
4. Consider how similar problems have been solved in the past, both by the team and by others. There is no need to reinvent the wheel every time.

Consensus

Consensus occurs when a discussion leads to agreement without resorting to a vote.

1. The team works in an atmosphere of trust and agrees to abide by the group agreement.

2. Possible solutions are assessed and evaluated to see if they fit the vision of what success looks like.
3. If possible, give the consensus decision a trial run before finalizing it. That can reduce anxiety about failure.

Multivoting

When presented with many options, multivoting allows team members to cut a list down to a manageable size.

1. Each team member has an equal number of votes.
2. If sorting a list, members rank the items on the list. If reducing it, members cast out the poorest choices.
3. Cast votes and total scores. Repeat, if necessary.

Parking Lot

This is a process of tabling parts of a discussion that are not directly related to finding a solution to the problem at hand. It permits team members to feel that all of their suggestions are being considered, even if at a future date. It also helps a team hold onto fresh ideas whose time has not yet arrived.

1. Acknowledge that an issue is not immediately relevant.
2. Write a brief description of the issue so that it can be brought up for discussion at a later time.

Group Issues for the Problem Solving Round-Robin

Immediately following this troop presentation, patrols will have the opportunity to practice problem-solving strategies at a number of different stations in the problem solving round-robin. While all the participants are still gathered together, do the following:

- Explain the logistics of the round-robin—how it will work, where each patrol will begin, how much time they will have at each station, etc.
- Explain the role to be played by the youth participating in the course as Venturing crew representatives. They will facilitate each of the problem-solving stations. They will explain the situation, introduce the problem, and offer a patrol whatever resources and guidance are appropriate. If they see any actions they deem to be unsafe, they have the authority to correct the situation or to halt the activity.
- Discuss any safety issues that will be factors during the problem-solving activities. These may include the use of Wood Badge staff members as spotters during certain activities, and offering alternative activities for participants who have physical limitations.

Day Four: Problem Solving Round-Robin (Patrol Activity)

Time Allowed

75 minutes

Learning Objectives

As a result of this session, participants will be able to

- Put into action the principles they have learned about problem solving and decision making.
- Practice teamwork.
- Have fun.

Materials Needed

Every activity in the round-robin has its own requirements for materials. See the descriptions in this section.

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 also be close enough to one another for patrols to move quickly from one event to the next.

Youth serving as Venturing crew 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. They should have the assistance of the Troop 1 quartermaster and the assistant Scoutmaster assigned to this duty.

Delivery Method

- The round-robin is made up of the same number of events as there are patrols in the course.
- Patrols rotate through the round-robin, spending 10 minutes at each station.
- In a Wood Badge program with eight patrols, there may be time for each patrol to visit only seven of the stations.

- A Venturing crew member at each station will explain the problem-solving situation to participants and provide them with the materials they need. If appropriate, crew members will offer additional guidance to allow patrols to complete an event. They will also monitor activities to ensure that activities are conducted safely. *Venturing crew members have the authority to stop any activity that they feel is unsafe or inappropriate.*
- Wherever needed, spotters should be utilized.
- Someone serves as timekeeper, sounding an alert at the end of each 10-minute segment that patrols should move on to the next events.

Presentation Procedure

Introduction

At each station, a Venturing crew member presents a patrol with a problem to be solved. Patrol members will use a systematic problem-solving process to come up with a solution and then will test their plan by putting it into action.

Each event of the problem solving round-robin has its own presentation procedure. See the descriptions below for details.

Note: In addition to being fully prepared to facilitate the round-robin events, youth serving as Venturing crew members should also be versed in the material presented during the “Problem Solving and Decision Making” presentation that precedes the round-robin. As patrols take part in the events, Venturing crew members can offer guidance in the form of problem-solving techniques drawn from the earlier presentation.

Trolley

The Trolley is a traditional Scouting challenge-course problem that requires the utmost in teamwork for a patrol to succeed.

Equipment

Two 2½-by-6-inch boards, each 10 to 12 feet long and each having 2½- to 3-foot lengths of rope attached at 1-foot intervals.

Preparations by the Instructor

- a. Mark the start and finish points of the trolley course.
- b. Inspect the condition of boards and ropes.
- c. Place the trolley at the starting point.

The Problem and the 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:

- a. Once the trolley begins to move, participants may not touch the ground.
- b. A time penalty will be assessed whenever a participant steps off the trolley.
- c. Trolley sections may not be placed end-to-end or on top of one another.

Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- b. Monitor the activities of each patrol.
- c. After a patrol completes this task, encourage the patrol members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions

Use a smooth, level area for this problem.

Variation on the Original Problem

Challenge patrols to traverse the trolley course backwards.

Traffic Jam

Traffic Jam presents a patrol with a problem that requires strategic thinking and cooperation.

Equipment

Nine squares, approximately 3 by 3 feet. These may be made of cardboard, plywood, old tarps, or other durable material. There must be one more square than there are participants solving the problem.

Preparations by the Instructor

Arrange the squares in a straight line on the ground, spaced an easy step from one another. Include one more square than the total number of participants (i.e., a patrol of eight members will need nine squares.)

The Problem and the Objectives

The patrol divides into two groups of equal numbers. (Patrols with an odd number of members can include the instructor as a participant.) One half takes up positions on the squares to the left of the center square while the other half stands on the squares to the right of the center square, one person to a square.

Using only legal moves, the two halves of the patrol must exchange places on the line of squares. All members starting to the left of center are to end up on the right, and all members starting to the right of center are to end up on the left. The following rules determine how movement can occur.

- a. Only one person at a time may move.
- b. An individual may move to an empty space in front of him or her.
- c. Individuals may not move backward.
- d. An individual may move to an empty space behind a person who is facing him or her.
- e. Any move around someone facing the same direction as the mover is illegal.

Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- b. Monitor the activities of patrol members.
- c. After a patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions

The squares should be placed on smooth ground in an area free of obstructions.

Variation on the Original Problem

Invite patrols to remain silent while addressing the problem.

Brownsea Island Turnaround

A patrol on Brownsea Island is asked to help conserve the area by rotating their 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 by 5 feet in size. This will serve as “Brownsea Island.”

Preparations by the Instructor

Spread Brownsea Island flat on the ground in an area free of obstructions.

The Problem and the 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:

- a. All patrol members must remain on Brownsea Island for the duration of the challenge.
- b. No participant may be lifted above shoulder height.

Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- b. Monitor the activities of patrol members.
- c. After a patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions

“Brownsea Island” should be placed on smooth ground in an area free of obstructions.

Wiggle Woggle

Equipment

- Metal ring, approximately 1½ inches in diameter
- A length of parachute cord or other light line, approximately 10 feet, for each patrol member
- Balls of assorted sizes (golf ball, tennis ball, baseball, softball, soccer ball)
- Bucket or large tin can

Preparations by the Instructor

Prepare the Wiggle Woggle by using bowline knots to tie the ends of the cords to the metal ring (one cord for each member of the patrol). Lay the ring in the center of the activity area and arrange the cords on the ground as if they were the spokes of a wheel.

Place one of the balls on top of the Wiggle Woggle. (Some experimentation by staff ahead of time should make it clear which size ball will provide patrols with the most appropriate degree of challenge. Larger balls will probably be more difficult to manage than those that are smaller.)

Determine the course over which patrols must carry the ball and set out the bucket or can that will serve as the goal.

The Problem and the Objectives

The task for each patrol is to use the Wiggle Woggle to move the ball from the starting point to a prescribed destination, then drop the ball into the bucket or can. The following rules must be followed:

- a. Each patrol member must maintain a grasp on the end of one of the Wiggle Woggle cords.
- b. Other than their hold on the ends of the cords, patrol members can have no other contact with the cords, the woggle, or the ball.

Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- b. Monitor the activities of patrol members.
- c. After a patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Variations on the Original Problem

Changes in the size of the ball and in the placement of the goal can dramatically alter the difficulty of this problem. Consider having patrols move the ball uphill, between two trees, or to a goal that is placed against a wall.

Mafeking Message Machine

Equipment

- 10 to 12 “message tubes” (Form the tubes by cutting 2-inch diameter PVC tubing into lengths of 18 to 24 inches. Add variety by attaching PVC elbow joints to one or both ends of several of the message tubes.)
- Golf ball

Preparations by the Instructor

- a. Determine the starting point and destination of the message.
- b. Pile the message tubes near the starting point.

The Problem and the Objectives

The patrol members are scouts serving under the command of Baden-Powell during the siege of Mafeking. In his usual clever way, he 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 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:

- a. Patrol members cannot touch the ball. (That would leave telltale fingerprints.)
- b. A patrol member who has the ball inside a message tube cannot move his or her feet until the ball has passed into another message tube.
- c. The ball must remain hidden in the message tubes. (The Boers are watching with their binoculars.)
- d. At no time can the ball touch the ground. (Nobody but Baden-Powell knows why—it’s just a rule.)

Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- b. Monitor the activities of patrol members.
- c. After a patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

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 will also find the problem more difficult if they must solve it in silence.

Nail-Biter's Nightmare

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 work space, 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:

- a. The large nails can touch only the upright nail and/or one another.
- b. The large nails may not touch the board.

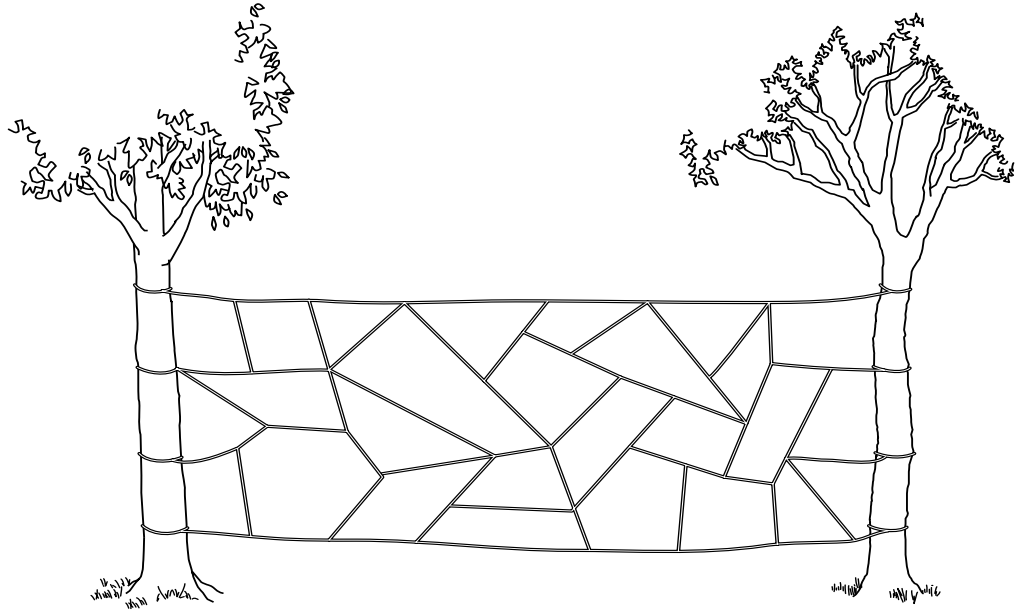
Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- b. Monitor the activities of patrol members.
- c. After a patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Variations on the Original Problem

The original problem is sufficiently difficult. There are, however, a surprising number of variations in workable solutions.

Spider Web Equipment



A grid-shaped web made of parachute cord is 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.

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 problem solving 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 Scout hike, the patrol finds its way blocked by the spider web. Patrol members must cooperate to get all of the patrol to the other side of the web. While doing so, participants must follow these rules:

- a. No one can touch the web.
- b. 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.
- c. If any participant is lifted off the ground by other patrol members, that participant must be protected from falling.

Tasks of the Instructor

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- b. Monitor the activities of patrol members.
- c. After the patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.
- d. Act as a spotter to help protect any participant lifted off the ground.

Safety Precautions

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.

Variation on the Original Problem

Invite patrols to remain silent while addressing the problem.

Human Knot

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

- a. Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- b. Monitor the activities of patrol members.

- c. A team 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.
- d. After the patrol completes this task, encourage the members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal.

Safety Precautions

Participants must move deliberately to minimize the possibility of injury.

Variations on the Original Problem

The original problem is sufficiently difficult.

Day Four: Managing Conflict (Patrol Presentation)

Time Allowed

60 minutes



Learning Objectives

As a result of this session, participants will be able to

- Better understand conflict from a leadership point of view.
- Acquire new tools for successfully managing conflict situations.

Materials Needed

- Key points of the presentation, presented as PowerPoint® slides, overhead projections, or flip-chart pages
- A copy of the Norman Rockwell painting *The Scoutmaster*

Recommended Facility Layout

Patrol meeting area

Delivery Method

The presentation and activities are facilitated by each patrol's troop guide.

Presentation Procedure

Introduction

(Show the group a copy of the Norman Rockwell painting *The Scoutmaster*.)

Consider the Norman Rockwell painting of the Scoutmaster. It is a starlit night and the boys are all asleep in their perfectly pitched tents. The Scoutmaster, who looks like a cross between Cary Grant and John Wayne, is standing by the embers of the campfire. He is deep in contemplation, his face serene and satisfied. The message seems to be that the Scoutmaster is utterly competent in all that he does.

On the other hand, the message could just as well be that the only moment of peace and quiet the poor man gets is when the entire troop is unconscious.

Where was Rockwell earlier in the day when the Scoutmaster was shouting things like, "Hey, you kids stop poking that bear with that stick!" Where is the painting of the Cubmaster trying to calm parents upset over the outcome of a pinewood derby? Where is the portrait of the Varsity Scout Coach trying to get a team to

stop arguing over the officiating of an intersquad basketball game? Where is the image of the Venturing crew Advisor attempting to sort out the differences between several crew members on the first day of a two-week adventure? What about the district committee member confronted with a seemingly unresolvable argument between others on the committee?

Leadership is easy when everything is going well—or when everybody is sound asleep. Much of the rest of the time, leadership involves managing conflict by finding common ground among individuals, providing tools for people to settle their own disputes, and on rare occasions stepping in to make unilateral decisions.

Opening Exercise

Let's begin our exploration of conflict management with this exercise.

Get with a partner. One of you makes a fist. The other has two minutes to convince the first to open that fist without physically touching each other.

(Give participants a couple of minutes to do this.)

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

POSSIBLE STRATEGIES

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

The point of this exercise is to remind us that we can't make people do anything they don't want to do. If you ask a Scout, or a coworker, or a family member, or an adult colleague in Scouting to do something and they refuse, you can't force them to do it. There must be boundaries and rules, of course, and we'll talk about that in a moment, but the bottom line is you can't coerce someone to do something.

Think about one of the most basic conflict situations—between a parent and a child. How do you convince a child of 5 or 6 that it is time to put away the toys and take a bath?

(Let the group offer suggestions.)

In that situation, many of us use all sorts of rewards—you can read a book after your bath, you can bring one toy into the tub, you can fire up the massage jets, etc. But if that doesn't work, then what? What if the child digs in and absolutely refuses to obey? Often that's when we punish: Time out. Take away a toy. It is a "power over" situation. The same sort of situation often occurs with a boss and an employee. It can occur with a leader and a Scout.

Ultimately, you can only empower yourself. Then, within boundaries, you can encourage others to act in certain ways.

Be Aware of Yourself

The first thing to do in any relationship, but especially one that may involve conflict, is to look at yourself. Why is the issue at hand important to you? In the great scheme of things, does it really matter whether the other person opens his or her fist? Does the child really need a bath?

A Scoutmaster found himself nagging his Scouts on every campout to get busy with evening meal preparation so that they could eat supper at a reasonable hour. After this happened three or four times, he asked himself what was really at stake. When he was honest about it, he realized that he wanted the meal on time because he was hungry then and eating late made him grumpy. On the next campout he took along a sandwich and a couple of granola bars but kept them hidden from the Scouts. He said nothing to the Scouts as the afternoon lengthened into evening, but when he felt himself getting hungry he walked a short distance from camp and had a snack. The Scouts procrastinated a little longer, but eventually they got hungry, too, and in their own good time they prepared their meal and invited him to dine with them.

What the Scoutmaster had stumbled upon was the self-resolving conflict—a situation that, if given time, will work itself out without confrontation or argument. The Scoutmaster realized that he was attempting to impose his schedule on a group that was in favor of the ultimate outcome but resisted the time frame. When the Scoutmaster understood the larger picture and took steps to alter his role in it, the problem went away.

Be Aware of Others

When are people most likely to do what you ask them to do, especially if it is something they are less than excited about?

- When they trust you
- When they have experience with you and have found you to be a reliable leader and ally
- When they understand that you are making decisions for the good of the group
- Most of all, when they sense that you care about them

Early in this Wood Badge course, we discussed the importance of Listening to Learn. Listening is the most important skill in resolving any conflict, whether the conflict involves you as a participant or as a moderator. Unless you make a conscious effort to listen, you will miss vital facts and beliefs that could lead to a satisfactory resolution.

Consider this story:

A woman gets on an airliner. She is tired after a long business trip and just wants to get home. She has a window seat. A large man who is sitting by the aisle will not get up to let her reach her window seat. She struggles to get past him and sits down very put out. But she wants to be polite. “Where are you going?” she asks the man.

He doesn't look at her, but in a gruff voice says, "Farther than you, so don't think I'm going to get up when you get off."

She feels herself become angry, but takes a deep breath and decides to get more information. She continues to press the man to talk to her, and discovers that he is just recovering from an automobile accident and that it is very difficult for him to get up and down from a seat. It frustrates him, and he is fearful about whether he will ever fully recover.

The reality of that situation changed how the woman thought of the man's actions. They did not become best friends, but she realized how her first impressions of him had been wrong and that only through careful listening was she able to understand what was really going on.

Set the Scene for Cooperative Resolutions

Listening to people and paying attention to them is an essential step for establishing a relationship in which cooperation can occur.

Think back to the Who, Me? Game we did earlier in this course. Think of how you and others in your patrol have shared information about yourselves with one another. Remember the experiences you have shared in the last few days. Those are all points of contact, connections that provide a foundation of trust, understanding, and familiarity for further communication and, if necessary, for resolving conflicts.

In real estate, the rule is "Location, location, location!" In leadership, and especially when dealing with conflict, the bottom line is "Involvement, involvement, involvement!"

As a leader, the more you have shared with those you lead, the greater your chances of finding cooperative resolutions for conflicts. Developing that kind of connection cannot happen overnight, though. It is one of the ongoing challenges and rewards of good leadership.

The Most Important Question

Whenever you work with people, the most important question to ask them is, "What do you want?"

Think about that. When was the last time somebody asked you that? When was the last time somebody really listened to your answer?

For example, as a presenter I really want this presentation to go well. But if it isn't going well, then what? What can I do? I can lash out at you, demand that you pay attention. I can start crying. I can plead with you to cheer me on. I can just run away and leave all of you behind. Or, I might even be so bold as to ask all of you for suggestions about how this could go better.

So the first question in working with someone is: "What do you want?"

The Most Important Follow-Up Questions

Once you've gotten the answer to "What do you want?" there are three follow-up questions.

- "What are you doing to get it?"
- "Is what you are doing working?"
- "Do you want to figure out another way?"

Questions for Conflict Resolution

1. What do you want?
2. What are you doing to get it?
3. Is it working?
4. Do you want to figure out another way?

Think about the power of these questions when asked in this order. The first one focuses people's attention on what their real needs are and helps you see more clearly other people's points of view. The subsequent questions put responsibility on other people to be a party in examining where they are and then in finding pathways to reach where they want to be.

Questions 2 and 3 are vital. Don't skip them. They are questions that empower people. Give people the time and encouragement to figure out the answers, to understand their own path.

Too often we as leaders skip questions 2 and 3. We ask, "What do you want?" and then jump immediately to a variation of question 4, telling someone what we think they should do.

Questions 2 and 3 help people figure things out on their own and discover their own path. Question 4 gives them a way to invite you to help them explore other approaches to a problem. It encourages a cooperative effort—working together to help everyone get what they want.

Remember, you can't control another person—you can't open the fist of a person who refuses to open it. But you can persuade. You can join forces with him or her in a mutual search. You can encourage him or her to become an active seeker after meaningful answers.

Effective Communication in Conflict Situations

In the Wood Badge session on Communication, we talked about the fact that there is much more to conveying a message than simply repeating the words. Body language sends powerful messages, as does tone of voice.

For example, I can ask the most important question in four different ways and convey at least four different messages about my attitude and my willingness to work together toward a solution.

What do you want?

What **do** you want?

What do **you** want?

What do you **want**?

Professional conflict mediators are trained to manage their emotions so that they can be as objective as possible. That allows them to view a situation for what it is rather than to allow their anger or excitement or some other emotion to dictate their reactions.

Most of us here haven't had that kind of in-depth training. However, simply being aware of the need to step away from our emotional responses can help us react more effectively when a situation involves conflict.

One trick is to pay attention to your breathing for a few moments. When we are under stress, we often take rapid, shallow breaths. A few slow, deep breaths can refresh your brain with oxygen and help you focus more clearly.

If anger or frustration or some other emotion is clouding your ability to see an issue as objectively as possible, it's probably wise to step back for a minute or an hour, or even a day or more. Allow time to collect yourself before going forward. Remember the parenting trick of counting to 10 before reacting to a child's confrontational actions? The same principle holds true when you are engaged in difficult interactions with teenagers or adults.

Work on issues in the present and the future, not in the past. Rather than looking for blame and recrimination, steer conversations toward seeking solutions.

Any time you feel that you aren't making progress or that you don't know what to do next, return to the basic four questions.

1. *What do you want?*
2. *What are you doing to get what you want?*
3. *Is it working?*
4. *Do you want to figure out another way?*

Negotiating Limits and Rules

Are you law-abiding? (Most people will say yes.)

If a meeting is set to start at 8 A.M., do you arrive at 8:05? Is that OK?

When the freeway speed limit says 55 mph, do you drive 60? If so, why? Are you still law-abiding?

Scenario 1

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

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

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

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

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

Scenario 2

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

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

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

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

A Cooperative Approach

The ideal approach to a conflict is to engage everyone on an equal basis and help them come up with a solution on their own. We've already seen how this can work by asking the four questions:

1. *What do you want?*
2. *What are you doing to get what you want?*
3. *Is it working?*
4. *Do you want to figure out another way?*

You may discover that the older boys are eager for some time alone. Stronger than the others, the older boys may want to hike fast for the sake of hiking fast.

When the older boys hear you answer the same four questions, they may discover the importance of staying together for safety, for effective leadership, and for group morale.

Given the chance to figure out ways to resolve these differing needs, the older boys may have some good ideas. Perhaps for the duration of this hike they will stay with the rest of the group and be supportive of the younger Scouts. At a future date, you will help them organize an older Scout hike, or perhaps even see about organizing a Varsity Scout squad or Venture patrol in the troop.

A Directive Approach

Sometimes cooperation fails. The older Scouts of the group hiking in bear country continue to split off from the others, jeopardizing the safety of themselves and the rest of the group.

Leaders sometimes must make the decision that certain behavior will not be tolerated. Perhaps the most dramatic instances are when safety is being compromised and someone must take action immediately.

"Stop swinging that ax right now, and I mean right now!" Once the ax is out of the Scout's hands, you can begin discussing the dangers of chopping while barefooted.

Within the context of making such decisions—that is, identifying unacceptable behavior and then demanding the behavior change—it is still possible to act in a manner that is effective for you and understandable to those you are leading.

Rather than four questions, a direct approach to conflict resolution is built on four statements:

1. *This is what I want.*
2. *This is what I understand you are doing.*
3. *This is why that isn't working for me.*
4. *Here's what I need for you to do.*

While the end result is an immediate change in behavior, this approach gives leaders tools to explain themselves and provide a basis for a decision. It allows a leader and group members to interact on a healthy level, and it provides the opportunity for direct decisions to evolve into arrangements developed through a more cooperative approach.

As with any sort of leadership, being able to step in, if necessary, and set certain boundaries is easier to do if leaders have already established a relationship of trust and understanding with those they are leading. Leaders who have taken the time to listen and learn and care for people in their groups will have a much easier time negotiating with group members and individuals to establish the needs and solutions of everyone, leaders included.

You can be open with people in your group about your understanding of your responsibilities and what you expect from them. At its most basic, the contract between leaders and those who are led is as follows.

My Responsibility Is	Your Responsibility Is
To do all I can to ensure your safety. To help you get the most out of this experience. To be honest with you and treat you with respect.	To tell me when you don't feel safe. To help me ensure your safety. To be honest with me and treat me with respect.

Ideas we don't share often enough with others include these:

- "If I'm doing something that bothers you, I'd like you to tell me in a respectful way."
- "How will it be if we really get along? What will that be like?"
- "If I see you're having a problem, what do you want me to do?"

Conclusion

Return to the fist exercise. The right words will open it, but it takes awareness and understanding to discover what those words are. It is well worth the time and the effort—an open hand is far better than a fist.

Now ask each pair of participants to open their fists and shake hands with one another. That's the ultimate goal of conflict resolution—to build on common ground, to listen, to find solutions to situations that allow us to grow closer to one another rather than farther apart.

Day Four: Patrol Meeting

Time Allowed

60 minutes

Learning Objectives

The purpose of a patrol meeting is to

- Help each patrol build strong morale.
- Complete assigned tasks.
- Practice leadership and teamwork.
- Have lots of fun.

As with meetings of the troop and the patrol leaders' council, every patrol meeting taking place during a Wood Badge course should be organized in a manner that provides an ideal example of such a session.

Materials Needed

Patrol Meeting Agenda

Recommended Facility Layout

Each patrol will determine the location best suited for its meeting.

Delivery Method

The patrol leaders are the facilitators of the meetings of their patrols. They are responsible for using the agenda as a guide to conduct efficient, orderly meetings. 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.

Patrol Meeting Plan

DAY FOUR

Troop Campfire

Review the patrol's contributions for the troop campfire occurring on the evening of Day Four.

Conservation Project

Review the patrol's involvement in the conservation project that will occur on Day Five.

Tickets

Review progress on writing Wood Badge tickets.

Program or Service Patrol

Review any upcoming responsibilities as the service patrol or program patrol.

Patrol Project

Review progress on the patrol project. Devote remaining meeting time to working on the project.

Day Four: The Diversity Game (Patrol Activity)

Time Allowed

60 minutes

Learning Objectives

The Diversity Game provides an opportunity for patrols to continue the discussions begun earlier in the course during the sessions “Leading Change” and “Leveraging Diversity Through Inclusiveness.” The smaller setting and the nature of the questions in the game can encourage participants to more fully explore important issues of diversity and change.

Materials Needed

- The same board, game pieces, and rules as the Who, Me? Game played on the evening of Day One
- Diversity Game cards

Recommended Facility Layout

Patrol areas

Delivery Method

The game is introduced by the troop guide in such a way that all patrol members feel comfortable in participating fully. Troop guide departs and does not stay with the patrol during the playing of the game.

Presentation Procedure

Game Rules

The Diversity Game is played in the same manner as the Who, Me? Game, but with cards designed to explore diversity. Refer to the Who, Me? Game syllabus (Day One) for game rules. See the appendix for game cards.

Day Four: Participant Campfire

Time Allowed

60 minutes

Learning Objectives

As a result of the participants' campfire, participants will

- Have the opportunity to develop and present a campfire program.
- Use the model presented in the Day One instructional campfire as the framework for preparing a campfire program.
- Enjoy an evening of fellowship and fun.

Materials Needed

- The Campfire Program Planner (one copy included in each participant notebook)

Recommended Facility Layout

The instructional campfire on Day One took place in a “frontcountry” location. On Day Four the patrols moved to the “backcountry.” Participants can use the guidelines presented during the instructional campfire to select an appropriate location for the Day Four campfire.

Delivery Method

The program of the participant campfire should be planned, organized, and carried out by the participants themselves. The Day Four program patrol takes a leadership role in ensuring that all of the patrols are involved in the campfire program, that each patrol has an appropriate role to play, and that the campfire will be conducted in a timely manner.

PLANNING THE PARTICIPANTS' CAMPFIRE

At the Day Two patrol leaders' council meeting, the senior patrol leader presented the patrol leaders with the challenge of preparing and presenting a participants' campfire.

From the agenda of the Day Two patrol leaders' council meeting:

Assign the organization of the participants' troop campfire (occurring on Day Four) to the patrol that will serve on Day Four as the program patrol. Provide that patrol with copies of the campfire planning materials.

Reviewing the progress of planning the participants' campfire appears on the agendas of the Day Three and Day Four patrol leaders' council meetings. The senior patrol leader should take that opportunity to ensure that the organization of the campfire is on schedule and that the contributions that will be made by each patrol are appropriate. The senior patrol leader will help the program patrol include the Venturing induction ceremony in the scheduling of the campfire.

In addition to the songs, stunts, and stories the patrols will present, the senior patrol leader should also consider any associated issues such as laying and extinguishing the campfire, providing lighting, and putting the American flag in place. At some courses, staff members can take on these responsibilities; in other courses, these may be included along with other patrol duties.

Presentation Procedure

Role of the Wood Badge Staff

The senior patrol leader presented the patrols with the challenge of planning and putting on a participants' campfire. To the greatest degree possible, Wood Badge staff should sit back and allow the patrols to do just that.

Even so, the senior patrol leader should be ready to assist the patrols. If necessary, help should be subtle and unobtrusive—instructing staff to build up the fire, adjust the lighting, or otherwise improve the atmosphere of the campfire. In the unlikely event that a patrol's presentation is not in good taste, the senior patrol leader can encourage the campfire's master of ceremonies to take appropriate action.

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Day Five: Breakfast and Assessments

At the patrol meetings held during the Day One meeting of Troop 1, the troop guides introduced course participants to Start, Stop, Continue. Patrols were instructed to perform a self-assessment each morning during or immediately after breakfast, evaluating the previous day's performance of their patrol as a team.

- During breakfast on Day Five, each patrol will conduct a self-assessment of its Day Four performance.
- Copies of the Day Five edition of *The Gilwell Gazette* will be made available to course participants and staff.

Day Five: Gilwell Field Assembly

Time Allowed

30 minutes

Learning Objectives

A Gilwell Field assembly serves as the opening for Day Five of a Wood Badge course.

- It allows the participants and staff to gather as a group and is an opportunity for the senior patrol leader to make announcements and to conduct an informal survey of group morale.
- The retiring service and program patrols pass on their responsibilities, and incoming patrol leaders are inducted.
- Patrol members are recognized for their advancement to First Class rank.
- The flag ceremony and Gilwell Song help set the tone for the events of the day.

Materials Needed

- American flag
- Gilwell Troop 1 flag
- Historic American flag (British Union Flag or alternative)
- Large First Class rank patch for each patrol

Recommended Facility Layout

The setting will probably be the same as that used on Day Four for the initial gathering of the patrols upon their arrival at the outdoor experience site. Troop members will arrange themselves on Gilwell Field in the same manner as on Days Two, Three, and Four—forming a square with patrols making up three sides of the square and the Wood Badge staff filling in the side nearest the flagpoles.

Delivery Method

The Day Five Gilwell Field assembly is facilitated by the senior patrol leader and Scoutmaster.

Preassembly Preparations

At its meeting on the previous day, the patrol that will be the Day Five program patrol should have planned and practiced its presentations for the Day Five Gilwell Field assembly.

- Flag ceremony
- Presentation of the historic flag and song

Those patrols that served on Day Four as the program patrol and service patrol should bring to the assembly the emblems of office they received at the Day Four Gilwell Field assembly. Ideally, each patrol will have decorated the emblem in its keeping with a totem or other symbol of the patrol.

Presentation Procedure

Welcome and Flag Ceremony

Once the patrols and staff have gathered, the senior patrol leader will facilitate the assembly.

- Welcome
- Optional interfaith prayer/invocation
- Flag ceremony (program patrol)

The program patrol color guard presents the colors and raises the flag, then the program patrol leads Troop 1 in reciting the Scout Oath and Scout Law. Participants should be instructed to salute as the American flag is raised.

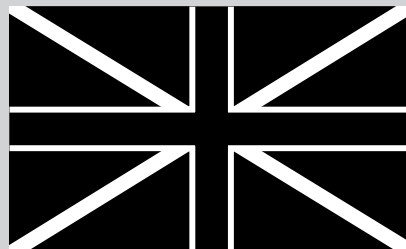
Presentation of Historic Flag and Song

Historic American Flag Presentation

(Members of the program patrol may present the British Union Flag or another historic flag of their choosing.)

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 flag and several flags of other nations, including New Zealand and Australia.



Patrol Leader Induction

Those who will lead the patrols on Day Five are inducted.

- The senior patrol leader thanks the outgoing patrol leaders for their service, then asks the newly elected patrol leaders to come forward, place their left hands on the troop flag, and give the Scout sign.
- The Scoutmaster administers the Patrol Leader Oath.

Patrol Leader Oath

I promise to do my best to be worthy of the office of patrol leader, for the sake of the Scouts in my patrol and troop, and in the world brotherhood of Scouting.

- The Scoutmaster and senior patrol leader congratulate the new patrol leaders.

Program and Service Patrol Transfer of Responsibilities

The senior patrol leader asks the patrol leaders of the program and service patrols serving since the Day Four Gilwell Field assembly to come forward with their symbols of office. The leaders of the patrols that will assume those responsibilities for Day Five also come forward. Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these august duties.

Recognition of Transition to Regular Patrol

While the patrol leaders are gathered in front of the Gilwell Field assembly, the Scoutmaster addresses them.

SCOUTMASTER: “Early in this Wood Badge course, all of the course participants bridged from Cub Scouting into new-Scout patrols. With the help of your troop guides, you earned your Scout badge and have had many other accomplishments.

“The members of the Troop 1 patrols have now become seasoned campers experienced in the ways of Scouting. You have now earned the privilege to become a regular patrol.

“I am pleased to present each patrol a First Class emblem to symbolize the transition from new patrol to regular patrol. This First Class badge symbolizes the progress each of you has made in working as a team in this Wood Badge course. It also represents the goal we set for every Scout—to reach at least the rank of First Class. Congratulations on your progression. As a regular patrol, you can camp out on your own, as will be the case this evening. You may now rejoin your patrols.”

Announcements

The senior patrol leader makes announcements.

- Address any safety or health issues regarding the patrols’ stay in the backcountry.
- Include information about the Day Six return to the “frontcountry.” Note how it will happen and what will occur once the patrols arrive.

Scoutmaster’s Minute

Note: In the previous 24 hours, participants have hiked to their patrol campsites, learned about leading change, valuing people and leveraging diversity, decision making and problem solving, and managing conflict. They have played the Diversity Game and delivered the participants’ troop campfire. They may be anxious to present their patrol project. In terms of team development, they should be well into the Norming stage and perhaps have become highly productive teams.

SCOUTMASTER’S MINUTE—DAY FIVE

A young boy was asked what he thought about change. He responded that he didn’t know enough about it to say much, but he liked things just the way they were. How much change he would experience in his life was still a mystery to him. All the excitement, challenge, and opportunity that change provides is one of the benefits of a full life.

Without change, we would have none of the high-tech equipment and materials that have improved our overnight camping experiences. Think of the material used in your tents, stoves, and packs. Think of the innovation that went into the original compasses and now the GPS instruments. Change, when viewed as an opportunity, opens all sorts of new possibilities for us. Ask yourselves, how are you viewing change?

Optional Benediction/Closing Prayer

The Scoutmaster leads a benediction/closing prayer (i.e., “May the God of all Scouts be with us until we meet again” or other appropriate interfaith benediction).

Gilwell Song and Adjournment

The senior patrol leader leads the group in the Gilwell Song, then adjourns the assembly.

Day Five: Coaching and Mentoring (Troop Presentation)

Time Allowed

50 minutes



Learning Objectives

The purpose of this session is to discuss the different roles of coaching and mentoring and to describe ways in which the skills of coaching and mentoring can be used to lead teams and individuals.

Materials Needed

- Handouts containing the instructions and role descriptions for the “Tom R. Sage: Venturing Legend” role-play (see appendix)
- Key points of the presentation, presented as PowerPoint® slides, overhead projections, or flip-chart pages

Recommended Facility Layout

Troop meeting area

Delivery Method

This presentation by a Wood Badge staff member is followed by a participant role-play and a facilitated discussion.

References

- Blanchard, *The One-Minute Manager® Builds High-Performing Teams*, Quill, 2000.
- Deeprise, Donna. *The Team Coach*, Anacom, 1995.

Presentation Procedure

Introduction

Small things can have big consequences. Had the *Titanic* changed course by one degree an hour before the collision, it never would have hit that iceberg. (It might have hit another iceberg, but not that one.)

Small acts can have big consequences in our interactions with young people, too.

Are you harsh with someone, or are you kind? It is a one-degree difference that may have enormous consequences far down the road.

Responsibilities of Mentors and Coaches

- First, we must realize that when we accept positions of leadership, people will be looking up to us. We have a responsibility to listen to them, to pay attention to them, and to attempt to understand what it is they want and need.
- We also have a responsibility to convey our values through our actions. We must be willing to live by the standards that we are expecting others to uphold.

As we have discussed throughout this course, a key skill of good leadership is listening. If we do nothing more than that, we are well on the way to becoming effective coaches and mentors. Young people in particular often feel that nobody pays attention to them, that nobody asks what they need or what they want. Honest listening is at the heart of building a trusting relationship that can be beneficial to both parties.

An important rule for coping with first-aid emergencies is this: “Don’t just do something; stand there!” The idea is that you need to understand the situation before you can make the right choices.

That’s also an important leadership guideline. We often feel the need to fill a leadership void—to jump in immediately and take charge of a situation before we understand what’s really going on or what sort of leadership the people involved really need. To lead well, we need to invest energy in listening so that we can assess the situation, figure out what is really missing or needed by this person or team, and then figure out how to fulfill that need.

This sort of leadership awareness is just common sense, but it is common sense we can always strive to use better.

Coaches and Mentors

These terms are often used interchangeably, but in fact they have distinct differences.

Coach

A coach is an individual who develops skills and capabilities in another person or in a group of people (a team). The coach can be another Scout or one of the unit’s leaders. Coaching is a leadership behavior and skill. Coaching can take the form of discussion, lecture, critique, or guided practice. It is generally ongoing as a youth or a team progresses through the program and is often a “formalized relationship” or a teaching/learning process. The key concept that separates “coaching” from other leadership styles is letting go and enabling success. As individual capabilities grow, a coach may become a mentor to facilitate continued growth of an individual, or in the Performing stage stand aside as a team resource.

Mentor

A mentor is an experienced Scout or adult leader who becomes a trusted guide and counselor of a less experienced individual. This trusting and caring relationship normally extends beyond Scouting skills into values, beliefs, and feelings. A mentor may be “assigned,” but often this relationship occurs naturally and is fostered between the individuals involved. Adults often mentor youth in the program, but for purposes of this discussion we will consider mentoring as a leadership skill required of adults when dealing with adults.

What Coaches Do

- Provide task direction and vision.
- Provide skill instruction.
- Build team and individual capabilities.
- Provide resources.
- Facilitate external relationships for individuals and teams.
- Transfer responsibility for success to the team.
- Support the growth and progress of individuals in the program.

Tips on Being a Good Coach

- Listen.
- Supply energy.
- Provide focus.
- Provide information.
- Influence, don't control.
- Recognize team and individual success.
- Recognize what's right vs. what's wrong.
- Value differences.
- Evolve and grow with the team's life cycle.

What Mentors Do

- Advise, support, and provide guidance on subjects that a young person may find difficult to discuss with other leaders or peers.
- Help a mentored person develop an understanding of the unit environment and “culture” and the practicalities of life in the unit.
- Instill attitudes, “social intelligence,” and values embraced by Scouting.
- Aid in retention of the mentored individuals in our program.
- Provide trusted counsel and a broader perspective on Scouting and personal issues.

Tips on Being a Good Mentor

- Provide a safe, nonthreatening environment in which a person can ask difficult or sensitive questions. Keep confidences.
- Build trust early.
- Be a good listener.
- Share personal experiences that address the issues a mentored person is facing.
- Ask questions to lead the person to discovering answers and solutions on their own.
- Compliment the person on good answers and decisions to problems and issues.

Coaching/Mentoring Role-Play

Let's put these skills of coaching and mentoring into action with this role-play—"Tom R. Sage: Venturing Legend."

Tom R. Sage: Venturing Legend

TIMING

This role-play can be introduced, conducted, and debriefed in about 30 to 35 minutes.

- Setup and initial instructions: 10 to 12 minutes
- Separate information sharing: 4 to 5 minutes
- Role-play: 5 to 7 minutes
- Debriefing: 10 to 12 minutes

SETUP

Divide participants into two groups.

- Those in one group will play the role of Tom R. Sage, Venturing Advisor.
- Those in the other group will play the role of Megan Mecham, a member of Venturing Crew 516, for which Tom R. Sage is an Advisor.

Everyone will participate in one role or the other, all at the same time, by pairing up with one Tom and one Megan in each pair.

Part of the instructions and background for the role-play will be given to the entire group. After receiving the initial background information, those playing the role of Megan Mecham will leave the meeting area. Out of earshot of one another, each group will receive additional information about their characters and their situations.

Note: In the interest of time, it can be helpful to have the additional information about each character printed on handouts for participants to read. However, do not allow participants to keep the information sheet during the role-play itself. It may become too much of a crutch. Without the information sheets, everyone can focus on the conversation and specific tasks rather than on a piece of paper. Handouts for both phases of the role-play are found in the appendix.

Once everyone has been thoroughly briefed and any questions answered, those playing Megan Mecham return to the room, pair up with someone playing the role of Mr. Sage, and begin the role-play.

Facilitators should allow enough time for the role-plays to come to a conclusion, then initiate a discussion and debriefing about what happened.

Debriefing the Role-Play

At the conclusion of the role-play, lead the participants in a discussion about the experience.

- First, encourage those who played the role of Megan to give their perspectives on what occurred.
- Next, talk to those who played the role of Tom R. Sage, again bringing out the various scenarios they experienced.
- Lead the group in exploring the interaction between Megan and Tom R. Sage. How effective was the communication? Was Mr. Sage a coach or a mentor? What are the qualities of a good mentor? A good coach? An effective leader?

Among the messages that may emerge from the discussion are these:

- There is always something you don't know. You must listen to understand, and you must understand to be a good coach or an effective mentor.
- Coaching is about providing information and feedback, encouraging, guiding, developing specific skills, helping people grow.
- A coach is committed to serving as champion of those he or she coaches.
- A mentor uses trust and loyalty to build a relationship.
- Mentoring is about thoughtful listening, careful restating, and wise observation. It is not about telling, selling, or giving advice.
- Mentoring is usually about helping to clarify major life issues such as values, beliefs, purpose, and direction.
- Avoid becoming a "Sage on the Stage"—a know-it-all who already has all the answers. Such a person is rarely seen as a good coach or mentor, and is rarely an effective leader.

Day Five: Conservation Project (Troop Activity)

Time Allowed

120 minutes

Learning Objectives

As a result of this activity, course participants will

- Realize the fulfillment of their planned project.
- Put into practice principles of the Outdoor Code.
- Use various leadership and team-building skills.
- Explore the experience of working in concert with officials of land-management agencies and/or Scouting property managers.
- Enjoy the fellowship of working together with other course participants and with youth serving as Venturing crew representatives.

Materials Needed

- Tools and supplies appropriate for the project (e.g., shovels, buckets, planting materials, components for rustic structures, etc.)
- Any equipment needed to ensure the safety and comfort of participants (hard hats, gloves, eye protection, cell phones, two-way radios, etc.)

Note: A list of materials should have been drawn up during the conservation project planning session on Day Three. The list should also note any safety equipment and appropriate clothing for participants.

Recommended Facility Layout

The project will occur at the site agreed upon during the conservation project planning session on Day Three.

Delivery Method

As part of the staff development phase of a Wood Badge course, the course director will ensure that appropriate personnel will be on hand to help plan and then oversee the conservation project. These individuals may be representatives of a land-management agency, managers of BSA properties, or members of other organizations skilled at facilitating volunteer conservation work.

The involvement of these individuals will be shaped in part during the conservation project planning session on Day Three. While they will probably have the final word in the parameters of the project and the way it is carried out, patrol leaders should be encouraged to play a significant role in conducting the project in a manner that is safe, enjoyable, and efficient.

Note: During the planning phase of the conservation project, keep in mind that participation will include the youth serving as Venturing crew representatives. Their involvement should add to the diversity and richness of the experience. One way to do this is to assign each Venturing crew member to a Wood Badge patrol rather than having them work together as a group.

Presentation Procedure

Follow the plans set out during the conservation project planning session.

Day Five: Self-Assessment

Time Allowed

30 minutes



Learning Objectives

As a result of this session, participants will be able to

- Understand the importance of self-assessment in maximizing their leadership potential.
- View self-assessment as a valuable avenue for receiving feedback.
- Build their own tools for the self-assessment of their roles in Scouting and in other leadership situations.

Materials Needed

- Sample 360-Degree Assessment Survey (one copy per participant)
- Key points of the presentation, presented as PowerPoint® slides, overhead projections, or flip-chart pages

Recommended Facility Layout

Troop assembly area

Delivery Method

This presentation and discussion are facilitated by a Wood Badge staff member.

Presentation Procedure

Introduction

We've talked a lot this week about assessing team performance.

- We learned that assessing the enthusiasm and skill level of a team can help us understand its stages of development—Forming, Storming, Norming, and Performing—and then apply the appropriate leadership styles.

- We assessed each troop meeting during that day's patrol leaders' council meeting. And how does the senior patrol leader conclude those patrol leaders' council meetings? By asking "How are you feeling? How are we doing?" It is an informal assessment, but one that may reveal important information.
- After the presentation of patrol projects, you will have the opportunity to assess your project and presentation.
- Near the end of Day Six, you'll also be asked to assess the Wood Badge course.

Does it seem as though there is a great deal of assessment going on? Well, there is, and for good reason. If we know where we are, we can be much more effective in charting a course to get us to where we want to go.

Self-Assessment

Our emphasis on assessment during this course has for the most part focused on measuring the progress of teams—how well groups of people have worked on projects, interacted during meetings, and progressed through various stages of development.

For a few minutes now, let's consider the importance of self-assessment.

In many ways, we are monitoring our own progress all of the time. We measure ourselves against others and against all sorts of standards. When we set goals for ourselves, we have a pretty good sense of where we are in fulfilling our objectives to reach those goals.

But there are limitations to listening only to ourselves. We all see the world from our own particular perspectives, based on our unique histories and backgrounds. All of that is further shaded by the way we want to see things rather than the way things really are.

A much more complete picture of our progress comes through receiving feedback from others.

Early in this course we talked about the importance of feedback—it was one of the skills of "Listening to Learn."

Note: To the degree that is appropriate, the session facilitator can reference "Tips for Giving Feedback" and "Tips for Receiving Feedback."

Tips for Giving Feedback

1. Consider your motives. Feedback should always be helpful. Otherwise, there is no reason to offer it.
2. Find out if the other people involved are open to receiving feedback. Listen carefully, then rephrase what they are saying to be sure you understand them.
3. Deal only with behavior that can be changed.
4. Deal with specifics, not generalities.
5. Describe the behavior; do not evaluate it.
6. Let the other person know the impact the behavior has on you.
7. Use an “I” statement to accept responsibility for your own perceptions and emotions.
8. To make sure the recipients of feedback have understood your message in the way you intended it, ask them to rephrase what they heard you say.

You can give caring feedback without a good technique, but the slickest technique in the world will not hide a lack of caring.

Tips for Receiving Feedback

1. Seek out feedback. It will nearly always provide you with information that will in some way help you improve your performance.
2. Listen carefully. Receiving feedback requires a heightened awareness of yourself and of the person offering the feedback.
3. Listen actively. Restate the feedback in your own words so that the speaker knows that the message you are receiving is the same as the one the speaker intended to send.
4. Listen empathetically. Put feedback in its proper context by observing the speaker’s body language, tone of voice, and emotions. Consider the speaker’s reasons for offering feedback.
5. Notice how you feel when someone offers you feedback. Becoming angry or defensive can cloud your ability to listen effectively.

Consider feedback to be a gift. It truly is.

Good leaders constantly seek feedback. They always want to learn more about where they are and how they can more effectively move forward.

One of the best ways for us as leaders to encourage effective feedback is by developing and using a 360-degree assessment.

360-Degree Assessments

The first patrol leaders’ council meeting of this course was held “in the round”—that is, all of the course participants and staff who were not actively involved in the meeting were sitting around it and observing what was taking place.

The observers could be considered the “stakeholders” of the patrol leaders. Each observer had a stake in the outcome of the meeting and in the success of their particular patrol leader. Each also viewed the proceedings from his or her own perspective and was evaluating the proceedings in ways that differed from everyone else in that circle.

As you embark on the task of completing the goals set out in your Wood Badge tickets, each of you will discover that you have stakeholders, too—people who have the opportunity to see you in action and who also have an interest in your success.

In Scouting, your stakeholders may be fellow unit leaders, parents of Scouts, your district executive, roundtable chair, Cubmaster, commissioners, representatives of your chartered organization, and other Scouters who have direct knowledge of your leadership. Each of these stakeholders represents a different perspective. Each has seen you in different circumstances and from a unique point of view. Through a 360-degree assessment, these stakeholders can provide you with valuable feedback.

How a 360-Degree Assessment Works

The whole idea of a 360-degree assessment is that feedback comes from all directions. In a business setting, that means that feedback comes from peers, from those you work for, and from those who work for you. These are all “stakeholders”—people who have an interest in your success and who are in positions to offer productive opinions about your progress.

In Scouting, your stakeholders may be fellow unit leaders, parents of Scouts, your district executive, roundtable chair, representatives of your chartered organization, Wood Badge ticket counselors, and other Scouters who have direct knowledge of your leadership.

Based on information gathered from the assessment, you can develop a course of action that will more effectively move you toward your goals.

Instructions

Here are step-by-step instructions for developing and using a 360-degree assessment.

1. Determine the goals for which you wish to be assessed. The goals you are writing for your Wood Badge ticket are a good example. Ideally, the goals need to be SMART—specific, measurable, attainable, relevant, and time-based.
2. Join with a facilitator to help with the assessment process. This person should understand how a 360-degree assessment works. If your assessment is to be of your Wood Badge ticket goals, an appropriate facilitator may be your Wood Badge ticket counselor (often, this is your troop guide).
3. Develop an assessment survey that will provide the kind of feedback that will help you more effectively move toward your goals.

4. Identify five to 10 of your stakeholders who can offer a wide range of perceptions about your progress. Provide each with a copy of the survey and a stamped envelope addressed to your facilitator. Assure each stakeholder that only the facilitator will see the surveys.
5. Upon receiving the completed surveys, your facilitator will compile the results, then meet with you to discuss the assessment and to talk about ways that you can use the results to more effectively progress toward your goals.
6. Finally, make assessment an ongoing part of your Scouting responsibilities and, where appropriate, in other areas of your life. Self-assessment should not be a one-time event, but rather a constant tool for gaining a clearer perception of your strengths and the areas where you can improve.

Pointers on Developing a 360-Degree Assessment Survey

1. Instructions to the stakeholders should be clear and unambiguous. Stakeholders should understand why they are taking part in the assessment, how it will be used, and that only the facilitator will see their answers.
2. Questions must be developed based on the goals you are striving to reach. The feedback the questions generate should lead to real changes that will bring you closer to your goals.
3. Feedback comes from what those completing the form have actually observed and can measure. There is nothing to be gained in asking them to assess what they have not seen or cannot in some way quantify.
4. Answers to the questions can be simple and straightforward. Offer stakeholders two or three options such as the following.

■ *Green Light* (This is good. Keep going.)

■ *Yellow Light* (This could be better.)

■ *Red Light* (Some serious concerns here.)

or

■ *Way to Go*

■ *Ways to Grow*

or

■ *Start*

■ *Stop*

■ *Continue*

The survey should also encourage stakeholders to add any comments and suggestions they feel would be helpful. This kind of feedback can be extremely helpful.

Assessment as a Tool for Leading Change

Self-assessment often leads to positive change. Even so, the prospect of change can be scary. We may resist change for all sorts of reasons, but assessments help us see how well we are advancing toward our goals.

We can also lead change by teaching others the importance of assessment. Your own experience with the 360-degree assessment of your progress in completing your ticket goals will give you firsthand knowledge of the value of this kind of feedback. You can do much to share this kind of success with others in your home unit, district, and council.

Good 360-degree assessments help people discover differences between how they perceive themselves and how others perceive them.

Day Five: Patrol Leaders' Council Meeting

Time Allowed

60 minutes (in conjunction with lunch)

Learning Objectives

The patrol leaders' council meeting on Day Five

- Empowers patrol leaders with the resources and guidance that will enable them to help their patrols progress toward becoming fully productive teams
- Models ways to run an efficient, well-planned meeting
- Allows patrol leaders and Wood Badge staff to assess recent activities
- Reviews essential information about upcoming patrol and troop events

Materials Needed

- Patrol Leaders' Council Meeting Agenda (one copy for each patrol leader; see appendix)
- Day Six Course Schedule (one copy for each patrol leader; see appendix)
- Optional: Lunch for meeting attendees

Recommended Facility Layout

The senior patrol leader will select a location where patrol leaders can comfortably meet over lunch.

Delivery Method

The Day Five patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.

Presentation Procedure Agenda

The first items of business are to distribute copies of the meeting agenda, welcome everyone, and introduce those in attendance.

Adjourn the Meeting

Ask participants: "How are you feeling? How are we doing?"

Answer any questions.

Adjourn.

Day Five: Patrol Project Setup and Presentation

Time Allowed

Two blocks of 75 minutes each (Project 1 and Project 2). A 30-minute break between the blocks allows the audience to relax and stretch a little while the second set of presenters makes final preparations.

Learning Objectives

The patrol projects represent the application of learning that has occurred during a Wood Badge course. In addition, patrol members will have the opportunity to practice presentation skills in front of a live audience.

Materials Needed

Patrol projects

Recommended Facility Layout

A troop gathering area is needed where the audience will be comfortable and can easily see and hear the presentations of the patrol projects. Depending on the setting of the course, the audience may be seated to view the projects presented on stage (as at a campfire arena), or the projects may all be set up ahead of time and the audience will move from one project presentation to the next.

Delivery Method

Each patrol will present its project by any means patrol members have determined will be most appropriate.

Presentation Procedure

Order of Presentation

At the Day Four patrol leaders' council meeting, the leaders of the patrols should have formulated the time frame and the order of presentation for their projects.

To the greatest extent possible, the patrol leaders and members should facilitate the overall framework of the presentations. However, Wood Badge staff should be ready to assist in encouraging patrols to complete presentations within their allotted time.

Tangible Results

Patrol projects play a central role in a Wood Badge course. A project is the culmination of a patrol's growing ability to work together and to experience the stages of development that lead to becoming a productive team. The project is a tangible result of much of the learning the patrols have been doing during the course. The subject matter reminds the audience and the presenters of the breadth of Scouting's programs.

In their preparation of a project and their presentation, everyone in a patrol should have a great deal of fun. They should also take away a strong sense of pride in what they have achieved.

Time Limits

Staying within the time limitation set for each presentation can be a challenge for some patrols. At meetings of the patrol leaders' council, the senior patrol leader can reinforce the importance of patrols realistically gauging the amount of time required for their presentations, and adjusting their plans accordingly.

During the presentations, a Wood Badge staff member can help keep patrols on the clock by holding up cards indicating the amount of time remaining at the five-minute, three-minute, and one-minute marks.

Day Five: Ticket Review and Staff Departure

Time Allowed

60 minutes

Presentation Procedure

The presentation of patrol projects serves as one of the clear indications that a Wood Badge patrol has made significant progress through the stages of team development. As a team, patrol members will have reached such a level of competence and independence that troop guides and other staff may remove themselves from the scene and allow the patrols to proceed on their own.

Before departing, however, troop guides can review with each participant the progress that has been made in writing the Wood Badge ticket. Where appropriate, troop guides can finalize tickets. If more work is needed, troop guides can help participants think through their Scouting responsibilities, their personal vision, and their sense of the organization's mission, and use those resources to complete the development of their Wood Badge ticket goals.

Note: For details on developing a Wood Badge ticket, see "Guidelines for Writing a Wood Badge Ticket" attached to the Day One presentation "Values, Mission, and Vision."

At the completion of the ticket review, troop guides will join other staff members as they break camp and depart from the site of the outdoor experience. Youth who have been serving as members of the Venturing crew will depart along with the staff.

Note: The nature of the outdoor experience mandates that Wood Badge participants camp apart from Wood Badge staff on the night of Day Five. The distance of that separation may vary, depending upon the location of a course, from a few hundred yards to several miles.

Before the opening of a course, staff members must make arrangements for establishing appropriate communications and emergency response strategies to handle any situations that might arise in the patrol campsites. There may be patrol members with medical training who can serve as on-site emergency first responders. Two-way radios and cellular telephones can provide a communications link between the patrols and staff.

The bottom line is that the safety of Wood Badge participants must be assured despite the fact that the staff will not be on-site.

Day Five: Patrol Dinner

Time Allotted

90 minutes

Presentation Procedure

In Wood Badge courses of the past, participants often cooked their meals throughout the week. The current Wood Badge course is built around the idea that food preparation will be done by others, at least for the first half of the course, thus saving a tremendous amount of time that can be better applied to presentations and patrol activities.

The value of preparing meals together is important, though, both for its team-building aspects and for patrol morale. The number of meals that a patrol fixes on its own during the final three days of a Wood Badge course will depend upon the setting and structure of a particular course. Ideally, each patrol will prepare all of its meals during the final three days with the exception of the closing banquet on the final day. At a minimum, patrols should have the opportunity to prepare a camp meal on the evening of Day Five.

Day Five: Patrol Meeting/ Patrol Project Self-Assessment

Time Allotted

60 minutes

Presentation Procedure

The patrol meeting that follows the presentation of patrol projects will no doubt be an energetic and celebratory gathering of patrol members. The agenda is brief.

- Determine how to handle any final patrol project issues such as returning materials, displaying significant display pieces in unit, district, or council settings, etc.
- Conduct the Patrol Project Self-Assessment, using the form in the appendix to focus the thoughts of patrol members and to guide the discussion facilitated by the patrol leader.

Day Five: Patrol Campfire

Time Allowed

60+ minutes

Learning Objectives

The Day Five patrol campfire

- Provides Wood Badge participants with loosely structured time for visiting, reflection, and celebration.
- Strengthens the bonds of friendship and shared experience among members of each Wood Badge patrol.

Materials Needed

- Wood Badge Scoutmaster's letter (one copy for each patrol or each participant)
- Wood Badge Troop Guide's letter (one copy for each patrol or each participant)

Recommended Facility Layout

Patrol campsites

Delivery Method

At the discretion of patrol members

Presentation Procedure

A Relaxed Evening

A primary goal of a Wood Badge course is to encourage patrols to develop into tight-knit teams that exhibit the best attributes of the Scouting experience. To that end, patrols have been challenged with a demanding schedule of presentations and activities. By the evening of Day Five, most patrols will have evolved through the stages of team development to become high-performance teams, and they will have shared many memorable experiences.

The patrol campfire is an opportunity for members of a patrol to share a relaxed evening together. How they wish to spend their time is up to them. In most cases, participants will choose to visit as a patrol, to celebrate their accomplishments, and to reflect on the events of the course. The evening will help seal friendships and solidify the impact of Wood Badge.

Scoutmaster's and Troop Guide's Letters

The Scoutmaster and troop guide may use the following letters or may wish to draft similar letters with specific references to a particular Wood Badge course.

Dear Patrol Members:

Congratulations upon successfully completing the practical stage of Wood Badge training. You should be proud of what you have accomplished as a team, with respect both to your exhibit and to your overall performance. I am confident that as you return home, the Wood Badge experience will help you become a better leader and that you will play an important role in strengthening Scouting in your units, districts, and councils.

Wood Badge training is just one of the many opportunities we have to better ourselves through lifelong learning. As leaders, we must commit ourselves to continue to develop and grow through the acquisition of knowledge and skills. We must also commit ourselves to share our knowledge and skills with others.

This evening is for you. Take time around your campfire to reflect what you have learned during your time at Wood Badge training. Then take time to celebrate all you have accomplished. As you celebrate your success as a team, please know that all of us on the Wood Badge staff are thinking of you and wish you all the best.

Yours in Scouting,

Scoutmaster, Troop 1

Dear [Patrol Name] Patrol Members,

I was honored to serve as your troop guide during your Wood Badge course. Wood Badge is a special program, and I hope you have many wonderful memories of your participation in the course.

I also hope the skills you learned and the knowledge you gained will serve you well, not only in Scouting but in other aspects of your life.

I enjoyed getting to know you and observing your patrol's development into a high-performance team. Best wishes for the future, and I hope our Scouting paths will cross again.

Yours in Scouting,

Troop guide, [Patrol Name] Patrol

Cracker Barrel

Patrols should be encouraged to spend some time together around a campfire reviewing what they have learned from the course. Later in the evening, patrols may wish to join with other patrols for a larger sharing of fellowship. As with the patrol campfires, the decision whether to do this and the form it takes is left up to each patrol. Wood Badge staff will have no involvement in either the patrol campfire or the Day Five cracker barrel.



Day Six: Breakfast and Assessments

At the patrol meetings during the Day One meeting of Troop 1, the troop guides introduced course participants to Start, Stop, Continue. Patrols were instructed to perform a self-assessment each morning during or immediately after breakfast, evaluating the previous day's performance of their patrol as a team.

- During breakfast on Day Six, each patrol will conduct a self-assessment of its Day Five performance.
- Copies of the Day Six edition of *The Gilwell Gazette* will be made available to course participants and staff.

After breakfast and the completion of the assessments, patrols will pack up, break camp, leave the area better than they found it, and travel to the troop meeting area.

Day Six: Gilwell Field Assembly

Time Allowed

30 minutes

Learning Objectives

The Day Six Gilwell Field assembly serves as a gathering destination for patrols returning from the outdoor experience.

- The enthusiastic greetings of staff members help establish an atmosphere of celebration and completion as patrols arrive and participants move into the Day Six presentations.
- The assembly is an opportunity for the senior patrol leader to make announcements and to conduct an informal survey of group morale.
- The retiring service and program patrols pass on their responsibilities, and incoming patrol leaders are inducted.
- The flag ceremony and Gilwell Song help set the tone for the events of the day.

Materials Needed

- American flag
- State flag
- Gilwell Troop 1 flag
- History of state flag

Recommended Facility Layout

The setting will be the area used for Gilwell Field assemblies on Days One, Two, and Three.

Delivery Method

The Day Six Gilwell Field assembly is facilitated by the senior patrol leader and Scoutmaster.

Preassembly Preparations

At its meeting on the previous day, the patrol that will be the Day Six program patrol should have planned and practiced its presentations for the Day Six Gilwell Field assembly.

- Flag ceremony
- Presentation of the state flag and song

Those patrols that served on Day Five as the program patrol and service patrol should bring to the assembly the emblems of office they received at the Day Five Gilwell Field assembly. Ideally, each patrol will have decorated the emblem in its keeping with a totem or other symbol of the patrol.

Presentation Procedure

Welcome and Flag Ceremony

Patrols returning from the backcountry will make their way directly to Gilwell Field. As the patrols arrive, Wood Badge staff members will greet them with great enthusiasm.

When all the patrols and staff have gathered and taken their accustomed places on Gilwell Field, the senior patrol leader will facilitate the assembly.

- Welcome
- Optional interfaith prayer/invocation
- Flag ceremony (program patrol)

The program patrol presents the colors and raises the flag, then leads Troop 1 in reciting the Scout Oath and Scout Law. Participants should be instructed to salute as the American flag is raised.

Presentation of Historic Flag and Song

The “historic American flag” presented by the program patrol on Day Six is the official flag of the state in which the Wood Badge course has been taking place. The song can be the state song.

Patrol Leader Induction

Those who will lead the patrols on Day Six are inducted.

- The senior patrol leader thanks the outgoing patrol leaders for their service, then asks the newly elected patrol leaders to come forward, place their left hands on the troop flag, and give the Scout sign.
- The Scoutmaster administers the Patrol Leader Oath.

Patrol Leader Oath

I promise to do my best to be worthy of the office of patrol leader, for the sake of the Scouts in my patrol and troop, and in the world brotherhood of Scouting.

- The Scoutmaster and senior patrol leader congratulate the new patrol leaders.

Program and Service Patrol Transfer of Responsibilities

The senior patrol leader asks the patrol leaders of the program and service patrols serving since the Day Five Gilwell Field assembly to come forward with their symbols of office. The leaders of the patrols that will assume those responsibilities for Day Six also come forward. Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these august duties.

Announcements

The senior patrol leader makes announcements.

- Include a brief overview of the Day Six schedule.
- Mention the importance of finalizing any tickets not yet completed.
- Discuss the logistics of closing the course, assisting staff with facility cleaning and gear storage, and departing for home.

Gilwell Song and Adjournment

The senior patrol leader leads the group in the Gilwell Song, then adjourns the assembly.

Day Six: Interfaith Worship Service (Participants)

Time Allowed

30 minutes

Learning Objectives

The second of the interfaith worship services that occur during a Wood Badge course is organized, planned, and presented by the patrols' chaplain's aides. (The first, on Day Three, was an instructional service prepared and presented by Wood Badge staff.)

The Day Six interfaith worship service has these objectives:

- Be a model for conducting an interfaith worship service. It should be well-planned to run crisply, be interesting, and take no more time than necessary.
- Result from the planning and organization of the patrols' chaplain aides.
- Involve a number of participants in the presentation.
- Draw upon a diversity of resources.

Materials Needed

- Religious resources gathered by the patrols' chaplain aides

Recommended Facility Layout

A quiet setting where all participants can be comfortably seated and able to view the proceedings

Delivery Method

Content and delivery of the Day Six interfaith worship service will be determined by the patrols' chaplain aides.

Day Six: Servant Leadership (Troop Presentation)

Time Allowed

60 minutes

Learning Objectives

As a result of this session, participants will

- Understand the concept of servant leadership.
- Recognize that leaders and teams form strong, important bonds that affect their outputs.
- Know the responsibilities of the leader to the team and the team to its leader.
- Although not directly stated, this presentation develops a link between personal and group values and the “greatest leadership secret” presented later in the course.

Materials Needed

Key points of the session presented as PowerPoint slides or notes on a flip chart or whiteboard. Two flip charts or boards are needed for sections 4 and 5. A page of session notes for handout at the start of Patrol Discussion No. 1.

Recommended Facility Layout

Troop meeting area with patrol tables. This presentation is especially effective when done immediately after and in the same location as the Interfaith Worship Service.

Delivery Method

A Wood Badge staff member leads this discussion. A second staff member could act as scribe to record learner responses on a flip chart or whiteboard to expedite the process. Key ideas can be reinforced with notes on a flip chart or PowerPoint images. Care should be given to acknowledge group responses to questions asked, but time constraints require brevity in order to cover this content.

Presentation Procedure

Introduction

In 1970, Robert Greenleaf introduced the term “servant leadership.” He wrote an essay titled *The Servant as Leader* that was later expanded into a book. That book is a very influential management text that launched the servant leadership movement.

However, the concept is thousands of years old and stems, at least partly, from religious teachings on leadership. The term “servant leadership” is now widely used.

Ask: What does the term servant leadership mean to you?

Answers should include the following points:

- The most effective leaders put those whom they lead first (others-first leadership).
- Good leaders see themselves as serving those they lead, enabling their success.
- They are always looking for ways to make the team’s experience better, to help them learn new skills and succeed in reaching goals, and to take on as much responsibility as they are able.

Ask: What are the advantages for a leader who uses others-first leadership?

Answers should include the following points:

- I can share responsibilities.
- I won’t have to work as hard.
- I can see others succeed.
- I won’t have to yell.
- Team members grow.

Ask: As a patrol member, what would it be like to have a leader who uses others-first leadership? Answers should include the following points:

- I have more freedom.
- I would get to do more.
- I would have more responsibilities.
- I would learn more and grow.

Provide the following additional information.

Servant leadership encourages leaders to serve others while staying focused on achieving results in line with the organization’s values. It differs from other leadership approaches by abandoning the all-too-common top-down hierarchical style, and instead emphasizes collaboration, trust, empathy, and the ethical use of power.

At heart, the individual is a servant first, making the conscious decision to lead; his or her drive is to lead because he or she wants to serve better, not because he or she desires increased power. The objective is to enhance the growth of individuals in the organization and increase teamwork and personal involvement for all.

Servant leadership encourages collaboration, trust, foresight, listening, and the ethical use of power and empowerment. Above all, it is a selfless, egoless style of leadership where “others first” is paramount. It is truly character-based leadership.

The Psychological Bond

- People choose groups and organizations to join and work with that fit their psychological needs.
- They form bonds and develop expectations of how these groups and organizations should behave toward them.
- Organizations and leaders foster expectations by:
 - The kinds of work they do
 - Value systems, ideologies, benefits, and services
 - The attitudes they take toward members (fairness, trust, and respect)

Mutual Obligations

Both the leader and the organization operate most effectively when they understand each other’s responsibilities. The leader-group bond may be put in jeopardy if either does not fulfill these responsibilities.

Instructor Note: In the following sections, two flip charts or whiteboards are needed—one for leader responsibilities and the other for team responsibilities. Assign half of the patrols to list some leader responsibilities and the other half of the patrols to list some team member responsibilities. After five to seven minutes, ask each patrol to provide their top one or two responsibilities; going through leader then team. If a responsibility has already been noted, the patrol can provide one of their other selections. Two staff members can record the responses.

After this exercise, show the responsibilities listed in sections 4 and 5.

Basic Leader Responsibilities

- The outputs of the team:
 - The leader is the one who provides direction and resources to the team.
- Problem solving:
 - Making good plans with clearly explained logic
 - Putting plans into effect, including delegating parts of the plans to team members

- Leadership of the team:
 - Engaging the judgments and commitments of team members
 - Setting context about the why and how of the team actions and where they fit into the big picture and goals of the larger organization
 - Clearly defining assignments
 - Explaining and applying operating limits
 - Obtaining continuing advice from team members about how to improve processes
- Stewardship:
 - Providing a safe, secure, and healthy work environment
 - Setting the example
 - Coaching team members
 - Recognizing and rewarding team members
 - Improving processes and working methods
 - Managing the resources used by the team

Basic Team Member Responsibilities

- Working effectively:
 - Working safely
 - Applying judgment and discretion when completing assignments
 - Making solid work plans and being flexible when completing them
 - Providing continuing advice to the team and leader on ways to improve
 - Keeping the leader informed about the progress of the assignments
- Working within the limits of:
 - Effective use and stewardship of resources
 - The assignment details
 - The big picture and the intentions of the assignments
 - The policies, ethics, procedures, methods, and processes set by the group or its organization

Patrol Discussion No. 1

Take about five to seven minutes and think back over your patrol and leader experiences thus far in this course. See if you can identify one or two examples of servant leadership you have observed.

Ask for examples from two patrols.

You 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-performance teams.

Patrol Discussion No. 2 (Assignment)

Thus far we have been primarily focused on adult groups and leaders. However, our involvement with youth is also very important. Ask each patrol to go back and discuss as a patrol, during a meal or whenever appropriate, how servant leadership can be applied by adults when working with youth groups such as Cub Scout packs, Boy Scout troops, and Venturing crews.

Conclusion

Make no mistake about it, servant leadership isn't easy. 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 he or she leads. Keep this discussion in mind as you are introduced to the "greatest leadership secret" later in the course.

Day Six: Patrol Leaders' Council Meeting

Time Allowed

30 minutes

Learning Objectives

The patrol leaders' council meeting on Day Six

- Empowers patrol leaders with the resources and guidance that will enable them to help their patrols progress toward becoming fully productive teams
- Models ways to run an efficient, well-planned meeting
- Allows patrol leaders and Wood Badge staff to assess recent activities
- Reviews essential information about the remaining patrol and troop events

Materials Needed

- Patrol Leaders' Council Meeting Agenda (one copy for each patrol leader; see appendix)
- Important dates for ticket completion
- Invitations/brochures for Philmont Leadership Challenge

Recommended Facility Layout

The senior patrol leader will select a location where patrol leaders can comfortably meet. A likely setting is the area used for the patrol leaders' council meetings on Days One, Two, and Three.

Delivery Method

The Day Six patrol leaders' council meeting is conducted by the senior patrol leader, who will model appropriate leadership behavior within the setting of the meeting.

**Presentation
Procedure
Agenda**

The first items of business are to distribute copies of the meeting agenda, welcome everyone, and introduce those in attendance.

Adjourn the Meeting

Ask participants: "How are you feeling? How are we doing?"

Answer any questions.

Adjourn.

Day Six: Closing Luncheon

Time Allowed

75 minutes

Recommended Facility Layout

Troop dining area; the tables decorated in a festive manner with tablecloths, Scouting emblems, Wood Badge totems, etc.

Presentation Procedure

The closing luncheon on Day Six should be a celebration of the approaching completion of a Wood Badge course and the enjoyment of participants being together one last time in a relaxed setting.

It is appropriate to invite council Scout executives and other key Scouters to attend the closing luncheon and share in the success of the nearly concluded course.

Closing Luncheon Program Agenda

- Grace—Chaplain Aides
- Recognition of Wood Badge Staff and Visitors—Senior Patrol Leader
- Patrol Recognitions

Note: Each patrol will be allowed two minutes to make any introductions, tributes, acknowledgments, or other presentations that they wish. Patrol leaders learned of this opportunity at the Day Six patrol leaders' council meeting and should have discussed the opportunity with patrol members before the luncheon to determine whether they wished to use their two minutes and, if so, in what manner.

Note: The closing luncheon serves as a time for participants to enjoy the company of one another and to celebrate in their own way the near-completion of the Wood Badge course. The presentation of the luncheon should not include any elements that will be offered during other Day Six events.

Day Six: Leaving a Legacy (Troop Presentation)

Time Allowed

75 minutes



Learning Objectives

The purpose of this session is to

- Provide participants with an appreciation of leadership, empowerment, and lifelong learning.
- Inspire participants to use leadership throughout their lives to “leave a legacy.”
- Review five traits of good leaders.
- Reveal clues that lead to the revelation of the Greatest Leadership Secret.

Materials Needed

- VCR and TV/video projector
- Videotape for the session
- Session images prepared for PowerPoint®, overhead projector, or flip charts
- CD/DVD player
- Jars, rocks, gravel, and sand

Recommended Facility Layout

Troop meeting area

Delivery Method

Discussion and demonstration by a Wood Badge staff member, supported with images, video clips, and sound clips

Presentation Procedure

Session Narrative

Note: The session presenter can use the following script, or can put the messages of the session into his or her own words. In either case, this is a presentation that requires a great deal of practice well before the course. The presenter must move smoothly from one part of the session to the next. The presenter must be at ease with the material and aware enough of audience reaction to adjust the pacing and tone of the session to maximize its impact.

Good afternoon. I guess I don't need to tell you that we're about to wrap up this Wood Badge course and conclude our six-day study of leadership. You're probably thinking that there isn't much more that can be said about leadership, but there is one thing left that we want to share with you: "The Greatest Leadership Secret."

I want to share some clues with you about the Greatest Leadership Secret.

1. It's a Palindrome—Sort Of

Who knows what a *palindrome* is? (Take answers from participants, if any.)

A palindrome is a word, phrase, line, or verse that reads the same backward as it does forward. For instance, the word *EYE*. That's a palindrome. Can you think of others?

How about these?

- MADAM
- MADAM I'M ADAM
- RACECAR
- SENILE FELINES
- GO HANG A SALAMI, I'M A LASAGNA HOG

Aren't they great? Each is a palindrome, and so is the Greatest Leadership Secret—sort of.

2. Lead From the Inside Out

Note to presenter: Some of the participants may have seen this object lesson before, but its message is still important. You must practice the presentation to determine the quantities of sand, gravel, and rocks needed. You will need two identical jars, two identical quantities of sand, two identical quantities of gravel, and five big rocks.

Stand next to a table with a large empty jar on it.

From under the table (where the participants can't see what's there), take out a container of sand, a container of gravel, and five big rocks. (Alternately, these items could be on the table with a cover over them.)

Say, "Let's see if everything will fit into the jar."

Pour the sand into the jar.

Next, pour the gravel into the jar.

Finally, try to add the big rocks to the jar. (Be sure that only two will fit.)

Look puzzled. Ask the participants, "How can we get everything to fit?" More than likely, someone will say that you need to put the big rocks in first. Say, "OK, let's see if that will work."

From under the table or under the cover, take out another empty jar exactly like the first one, along with containers of gravel and sand.

Using the same big rocks as before, place each of them in the jar.

Next, add the gravel.

Finally, pour in the sand. (Everything should fit.)

Ask the participants, "How does this relate to the Greatest Leadership Secret?"

Guide the discussion. Someone will probably say that the big rocks represent the important things in life.

Say, "Yes, the big rocks represent things like family, faith, health, work, and service to others."

Tell the participants that gravel represents other less important things that a person does—things like going to meetings, attending a conference, or doing yard work.

State that the sand represents minor things in life—things like shopping, surfing the Internet, or watching television.

Reiterate that this exercise teaches us is that if you don't take care of the important things (the big rocks) in life first, you'll never get them done. Ask the participants to think about what their big rocks are.

Say that the best leaders lead from the inside out. Lead yourself first before you lead others. Accept responsibility for your own growth and progress—your own rocks—and take care of them first.

Realize, too, that after you have taken care of your big rocks, there will still be room for more. There will still be space in your life for you to lead and serve others. And you'll be better at leading others because you've practiced leading yourself first.

3. Great Leaders Are Great Teachers

The third clue to the Greatest Leadership Secret is also another quality of great leaders—that’s the fact that great leaders are also great teachers.

I’d like to illustrate this with several video clips. The first is of a leader-teacher in his very first day on the job. And as you’ll see, he hasn’t yet developed greatness.

Show the video:

Theme: Leading to Make a Difference

Title: Great Leaders Are Great Teachers

Running time: 6 minutes, 2 seconds

Source: *Mr. Holland’s Opus*, Walt Disney Pictures, 1996

This clip is located 4 minutes, 2 seconds from the video’s opening title. This clip begins with Mr. Holland’s arrival in the school parking lot.

Commentary to set up the showing of this video clip:
No further commentary needed.

Great leaders are great teachers. Unlike this guy, they develop their people. Great leaders develop other leaders—leaders who can lead themselves. The ultimate test for a leader is not whether he or she can make smart decisions, but whether he or she can teach others to be leaders. It’s whether that person can build an organization that succeeds when the original leader is not around.

A key ability of a great Scout leader is to create an atmosphere in which young people can learn to lead their own Scout units.

Good leaders help others learn to think, to judge, to act, and to motivate. If you are not teaching while you are leading, you are not doing your whole job as a leader.

There are a couple of other dimensions to this that are important to talk about as well.

- Great leaders are great students, too. They realize that learning is a lifelong process. They never stop learning—they have a passion for it.
- Great leaders learn from what they do. They assess, analyze, try new things. Through lifelong learning, they continually grow and improve.

Business sometimes refers to this process of lifelong learning as “continuous quality improvement” or “total quality management.” Use whatever works for you, but know that with continuous, careful analysis, everything can always be improved. Just about everything we can do, individually or as a team, we can learn to do better.

Let’s take another look at our teacher to see if he has done any assessment and improved himself as a teacher.

Show the video:

Theme: Leading to Make a Difference

Title: Great Leaders Are Great Teachers

Running time: 7 minutes, 54 seconds

Source: *Mr. Holland's Opus*, Walt Disney Pictures, 1996

This clip consists of three separate segments, assembled in sequence. The first segment begins approximately 14 minutes after the movie title at the beginning of the video; it runs 4 minutes, 8 seconds. The second segment begins 20 minutes, 3 seconds from the video's opening title and runs 30 seconds. The third segment begins 30 minutes, 19 seconds from the video's opening title and runs 4 minutes, 30 seconds. The first segment in this clip begins with Mr. Holland conducting the orchestra and asking a student to stay after class; the scene concludes with Mr. Holland and the student practicing. The second segment begins when Mr. Holland tells the student to "give it up." The third segment begins with Mr. Holland telling the student, "You're late."

Commentary to set up the showing of this video clip:
No further commentary needed.

4. Build Heart Connections

Here's another clue to the Greatest Leadership Secret: *Build heart connections.*

What I want to focus on now has to do with communication, with caring for and about others. I want to talk about respecting and valuing people—even the ones with whom we disagree or with whom we are different. A bit later in a film clip, you will recognize that Mr. Holland's son is deaf. As we pursue the idea of communication a bit further, I will show you examples of sign language—the primary way deaf people communicate.

Building heart connections is about communicating genuine care and respect for our fellow human beings—those we lead and those we don't. It's about reaching out and touching people, connecting with them at a very simple human level.

Respect, like love, has value only when it is given freely and is genuine. People can see through counterfeit respect, caring, and love.

Do you know the American Sign Language sign for management? It's this. (Make a gesture as if you were holding the reins of a horse.)

That's a fairly controlling image, if you think about it.

Now, how about the ASL sign for leadership? Any ideas? It's this. (Make this gesture: one hand pulls the other forward, guides the other.)

That's a very nurturing, caring image, isn't it?

(Now slowly extend your arms outward to the audience.) This is not part of the ASL sign for leadership, but it does help demonstrate what great leaders do in addition to caring and nurturing—they get out of the way.

Think of how a parent holds a child, cares for that child, and nurtures that child. But at some point, to be good parents, we must also let go. We need to get out of the way and allow our children to succeed on their own.

It's the same way with leadership. We nurture, we encourage, we care for others. Build heart connections. Lead by caring for others and developing genuine respect for them.

5. It's In Every One of Us

Here's another clue to the Greatest Leadership Secret: *It's in every one of us.*

Taking charge of your own life—self-leadership—is the first step toward the kind of personal empowerment that will allow you to lead others. Accept responsibility for your own growth and progress. Realize your own personal power.

As you give yourself the direction and support you need, turn outward and begin empowering those you lead. Empower everyone you can. Authority is 20 percent given and 80 percent taken. Free those you lead to realize and utilize their own abilities. Help them develop self-confidence.

All people have untapped leadership potential, just as all people have untapped athletic ability. With coaching and practice, they can all get much better at it.

It's in every one of us. As a leader you must find it in yourself, and you must help other people find it in themselves. The most effective leaders empower themselves and others, bringing out the best in everyone.

6. Leave a Legacy

There's one more clue I want to give you as you figure out the Greatest Leadership Secret: *Leave a legacy.*

To get a sense of what this means to leadership, let's check in again on Mr. Holland. Twenty-five years have passed since last we saw him. He's been laid off, his position eliminated. He is retiring before his time, and seriously questions whether his contributions have had worth.

Show the video:

Theme: Leading to Make a Difference

Title: Leave a Legacy

Running time: 9 minutes, 4 seconds

Source: *Mr. Holland's Opus*, Walt Disney Pictures, 1996

This clip is the finale of the video. It begins 2 hours, 5 minutes from the video's opening title. This scene opens with Mr. Holland packing up his classroom.

Commentary to set up the showing of this video clip:

No further commentary needed.

The great thing about leadership is that it can be studied and practiced. We can all get better. We can all win at this game of life, and we can all leave legacies that bring us satisfaction and pride.

What will your legacy be? What impact will you have upon others? How will you bring leadership to Scouting and to America?

Conclusion

So what is the Greatest Leadership Secret?

We know it's a palindrome, sort of.

We also know that the Greatest Leadership Secret is contained in five important attributes of leaders:

- Lead from the inside out.
- Great leaders are great teachers.
- Build heart connections.
- It's in every one of us.
- Leave a legacy.

The Greatest Leadership Secret is infused through human history, its message worded a little differently by different traditions.

“What you do not want done to yourself, do not do unto others.”

—Confucius, 551–479 B.C.

“What you hate, do not do to anyone.”

—Judaism

“Hurt not others that which pains thyself.”

—Buddhism

“The real way to get happiness is by giving out happiness to other people.”

—Baden-Powell,
“The Founder’s Last Message”

In the form most familiar to us, the Greatest Leadership Secret is this:

“Do unto others as you would have them do unto you.”

—The Golden Rule

The importance of its meaning flows both directions, as does that of a palindrome. Its few words encompass the five important attributes of leaders, and plenty of lesser qualities as well.

“Do unto others as you would have them do unto you.” Simple, isn’t it? Obvious, too, but the Greatest Leadership Secret presents each of us with all we need to know. As leaders, as Scouters, as human beings, we can all strive to meet this challenge of a lifetime, and in doing so will find our lifetimes enriched with the knowledge that we are doing our best.

The Golden Rule, the world’s Greatest Leadership Secret, is complete as it is. I do want to take the liberty, though, of leaving you with one last thought. This comes to us from a man named Frank Crane, who wrote:

“The Golden Rule is of no use to you whatever unless you realize it is your move.”

All of you have the knowledge to be great leaders. All of you will find opportunities to change lives. Each of you can leave a legacy, but none of that will happen unless you take action. What will your legacy be? It’s your move.

Day Six: Summary Session (Troop Presentation)

Time Allowed

45 minutes



Learning Objectives

The purpose of the summary session is to

- Review the five themes of the Wood Badge course.
- Emphasize the connections of the course presentations and experiences to the five themes.
- Encourage participants to carry the message of Wood Badge with them as they return to their home units, districts, and councils.

Materials Needed

- A visual representation of the new Wood Badge icon, done with a PowerPoint® presentation, with icon pieces attached to a felt board, or with some other format
- Key points of the session, presented as PowerPoint® slides, overhead projections, or flip charts
- Wood Badge participant course assessment for each participant

Recommended Facility Layout

Troop meeting area

Delivery Method

This is a presentation by a Wood Badge staff member. The course director may take this assignment, lending the weight of office to the proceedings.

Presentation Procedure

Guidelines

The summary session on Day Six of the course is closely related to the course overview on Day One. The overview explores what will be presented; the summary examines what has occurred. The two sessions serve as the bookends of the content of the course.

The presenter will use the summary session to review the most important messages of the Wood Badge course. As part of preparation for this session, the presenter will need to review all the take-home messages included here. More importantly, the presenter will need to have attended each of the presentations

during the course, taking notes as to what was emphasized and the way it was presented in order to help participants recall each session.

The presenter of the summary session must keep in mind that it differs from all other presentations of the Wood Badge course. It is an interactive session designed to encourage participants to relate back to their experiences during the week in order to articulate the practical application of the learning during the course and the take-home messages from key sessions.

To stay within the 45-minute time allotment, this session requires a skilled, well-practiced facilitator. The facilitator should allow the responses of participants to drive this session and ensure that the key take-home messages are captured by the audience.

Imagine what it must have been like for Mr. Holland’s orchestra members. Many of them had probably put away their instruments long ago. When they got the call, no doubt they had to practice—not only the new piece before them, but some of those old scales. They had to get to know their instrument again.

It is much the same for you. You are ready to leave Gilwell armed with your vision and a plan to make it come to life. But to make it happen you will need to use the things you have learned here. Let’s dust them off so that they are fresh in your mind as you go out to begin leaving your legacy. And when you get home, practice these skills and then practice some more. And then practice some more. And remember, great leaders are great teachers and students.

Central Themes of Wood Badge

1. Living the Values
2. Bringing the Vision to Life
3. Models for Success
4. Tools of the Trade
5. Leading to Make a Difference

How have the central themes been supported by various course presentations and activities? To find the answer, let’s look at the central themes, talk about what you experienced during the course, and focus in on the key learning points—the *take-home messages*—for each session.

Note to presenter: This part of the session is really a group debriefing. These statements are suggestions of how to phrase it differently, but essentially you are asking, “What did you learn from this session? What do you think is important to remember about it?” Guide the discussion, but it is participants’ opportunity to tell you what is important.

This portion of the presentation can be illustrated by building the Wood Badge icon. As the discussion begins, the simple pentagon appears. As each theme is discussed, the colored bar representing that theme is placed on one side of the pentagon. The colors of the bars are those of the MacLaren tartan.

1. Living the Values

VALUES, MISSION, AND VISION

This session was one of the first of the course. In the days since then, where have you seen the main points of this session coming to life in Wood Badge course activities?

(Invite responses. Be sure that the Wood Badge ticket and The Game of Life are mentioned.)

What were the key take-home messages of this session?

(Invite responses and be sure that the following take-home messages are mentioned.)

Key Take-Home Messages

- Effective leaders create a compelling vision that they inspire others to create as a reality.
- Your ticket will help you turn your personal vision into reality.

2. Bringing the Vision to Life

LISTENING TO LEARN

Think about this session. Where did you have a chance to apply what you learned from this session? (Invite responses.)

What were the key messages to take home to your local unit or council?

(Invite responses and be sure that the following take-home messages are mentioned.)

Key Take-Home Messages

- We can all improve our ability to listen.
- Listening is a key element in communicating, learning, and leadership.
- Feedback is a gift.

COMMUNICATION

Did you have a chance to do some communicating during the course? (Invite responses.)

What was the key take-home message of this session?

(Invite responses and be sure that the following take-home message is mentioned.)

Key Take-Home Message

- Communication is essential to effective leadership and high-performance teams.

COACHING AND MENTORING

In what ways have you seen coaching and mentoring used during this Wood Badge course? (Invite responses.)

What was the key take-home message?

(Invite responses and be sure that the following take-home message is mentioned.)

Key Take-Home Message

- Small things have big consequences.

LEVERAGING DIVERSITY THROUGH INCLUSIVENESS

Did you see elements of valuing people during this course? Any examples of leveraging diversity? (Invite responses.)

What were the key take-home messages from this session?

(Invite responses and be sure that the following take-home messages are mentioned.)

Key Take-Home Messages

- We are stronger when we are diverse.
- We are stronger when we make diversity work for us.
- Leading change to become more diverse is critical for Scouting to remain relevant.

GENERATIONS IN SCOUTING

How can we learn to work together across generations for a better future? (Invite responses.)

What are the key take-home messages from this session? (Invite responses and be sure the following take-home messages are mentioned.)

Key Take-Home Messages

- Generational differences are another aspect of diversity.
- For a better future, learn ways to work together across generations.

3. Models for Success

What models for successful teams did you learn about during this course?

(Invite responses. Be sure they include the Stages of Team Development and The Leading EDGE™/The Teaching EDGE™.)

In your own experience, how did these models play out during the course? Where and when? (Invite responses and encourage participants to elaborate on their answers.)

What is the key take-home message for you as a leader?

(Invite responses and be sure that the following take-home message is mentioned.)

Key Take-Home Message

- The job of the leader is to move the team through the stages of development to become the best it can be.

4. Tools of the Trade

PROJECT PLANNING

When did the learning from this session come into play during the course? (Invite responses.)

What key take-home message will you be carrying back home?

(Invite responses and be sure that the following take-home message is mentioned.)

Key Take-Home Message

- Before starting anything, establish goals and agree on an approach.

LEADING CHANGE

How did leading change play a part in this course? (Invite responses.)

What key take-home message will you carry back to your units, districts, and councils?

(Invite responses and be sure that the following take-home message is mentioned.)

Key Take-Home Message

- Change is inevitable, but leading change can make it a positive experience.

MANAGING CONFLICT

Were there opportunities as you worked on your patrol project to apply and experience some of the elements from the session on conflict management? (Invite responses.)

What was the key take-home message here?

Key Take-Home Message

- High-performance teams quickly resolve conflict.

PROBLEM SOLVING AND DECISION MAKING

During the course, what opportunities did you have to practice problem solving and decision making? (Invite responses.)

How would you summarize the key learning point of this process?

Key Take-Home Message

- When teams use an effective approach to problem solving, they can move more quickly toward high performance.

SELF-ASSESSMENT

Assessment has been an important element of this course and may play a role as you complete your tickets. What are the key take-home messages from this session?

Key Take-Home Messages

- Self-assessment is important to realize your full potential as a leader.
- This tool equips a leader to do his or her job in the unit or council.

5. Leading to Make a Difference

The fifth of the central Wood Badge themes is “Leading to Make a Difference.” We have learned that a major aspect of this is servant leadership. What are the key take-home messages from that presentation?

Key Take-Home Messages

- Good leaders put those whom they lead first, enabling their success.
- The most effective application of this philosophy requires both the leader and the team to understand and apply their reciprocal responsibilities.

From here on, the future is up to you. It’s what you do with all you’ve learned from this course.

What’s the key take-home message of “Leading to Make a Difference”? That’s for you to determine in your own life. It is for you to make the most of the opportunities and challenges you find along the way. You will write your own legacy.

What are the key take-home messages for “Leading to Make a Difference”? Let me suggest three.

Key Take-Home Messages

- Values, mission, and vision can change the world.
- The choice of how you will lead to make a difference in Scouting is up to you.
- Ask yourself, “What will my legacy be?” Then act to make it real.

Conclusion

The Wood Badge emblem is complete. All the pieces are in place. The same is true of our Wood Badge course—the sessions are over, the challenges have been met, the hopes for meaningful experiences have been fulfilled. Take what you have learned here and make it your own. Carry this knowledge with you wherever you go. Use it to strengthen Scouting and to make this a better world.

Play “It’s In Every One of Us” slide show.

When you arrived on Day One of this course, one of the first things that happened was that you were given a pen just like this one. (Show the audience a pen.)

A pen is a simple invention, really, used by millions of people. But words depend not on the pen itself, but on the person who holds it.

- In the hand of Kathryn Lee Bates, a pen wrote the words to “America the Beautiful.”
- In the hand of a red-headed lawyer from Virginia, a pen wrote the words to one of the greatest documents in history, *The Declaration of Independence*.
- In the hand of a tall, tired president, a pen wrote, “Fourscore and seven years ago”—*The Gettysburg Address*.
- In the hand of Robert Baden-Powell, a simple pen outlined the precepts of an exciting program for boys, the forerunner of today’s Scouting movement.

Now the pen is in your hand, and the words it will write depend on you. You’ve used it already to write your Wood Badge ticket, bringing new understanding to your values and vision of success.

And now it is time for you to begin writing your legacy. What that legacy will be is up to you, and you alone. You have the power. You have the skill. The future is waiting for you to begin.

Play the recording:

Instrumental version of “It’s In Every One of Us” written by David Pomeranz, Warner Brothers Music, Upward Spiral Music, 1973, 1980.

Running time: 3 minutes, 26 seconds

Note: There is no specific use of this music called for in the course. There is no picture with this video clip, only audio. The screen will remain gray throughout the segment. If possible, insert pictures from the course.

This last statement’s delivery is critical. Make eye contact with each participant. Measure your words. Inspire them to action.

After the video, hold the pen out to others and say: “But now, this pen is in your hand, and the words that it will write depend on you. Your legacy is yours to write, and yours to fulfill. You have the power. You have the skill. The future is waiting for you to begin. Wood Badge is not an end, but a beginning.”

Day Six: Closing Gilwell Field Assembly

Time Allowed

30 minutes (15-minute presentation, 15-minute departure celebration)

Learning Objectives

The closing Gilwell Field assembly will

- Bring the Wood Badge course to a conclusion.
- Celebrate the achievement of the participants and of the staff.
- Reinforce the fellowship of the Wood Badge program and the importance of the course.

Materials Needed

Wood Badge coins, one per participant. (Each coin has the BSA corporate logo on one side. The reverse side features the Wood Badge icon and the words “It’s Your Move.”)

Recommended Facility Layout

Gilwell Field

Delivery Method

The closing assembly is led by the Wood Badge course director with the assistance of the senior patrol leader and other members of the Wood Badge staff.

Presentation Procedure

Patrol Formation

Patrols will form on Gilwell Field in the same manner as for the Gilwell Field assemblies on Days Two and Three—that is, in Gilwell Order. Staff will form a row on the flagpole side of the assembly, facing the patrols.

SENIOR PATROL LEADER:

Ask everyone to come to attention, then lead participants and staff in reciting the Scout Oath and Scout Law.

COURSE DIRECTOR:

Offer brief closing comments. For example:

“The moment has come for us to gather on Gilwell Field as Troop 1 for the last time in this Wood Badge course. We’ve had a tremendous experience together

over these six days. We've worked together, learned together, achieved a great deal, and had a lot of fun.

"As you discovered during the troop's outdoor experience, Gilwell Field exists wherever Wood Badge participants gather. The same is true of membership in Troop 1. Our association with one another, our support of each other, and our fellowship with one another does not cease simply because the course is over. You will always be a part of this group. The spirit of Gilwell Field, and of Wood Badge, will be with you wherever you go.

"I speak for all of the staff when I say this has been a very rewarding experience for those of us who have been privileged to accompany you through your Wood Badge experience. During the course, we have spoken often of the leadership skills that you can take with you to your home units, districts, and councils. You have already contributed greatly to the advancement of Scouting by what you have brought to this course. We thank you for that, and look forward to news of your future leadership successes.

"Baden-Powell always got a bit nostalgic and misty-eyed when he was saying goodbye to Scouts and Scouters with whom he had shared meaningful experiences. I'll try not to do that now, though the temptation is great. Let me just say that each one of you has an important role to play in providing leadership for Scouting and leadership for America. Good luck to you all.

SENIOR PATROL LEADER:

"Program patrol, please lower the flags and present them to the assistant Scoutmaster for program." Participants should be instructed to salute as the American flag is lowered.

Note: The program patrol lowers the flags, returns them to the assistant Scoutmaster for program, and returns to their post.

(The senior patrol leader then leads the troop in singing "Back to Gilwell" one last time. At the conclusion of the song, the course director and senior patrol leader lead the staff past the assembled patrols so that the staff can shake hands with each participant and offer congratulations.)

Note: After greeting a participant, the course director gives that person a Wood Badge coin. No explanation is needed; it is an unspoken gesture and a token that will grow in meaning long after the course has ended.

As staff members finish congratulating the participants, they form two lines a few feet apart and facing in. Staff members salute as participants exit Gilwell Field by passing between the lines. The lines are oriented so that participants are guided away from the Wood Badge camp and out toward the great big world beyond.

Concluding the Closing Gilwell Field Assembly

After the participants depart Gilwell Field, the staff retires to the staff meeting room and waits until all participants have left camp.



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Precourse Assignment—Twenty Questions

An important focus of the upcoming Wood Badge course will be a consideration of our roles as leaders in Scouting, in the workplace, in our communities, and in the nation. Among the most valuable discussions that will occur will be an ongoing consideration of setting leadership goals and then determining the manner in which those goals can be reached.

The Twenty Questions precourse assignment is intended to help you lay the groundwork for the course by developing a clearer understanding of your personal interests, values, and sense of the future. At Wood Badge, you will have the opportunity to channel that information into the development of specific goals and effective means of action.

■ **This assignment is for you to do on your own.**

■ **No one except you will see the results of this assignment.**

Use this opportunity to take a good look at where you are now in terms of interests, leadership skills, and opportunities, and where you would like to be. Be as honest as you can. Enjoy the experience.

Twenty Questions

What to do:

- Set aside time to think seriously about the following questions.
- Answer the questions as fully and honestly as you can.
- Write down your answers and bring them to the Wood Badge course. You will find them to be a helpful reference—only you will see the answers.
- Don't worry about what the "right" answers are or about satisfying someone else's idea of how you should respond. No one except you will see what you write.

The questions:

1. What do I feel are my greatest strengths?
2. What strengths do others notice in me?
3. What do I most enjoy doing?
4. What qualities of character do I most admire in others?
5. Who is a person who has made a positive impact on my life?
6. Why was that person able to have such significant impact?
7. What have been my happiest moments in life?
8. Why were they happy?
9. If I had unlimited time and resources, what would I choose to do?
10. When I daydream, what do I see myself doing?
11. What are the three or four most important things to me?
12. When I look at my work life, what activities do I consider of greatest worth?
13. What can I do best that would be of worth to others?

14. What talents do I have that no one else really knows about?
15. If there are things I feel I really should do, what are they?
16. What are my important roles in life?
17. In each of those roles, what are my most important lifetime goals?
18. In five years, what role do I see for myself in Scouting?
19. What would I really like to be and to do in my life?
20. What are the most important values I use to guide and motivate my actions?

Guidelines for Conducting Flag Ceremonies, Days One Through Six

Preparations

At the Day One Gilwell Field assembly, a staff color guard conducts the flag-raising ceremony, setting the tone and providing an appropriate model for subsequent flag ceremonies.

During the remainder of the Wood Badge course, the program patrol takes responsibility for the flag ceremony. That patrol will have had program responsibilities since the previous day's Gilwell Field assembly; that should give them time to plan and practice the ceremony, and to obtain the appropriate historic flag from the quartermaster.

Lyrics of the songs associated with historic flags can be photocopied and distributed before the flag-raising ceremony.

Procedure

After the senior patrol leader reports to the Scoutmaster, "The troop is formed," the Scoutmaster replies, "Proceed with the flag ceremony."

The senior patrol leader directs, "Program patrol, raise the colors."

The patrol leader of the program patrol takes charge, calling the members of the troop to attention. The color guard approaches the flagpoles and attaches the flags for raising. The patrol leader asks the troop members to make the Scout salute, then instructs the color guard to "Raise the colors."

The U.S. flag should be hoisted rapidly. As soon as it is at the top of the flagpole, the patrol leader commands "Two." The state flag and flag of the Boy Scouts of America are also raised quickly. The patrol then makes its presentation of the historic flag. Upon completion of the presentation, the historic flag and the Gilwell troop flag are raised rapidly to the tops of their flagpoles. (The Star-Spangled Banner and the Flag of 1818 are saluted, as they are still recognized as official flags of the United States of America.) The program patrol leads the group in singing a song associated with the historic flag, then returns to its position in the troop assembly.

Day One

Troop Meeting Plan

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening 25 minutes	<ul style="list-style-type: none"> • Patrol member introductions • Making a woggle 	Troop guide and patrol members	10 min.	25 min.
		Troop guide	15 min.	
Opening Ceremony 35 minutes	<ul style="list-style-type: none"> • Opening ceremony (includes Scout Oath, Law, and Scoutmaster welcome) • New-Scout induction ceremony 	Staff	5 min.	60 min.
		Scoutmaster and senior patrol leader	30 min.	
Skills Instruction 15 minutes	<i>Aims and Methods of the Boy Scouts of America</i>	Troop guides	15 min.	75 min.
Patrol Meetings 20 minutes	<ul style="list-style-type: none"> • Role of patrol leader, patrol totem, flags, responsibilities • Election of patrol leaders • Introduction of Start, Stop, Continue 	Troop guides	20 min.	95 min.
		Patrol members		
Interpatrol Activity 10 minutes	The Patrol Method Game (see appendix for more information)	Senior patrol leader	10 min.	105 min.
Closing 5 minutes Total 110 minutes of meeting	<ul style="list-style-type: none"> • Patrol leader installation • Scoutmaster's Minute 	Senior patrol leader and Scoutmaster	5 min.	110 min.
		Scoutmaster		

Day One Daily Patrol Self-Assessment (Start, Stop, Continue)

The Start, Stop, Continue process helps provide patrol members with hands-on experience in making assessments. Self-assessment—regularly measuring the morale and productivity of one’s own group—is key to effective team development. The process also may give a patrol fresh insights into ways it can more effectively develop into a high-performing team.

Day One: Today your patrol worked together to establish a patrol leader rotation, create a totem, and decide on a topic for your patrol project. Please take a few minutes to assess your patrol’s teamwork in relation to the assigned tasks. Consider what you would do differently if given the chance to do these activities again.

A copy of each day’s assessment forms should be kept in the patrol leader’s notebook for future reference.

Date _____ Patrol name _____

Start

*(What should we **start** doing that will make things better?)*

Stop

*(What should we **stop** doing because it is not helping?)*

Continue

*(What is our strength, and what is working well that we want to **continue** doing?)*

Day Two

Troop Meeting Plan

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening 20 minutes	Zulu toss game	Patrol Leaders	20 min.	20 min.
Opening Ceremony 5 minutes	Scout Oath and Scout Law	Program patrol	5 min.	25 min.
Skills Instruction 15 minutes	Backpacking stoves	Troop guides	15 min.	40 min.
Patrol Meetings 20 minutes	What Are You Most Afraid Of?	Troop guides	20 min.	60 min.
Interpatrol Activity 25 minutes	Front-End Alignment	Troop guides	25 min.	85 min.
Closing 5 minutes Total 90 minutes of meeting	Scoutmaster's Minute	Scoutmaster	5 min.	90 min.

Day Two Daily Patrol Self-Assessment (Start, Stop, Continue)

The Start, Stop, Continue process helps provide patrol members with hands-on experience in making assessments. Self-assessment—regularly measuring the morale and productivity of one’s own group—is key to effective team development. The process also may give a patrol fresh insights into ways it can more effectively develop into a high-performing team.

Day Two: Today, your patrol participated in a rocket-building and rocket-launching activity. Please take a few minutes to assess your patrol’s teamwork in relation to the assigned task. Consider what you would have done differently if given the chance to do the activity again.

A copy of each day’s assessment forms should be kept in the patrol leader’s notebook for future reference.

Date _____ Patrol name _____

Start

*(What should we **start** doing that will make things better?)*

Stop

*(What should we **stop** doing because it is not helping?)*

Continue

*(What is our strength, and what is working well that we want to **continue** doing?)*

Days Three Through Six Daily Patrol Self-Assessment (Start, Stop, Continue)

The Start, Stop, Continue process helps provide patrol members with hands-on experience in making assessments. Self-assessment—regularly measuring the morale and productivity of one’s own group—is key to effective team development. The process also may give a patrol fresh insights into ways it can more effectively develop into a high-performing team.

Days Three through Six: The daily patrol self-assessment takes place each morning during or just after breakfast. Members may use the following discussion points to assess their patrol’s activities during the previous 24 hours. The evaluation is discussed only within the patrol. It is not shared with the patrol leaders’ council or the rest of the troop.

A copy of each day’s assessment forms should be kept in the patrol leader’s notebook for future reference.

Date _____ Patrol name _____

Start

*(What should we **start** doing that will make things better?)*

Stop

*(What should we **stop** doing because it is not helping?)*

Continue

*(What is our strength, and what is working well that we want to **continue** doing?)*

The Patrol Method Game

Items Needed

- Set of BSA posters (Use a mix of Boy Scouting, Varsity Scouting, Venturing, and Cub Scouting posters, including recruiting posters. Make sure every patrol has a poster.)
- One posterboard per patrol
- One container per patrol plus one extra container for the senior patrol leader (Containers should be about shoebox size.)

Staff Preparation

Prepare puzzles by gluing the posters onto the posterboard. When the glue is dry, cut each posterboard into a puzzle of at least 35 pieces. Place each puzzle into a container. Place one piece from each puzzle into the extra container. Exchange one piece from each puzzle container with a piece from one of the other puzzle containers. The containers for each patrol should now contain one piece from another puzzle and all but two pieces of the original puzzle.

Focus of the Game

There are two focuses to the game. The first is to demonstrate the communication links among the senior patrol leader, the patrol leaders, and the patrols. The second is to see the beginnings of teamwork.

Game Procedure

1. The senior patrol leader asks one member from each patrol (not the patrol leader) to serve as a judge. The judges then come forward to receive the following instructions:
 - a. Divide the judges into two groups. Each group will judge the other's group of patrols.
 - b. The judges will declare the winner of the game, which will be the patrol that finishes its task first.
 - c. The judges will monitor each patrol as it completes the task. After the game, there will be a discussion about the process the patrols went through.
2. The senior patrol leader passes out one container to each patrol, keeping the extra container with the odd pieces of the puzzle for his use during the game. He instructs the patrols to wait for the signal to begin.
3. The senior patrol leader announces that there is a puzzle in each container and that there will be a race to see which patrol can finish its puzzle first. He gives the signal to begin.

Game Process

As each patrol determines that it is missing a piece or has an extra piece, the patrol leader should ask the senior patrol leader what to do. The patrol leader should turn in his extra piece and receive a piece from the senior patrol leader with the counsel that, "This might work, and if not, come back." This process continues until the patrols have completed their puzzles and a winner has been determined.

Discussion

After declaring a winner (or two), engage in a discussion with the judges, encouraging input from the rest of the patrols. Lead the discussion along these lines.

1. Which patrol won and why?
2. What did the patrols do when they found they had an extra piece and were missing a piece? *(Be sure to stress the role the senior patrol leader played in this. Cub Scouting and Venturing leaders in the group may be unfamiliar with this communication link in troops, and this will help them understand troop operations.)*
3. Did the winning patrols have a plan or particular approach to the task? *(Look for comments like, "Put all the straight-edged pieces into position first.")*
4. Did any of the patrols divide the work into sections?
5. Did a leader emerge in the group? Was it always the patrol leader?

Patrol Meeting Agenda

Day One Troop Meeting

- Roles and responsibilities of the patrol leader, assistant patrol leader, chaplain aide, and scribe
- Patrol leader election
- Appointment of the assistant patrol leader, scribe, and chaplain aide
- Introduction of Start, Stop, Continue
- Patrol totem

Aims of Scouting Work Sheet



Aim(s)

	Aims	Ideals	Methods
■ Cub Scouts			
■ Boy Scouts			
■ Varsity Scouts			
■ Venturers			

Patrol Leadership Positions

Daily Roster

	Patrol Leader	Assistant Patrol Leader	Scribe*	Chaplain Aide**
Day One				
Day Two				
Day Three				
Day Four				
Day Five				
Day Six				

*The positions of scribe and chaplain aide may be held by the same individuals throughout the Wood Badge course, or they may rotate among several or all members of the patrol.

**Because of their involvement with the chaplain aides meeting on Day Two and with the interfaith worship service on Day Six, the person or persons serving as chaplain aide should be patrol leader on days other than Day Two or Day Six.

Patrol Leaders' Council Meeting Agenda

Day One

1. Welcome
2. Introduction of attendees
3. Announcements (Include the time and location of the Day Three chaplain aides meeting.)
4. Purpose of the meeting—what we need to accomplish
5. When the meeting will end
6. Reports on the progress being made by each patrol
7. Assignments for the Day Two troop meeting
8. Discussion—patrol projects
9. Details of the ticket process
10. Morale—how each patrol and patrol leader is doing
11. Close—a brief recap of key points of the meeting including who is to do what, when it will be done, and the expectations of high quality

Zulu Toss Game

Materials

One tennis ball, orange, or other tossable item (ball) per patrol member

Procedure

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

Patrol Projects

The patrol project encourages Wood Badge course participants to focus their efforts on the production of a tangible product and to experience the satisfaction that results from participating as a member of a high-performing team. Each patrol is to choose an issue with relevance to all four program areas, discuss and decide on “best practice” solutions to share with the troop, and develop a delivery method for the presentation.

During the morning’s orientation session, everyone saw the project developed and presented by members of the Wood Badge staff. Each patrol is now assigned the challenge of creating a patrol project of its own. The projects will be presented to the entire troop on the afternoon of Day Five.

- The project must illustrate a program element or theme of Scouting that is clearly a part of all four programs—Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing—and must consist of both a self-explanatory display and an oral presentation.
- Possible topics include (but are not limited to) advancement, adventure, athletics, citizenship, codes of ethics, conservation, diversity, family involvement, finance, leadership training, learning, outdoor activities, public service, recognition, recruiting (volunteers or youth), safety, and uniforms. For example, a project discussion could revolve around how to get more adult leaders trained in all unit types (and could include board training, if applicable).
- Elements of the project could be a game, role-play, demonstration, or narrative. There are no restrictions on creativity or method of presentation. A visual prop or set of props will greatly enhance the project and should be encouraged. However, the project must be constructed in such a way that patrol members can transport it to their backcountry campsite.
- Patrol members must reach a consensus regarding the topic of their project by the morning of Day Two. The patrol scribe will write a brief description of the topic to be presented by the patrol leader to the senior patrol leader for approval. Approval must be gained no later than the Day Two patrol leaders’ council meeting.
- Each patrol will have a set amount of time to present its project to the rest of the troop—usually 15 minutes, depending on the number of patrols in the course. Patrol members must keep that time limit in mind as they prepare and rehearse their presentations.
- The quality of each project should meet or exceed the standard set by the staff exhibit observed on the morning of Day One.
- For courses that use the six-day format, the quartermaster will make available a variety of materials for patrols to use in constructing their projects. In keeping with the Leave No Trace standards of Wood Badge, patrols *may not* use native materials found at the course sites.
- At patrol leaders’ council meetings from Day Two through Day Five, patrol leaders will offer status reports on the progress of their patrol projects.
- On the afternoon of Day Five, the patrol projects must be presented in a manner in which all patrol members have substantial participation.
- At the patrol leaders’ council meeting on the morning of Day Five, the Scoutmaster will assist patrol leaders in discussing and reaching a consensus regarding a plan for the presentation of the projects.
- All Wood Badge participants are expected to contribute to the success of their patrols during the development and presentation of projects. The final product should clearly reflect the combined efforts of many individual talents.
- After presenting their projects, patrol members will complete a self-assessment to explore the process by which they developed their project and to reinforce their understanding of team development.

Wood Badge Course Schedule

Day Two

- 7:00 A.M.—Breakfast and Assessments
- 8:00 A.M.—Gilwell Field Assembly
- 8:30 A.M.—Troop Meeting
- 10:15 A.M.—Break
- 10:30 A.M.—*Leveraging Diversity Through Inclusiveness* (Troop Presentation)
- 11:00 A.M.—*Stages of Team Development* (Troop Presentation)
- 11:50 A.M.—Break
- Noon—Lunch
- 1:00 P.M.—Patrol Leaders' Council Meeting
- 1:30 P.M.—*Communication* (Patrol Presentation)
- 2:20 P.M.—Break
- 2:30 P.M.—*Project Planning* (Troop Presentation)
- 3:20 P.M.—Break
- 3:30 P.M.—*Rockets* (Patrol and Troop Activity)
- 4:50 P.M.—Break
- 5:00 P.M.—Patrol Meeting
- 6:00 P.M.—Dinner
- 7:00 P.M.—Wood Badge Game Show (Troop Activity)
- 7:50 P.M.—Break
- 8:00 P.M.—Win All You Can Game (The Game of Life) (Troop Activity)
- 8:50 P.M.—Break
- 9:00 P.M.—Cracker Barrel

The Wood Badge Ticket Process

A Guide for Staff Members

The traditional Wood Badge ticket was created to help course participants realize their personal vision of their role in Scouting. Ideally, participants write their ticket on their primary Scouting role.

The ticket consists of three parts:

- A description of his or her Scouting role
- A statement of his or her vision of success
- A plan of action composed of five significant goals that can be attained within 18 months

Participants are not expected to realize their vision immediately upon completing their five goals; reaching the goals is merely a kick-start to a long-term work in progress.

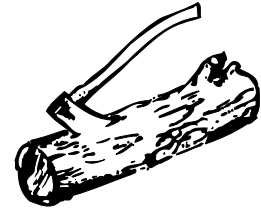
Participants should have room for creativity in their ticket writing; no two tickets will look exactly alike. It is assumed that participants will pattern their goals to use most or all of the skills they learned during the Wood Badge course. In writing their tickets, it may help some participants to list corresponding skills next to each goal. It is not required that participants incorporate all—or even a designated number—of the skills they have learned into their goals, but at least one goal must address increasing diversity in the Boy Scouts of America.

Participants should make sure the ticket goals are “SMART” (specific, measurable, attainable, relevant, and time-based) and that each goal addresses who, what, where, when, why, how measured, and how you will determine the task is complete. Troop guides or others assisting participants in writing their tickets can help facilitate the process by asking, “How does your ticket teach young people to make ethical decisions and improve their leadership skills?”

A participant may choose to have a team assess the progress made as he or she works the ticket. If so, the participant should identify that team during the writing stage.

Overall, the ticket should be meaningful and should enable the participant to practice the skills learned in the course.

Wood Badge Ticket Work Sheet



A Personal Vision of Success

Name _____ Wood Badge Course No. _____

My Scouting Position _____

The Team That Will Benefit From My Leadership _____

Scouting's Values

Scout Oath

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

Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

Scouting's Mission Statement

The mission of the Boy Scouts of 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.

My vision of success and the related plan of action

Name _____ Wood Badge Course No. _____

My Scouting Position _____

The Team That Will Benefit From My Leadership _____

SMART Goal (Specific, Measurable, Attainable, Relevant, and Timely): _____

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: _____

How you will determine the task is complete: _____

Who, Me? Game Cards

Easier Category

Make these game cards by copying this page on green paper and cutting along the dotted lines.

1. What is your given name and why did your parents name you that?

Who, Me?

6. Ask each member of the group to guess your position in the family (oldest, youngest, one of five, etc.).

Who, Me?

2. What is the one food that you would *never* serve company?

Who, Me?

7. Describe yourself as a color. Why did you pick this color?

Who, Me?

3. What is your idea of a great vacation?

Who, Me?

8. What is your favorite holiday or celebration? Why?

Who, Me?

4. Ask each member of the group to name the best movie they have ever seen.

Who, Me?

9. If you were to describe yourself as a cartoon character or stuffed animal, which one would it be? Why?

Who, Me?

5. What is your favorite color and what does it make you think of?

Who, Me?

10. Describe something that you like about where you live.

Who, Me?

Who, Me? Game Cards *(cont.)*

Easier Category

Make these game cards by copying this page on green paper and cutting along the dotted lines.

<p>11. What do you listen to on your car radio?</p> <p style="text-align: right;">Who, Me?</p>	<p>16. Name a song that makes you happy when you sing it. Why did you choose that song?</p> <p style="text-align: right;">Who, Me?</p>
<p>12. Do you have any pets? Why or why not?</p> <p style="text-align: right;">Who, Me?</p>	<p>17. What do you think of today's youth?</p> <p style="text-align: right;">Who, Me?</p>
<p>13. Who is your favorite actor/actress? What do you like about him or her?</p> <p style="text-align: right;">Who, Me?</p>	<p>18. Tell your favorite Scouting story.</p> <p style="text-align: right;">Who, Me?</p>
<p>14. If you were king or queen for a day, what would you do?</p> <p style="text-align: right;">Who, Me?</p>	<p>19. What is your favorite activity? Why?</p> <p style="text-align: right;">Who, Me?</p>
<p>15. What are your favorite television programs? Why?</p> <p style="text-align: right;">Who, Me?</p>	

Who, Me? Game Cards

More Thoughtful Category

Make these game cards by copying this page on light blue paper and cutting along the dotted lines.

1. Ask each member of the group to describe the place they first remember living in.

Who, Me?

6. Ask each member of the group to name the best sports event they have ever seen.

Who, Me?

2. How did you get involved in Scouting?

Who, Me?

7. Tell us about your best friend. Why did you pick this person?

Who, Me?

3. Ask each member of the group: If you could be an expert in any field, what would it be?

Who, Me?

8. If you could live somewhere else, where would it be and why?

Who, Me?

4. Ask one member of the group to describe the best Scouting ceremony they have ever seen.

Who, Me?

9. How do your possessions reflect your personality?

Who, Me?

5. Who is the person you most respect in Scouting? Why?

Who, Me?

10. Who is the greatest leader in world history? Why did you choose that person?

Who, Me?

Who, Me? Game Cards *(cont.)* More Thoughtful Category

Make these game cards by copying this page on light blue paper and cutting along the dotted lines.

11. If you could live anywhere, where would you live and why?

Who, Me?

16. What do people like best about you?

Who, Me?

12. What have you done in your life that makes you proud?

Who, Me?

17. If you could choose only one inanimate object to take from your burning house, what would this thing be?

Who, Me?

13. Who was your hero when you were a teenager? How did that person influence your life?

Who, Me?

18. Tell about one of your favorite childhood memories.

Who, Me?

14. What person do you admire the most today? Why?

Who, Me?

19. Name a prized possession of yours that some people might think is a silly keepsake.

Who, Me?

15. Why is Scouting important to you?

Who, Me?

Who, Me? Game Cards

Serious Category

Make these game cards by copying this page on gold paper and cutting along the dotted lines.

1. Ask the other members of the group to describe you in one word.

Who, Me?

6. What do you plan to accomplish in the next 10 years?

Who, Me?

2. Ask one member of the group to tell how they think you would handle a boy out of uniform at a unit meeting.

Who, Me?

7. What is the most important thing you have learned in Scouting?

Who, Me?

3. Describe an event in your life that helped you become the person you are today.

Who, Me?

8. If you could change one thing in your life, what would it be?

Who, Me?

4. What makes you truly happy?

Who, Me?

9. What do you think is the most important issue facing Scouting today? Why?

Who, Me?

5. What do you wish you had accomplished (but have not) at this point in your life?

Who, Me?

10. How did your parents influence your life?

Who, Me?

Who, Me? Game Cards *(cont.)*

Serious Category

Make these game cards by copying this page on gold paper and cutting along the dotted lines.

11. If you had a week left to live, what would you do?

Who, Me?

16. Talk about one of your worst habits.

Who, Me?

12. Is your job satisfying? Why or why not?

Who, Me?

17. What is the most foolish thing you ever did?

Who, Me?

13. If you died tomorrow, what would you like your obituary to say?

Who, Me?

18. How do you feel about your mom or dad?

Who, Me?

14. What is the worst moment you have ever had?

Who, Me?

19. Name three milestones in your life.

Who, Me?

15. Who is your mentor? Tell us about him or her.

Who, Me?

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 master-of-the-campfire 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	Main event		
Closing			
Headliner			
Song leader			
Cheerleader			

CAMPFIRE PROGRAM

Place _____

Date _____

Time _____

Camp director's approval _____

Campers notified _____ Campfire planning meeting _____ MC _____ Song leader _____ Cheerleader _____	Area set up by _____ _____ Campfire built by _____ Fire put out by _____ Cleanup by _____
-----------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------

Spot	Title of stunt, song, or story	By _____	Time
1	Opening (and firelighting)		
2	Greetings (introduction)	MC	
3	Sing Yell		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		

“What Are You Most Afraid Of?” Work Sheet

Below is a list, in alphabetical order, of 14 common fears. You have two tasks:

1. Working on your own, rank all 14 items in the order in which you think a survey of respondents from throughout the United States ranked them. Rank them from “1” (most feared) to “14” (least feared).
2. Once everyone has completed the individual ranking, work together as a patrol to come up with a group ranking of the items, again using “1” for most feared, up to “14” for least feared.

Fear	Individual Ranking	Team Ranking
Darkness	_____	_____
Death	_____	_____
Deep water	_____	_____
Dogs	_____	_____
Driving/riding in a car	_____	_____
Elevators	_____	_____
Escalators	_____	_____
Financial problems	_____	_____
Flying	_____	_____
Heights	_____	_____
Insects and bugs	_____	_____
Loneliness	_____	_____
Sickness	_____	_____
Speaking before a group	_____	_____

“What Are You Most Afraid Of?” Moderator Work Sheet

(This page is for the moderator of the “What Are You Most Afraid Of?” exercise.)

After individuals and patrols have completed their ranking of the 14 common fears, reveal these results of a nationwide survey.

1. Speaking before a group
2. Heights
3. Financial problems
4. Sickness
5. Deep water
6. Loneliness
7. Insects and bugs
8. Darkness
9. Death
10. Dogs
11. Elevators
12. Flying
13. Escalators
14. Driving/riding in a car

Front-End Alignment Game

The Rules

1. 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.
2. 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.
3. One point is scored for each HIT.
4. 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.
5. Each player gets three pieces of candy.
6. 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.)
7. Once scoring begins, each player may toss each piece of candy one time—a total of three tosses per participant.
8. The observer does the scoring.
9. The patrol leader is in charge at all times.
10. The patrol must complete the practice round and scoring round in no more than 10 minutes.
11. These are the rules. The observer will remain silent throughout the game and will not reveal your score until the game is over.

Front-End Alignment Game

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!

Front-End Alignment Game

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!

Stages of Team Development

1. The first stage in a team's development is the **Forming** stage ("**Pickup Sticks**"). Team members come with high, unrealistic expectations. These expectations are accompanied by some anxiety about how they will fit in, how much they can trust others, and what demands will be placed on them. Team members are also unclear about norms, roles, goals, and timelines. In this stage, there is high dependence on the leadership figure for purpose and direction. Behavior is usually tentative and polite. The major issues are personal well-being, acceptance, and trust.
2. The second stage in a team's development is the **Storming** stage ("**At Odds**"). As the team gets some experience under its belt, there is a dip in morale as team members experience a discrepancy between their initial expectations and reality. The difficulties in accomplishing the task and in working together lead to confusion and frustration, as well as a growing dissatisfaction with dependence upon the leadership figure. Negative reactions to each other develop, and subgroups form, which polarize the team. The breakdown of communication and the inability to problem-solve result in lowered trust. In some cases, a team member might choose to leave the team rather than commit to resolving the conflict. The primary issues in this stage concern power, control, and conflict.
3. The third stage in a team's development is the **Norming** stage ("**Coming Around**"). As the issues encountered in the second stage are addressed and resolved, morale begins to rise. Task accomplishment and technical skills increase, which contributes to a positive, even euphoric, feeling. There is increased clarity and commitment to purpose, values, norms, roles, and goals. Trust and cohesion grow as communication becomes more open and task-oriented. There is a willingness to share responsibility and control. Team members value the differences among themselves. The team starts thinking in terms of "we" rather than "I." Because the newly developed feelings of trust and cohesion are fragile, team members tend to avoid conflict for fear of losing the positive climate. This reluctance to deal with conflict can slow progress and lead to less effective decisions. Issues at this stage concern the sharing of control and avoidance of conflict.
4. The fourth stage in a team's development is the **Performing** stage ("**As One**"). At this stage, both productivity and morale are high, and they reinforce one another. There is a sense of pride and excitement in being part of a high-performing team. The primary focus is on performance. Purpose, roles, and goals are clear. Standards are high, and there is a commitment to not only meeting standards, but to continuous improvement. Team members are confident in their ability to perform and overcome obstacles. They are proud of their work and enjoy working together. Communication is open and leadership is shared. Mutual respect and trust are the norms. Issues include continued refinements and growth.

Patrol Leaders' Council Meeting Agenda

Day Two

1. Welcome
2. Introductions
3. Announcements (Include information about the outdoor experience.)
4. Patrol leader reports on patrol progress:
 - Morale and productivity
 - Patrol projects
 - Totems
5. Assessment of the DayTwo troop meeting
6. Agenda and assignments for the DayThree troop meeting
7. Distribution of patrol leaders' copies of the course schedule for DayThree
8. Review of the assignments for program patrol and service patrol
9. Assign the organization of the participants' troop campfire (occurring on Day Four) to the patrol that will serve on Day Four as the program patrol. Provide that patrol with copies of the campfire planning materials.
10. Summarize the important points of the meeting and review assignments.
11. Adjourn.

Day Three

Troop Meeting Plan

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening 20 minutes	How to pack for the outdoor experience	Patrol leaders	20 min.	20 min.
Opening Ceremony 5 minutes	Outdoor Code	Program patrol	5 min.	25 min.
Skills Instruction 15 minutes	BSA Outdoor Ethics	Troop guides	15 min.	40 min.
Patrol Meetings 15 minutes	Planning for the upcoming outdoor experience	Patrol leaders	15 min.	55 min.
Interpatrol Activity 20 minutes	Relay	Troop guides	20 min.	75 min.
Closing 5 minutes Total 80 minutes of meeting	Scoutmaster's Minute (relating to the outdoor experience)	Scoutmaster	5 min.	80 min.

Wood Badge Course Schedule

Day Three

(6 × 1 Course Format)

7:00 A.M. — Breakfast and Assessments

8:00 A.M. — Gilwell Field Assembly

8:30 A.M. — Interfaith Worship Service (Instructional)

9:20 A.M. — Break

9:30 A.M. — Troop Meeting

10:50 A.M. — Break

11:00 A.M. — The Leading EDGE™/The Teaching EDGE™ (Troop Presentation)

11:50 A.M. — Break

Noon — Lunch

1:00 P.M. — Patrol Leaders' Council Meeting

1:30 P.M. — *Conservation Project Planning* (Troop Presentation and Activity)

2:20 P.M. — Break

2:30 P.M. — Patrol Meeting and Project Development

5:00 P.M. — Ticket Development and Free Time

6:00 P.M. — Dinner

7:00 P.M. — *October Sky* (Troop Activity)

9:00 P.M. — Troop Cracker Barrel

Wood Badge Course Schedule

Day Three

(3 × 2 Course Format)

7:00 A.M. — Breakfast and Assessments

8:00 A.M. — Gilwell Field Assembly

8:30 A.M. — Interfaith Worship Service (Instructional)

9:20 A.M. — Break

9:30 A.M. — Troop Meeting

10:50 A.M. — Break

11:00 A.M. — The Leading EDGE™ / The Teaching EDGE™

11:50 A.M. — Break

Noon — Lunch

1:00 P.M. — Patrol Leaders' Council Meeting Patrol Chaplain Aides Meeting

1:30 P.M. — *Conservation Project Planning* (Troop Presentation and Activity)

2:20 P.M. — Break

2:30 P.M. — *October Sky* (Troop Activity)

4:30 P.M. — Closing Gilwell Field Assembly

5:00 P.M. — Patrol Meeting and Departure

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.

“How to Pack for the Outdoor Experience”

Preopening Activity—Day Three Troop Meeting

The Wood Badge outdoor experience is an opportunity for each patrol to travel together to a remote location, establish a camp, and take part in several days of outdoor activities. Patrol members will pack and carry their own gear and clothing, appropriate for the backcountry.

The members of each Wood Badge patrol represent a wide range of skills and backgrounds. The goal of the Day Three troop meeting preopening activity is for patrol members to share their knowledge with one another to ensure that each person has access to the necessary gear and clothing and that everyone will be able to pack his or her equipment for traveling to the patrol's campsite.

Besides drawing upon their own experiences, patrol members may also refer to the *Boy Scout Handbook*; *Fieldbook*; *Camping, Hiking, and Backpacking* merit badge pamphlets; and publications for Varsity Scouting and Venturing that highlight camping and backpacking.

“Planning for the Outdoor Experience”

Patrol Meetings—Day Three Troop Meeting

Patrol leaders can use the patrol meeting portion of the Day Three troop meeting to begin planning the details of the upcoming outdoor experience. Among the topics to consider are the following:

- Food
 - Budget for meals
 - Menus
 - Ingredient lists
 - Shopping
 - Food repackaging, transport, and storage
- Group gear
 - For camping
 - For cooking

Outline for Project Planning

Five Stages of Team-Based Project Planning

1. Project overview
2. Work breakdown structure
3. Activity assignments
4. Putting the plan into action
5. Project closeout

Stage One: Project Overview

Create a strategic decision-making document that

- Identifies the problem or opportunity
- States the scope of the project
- Establishes project goals
- Lists important objectives
- Explains how success is measured
- Determines the approach or methodology
- Identifies assumptions and risks

Project Overview

Problem, opportunity, or situation to be changed: _____

Project goals: _____

Objectives: _____

Measure of success: _____

Approach or method: _____

Assumptions and risks: _____

SMART Goals and Objectives

Establish project goals and objectives that pass the “SMART” test:

- S**— Specific: Is it specific in targeting an objective?
- M**— Measurable: What are the measurable indicators of success?
- A**— Attainable: Is it attainable by someone on the team?
- R**— Relevant: Can it be achieved within the resources and time allowed?
If not, then the goal is irrelevant to project success.
- T**— Time-based: When will the project be completed?

Project Overview Ensures Success

The project overview should

- Identify problems early and determines the feasibility.
- Help others understand and commit to the project.
- Provide the basis for a detailed plan.
- Help avoid “activity trap” and “scope creep.”

Approach or Method

Consider the following when choosing an approach or method:

- Focus on goals and objectives.
- Challenge assumptions regarding usual approaches.
- Explore out-of-the-box solutions.
- Invent new methods when appropriate.

Assumptions and Risks

To help identify the project’s assumptions and risks, answer these questions.

1. What resources are required?
2. What risks are associated with obtaining these resources in a timely manner?
3. What problems or delays could we have?
4. What effects will delays have?

Stage Two: Work Breakdown Structure

The work breakdown structure helps keep the team focused and helps prioritize tasks.

- Following the network of high-level objectives, break down each objective into separate activities that will be necessary to accomplish it.
- Order the activities by what must be done and when.

Characteristics of Project Activities

Project activities should

- Pass the “SMART” test.
- Have clear start and stop events.
- Incorporate easily estimated time/cost.
- Be assignable and manageable.

Stage Three: Activity Assignments

When assigning activities, be sure participants have

- Clarity regarding their assignment
- Clarity about the project’s purpose
- Clarity about resources and deadlines
- A good match to their skills
- Established milestones and reporting procedures

Stage Four: Putting the Plan Into Action

The implementation and tracking leader should

- Provide leadership to the team.
- Provide additional resources.
- Assist with decision making and problem solving.
- Monitor the critical path.
- Monitor each team member’s performance.

Stage Five: Project Closeout

When closing out the project:

- Recognize team members.
- Write a postmortem report.
 - Were goals and objectives achieved?
 - Was the project completed on time?
 - What lessons were learned?
 - What ideas and recommendations do you have for next time?

Win *All You Can* Scoring System

Scoring the game is so simple that some people won't believe it. To determine scoring, each group decides to hold up (cast a vote with) one of the team's cards, either the red "ax and log" card or the green "beads" card. The lead facilitator counts to three. On three, the designated leader of each group must hold up the card the group has selected. Based on the vote, the facilitators/scorekeepers record the scores within each cluster of four groups. That completes a round.

In total, 10 rounds are played. Scores are reviewed and groups are encouraged to perform their cheers after rounds three, six, and nine. The lead facilitator should call on each scorekeeper to report and comment on the scores of each group. Guides should report the scores and comment like a TV sports commentator.









Point values are doubled for rounds four, five, and six.

Win *All You Can* Rules

1. Each group will choose a name, preferably one that is unique and clever. (Patrols can use their patrol names.)
2. Each group should be able to perform a cheer, yell, or song to express its enthusiasm for participating in *The Game of Life*.
3. Once the game begins, participants may talk only with members of their own group—no exceptions.
4. One member of each group should be designated to hold up one of the group's cards (the vote) when instructed to do so during each round of the game.
5. Points are awarded to groups according to the score sheet. Decisions of the facilitators are final.
6. Win all you can!

Win All You Can Score Sheet

Scoring System

	All Ax and Log	All lose -50 points
	1 Ax and Log	Ax and Log wins +300 points
	3 Beads	Beads lose -100 points
	2 Ax and Log	Ax and Log wins +200 points
	2 Beads	Beads lose -200 points
	3 Ax and Log	Ax and Log wins +100 points
	1 Beads	Beads lose -300 points
	All Beads	All win +50 points

Win All You Can Scoreboard

Round					
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Principles of Leave No Trace

1. Plan Ahead and Prepare

Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoyably while minimizing damage to natural and cultural resources. Campers who plan ahead can avoid unexpected situations, and minimize their impact by complying with area regulations such as observing limitations on group size.

2. Travel and Camp on Durable Surfaces

Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion.

3. Dispose of Waste Properly (Pack It In, Pack It Out)

This simple yet effective saying motivates backcountry visitors to take their trash home with them. It makes sense to carry out of the backcountry the extra materials taken there by your group or others. Inspect your campsite for trash or spilled foods. Accept the challenge of packing out all trash, leftover food, and litter.

4. Leave What You Find

Allow others a sense of discovery, and preserve the past. Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. Examine but do not touch cultural or historical structures and artifacts. It may be illegal to remove artifacts.

5. Minimize Campfire Impacts

Some people would not think of camping without a campfire. Yet the naturalness of many areas has been degraded by overuse of fires and increasing demand for firewood.

6. Respect Wildlife

Quick movements and loud noises are stressful to animals. Considerate campers observe wildlife from afar, give animals a wide berth, store food securely, and keep garbage and food scraps away from animals. Help keep wildlife wild.

7. Be Considerate of Other Visitors

Thoughtful campers travel and camp in small groups, keep the noise down, select campsites away from other groups, always travel and camp quietly, wear clothing and use gear that blend with the environment, respect private property, and leave gates (open or closed) as found. Be considerate of other campers and respect their privacy.

Patrol Leaders' Council Meeting Agenda

Day Three

1. Welcome
2. Introduction of attendees
3. Announcements
4. Purpose of the meeting—what we need to accomplish
5. When the meeting will end
6. Assessment of the Day Three troop meeting
7. Distribution of patrol leaders' copies of the Day Four course schedule
8. Discussion of the upcoming outdoor experience, including an explanation of the involvement of youth as youth leadership training/Order of the Arrow troop representatives
9. Patrol leaders report on patrol progress:
 - Team status, especially regarding morale and productivity
 - Exhibits
 - Totems
10. Reports on the progress being made by each patrol:
 - Daily duties
 - Planning for the participants' troop campfire
11. Assignments for flag retirement (3 x 2 format)
12. Summary of the important points of the meeting and review of any assignments
13. Adjourn

Wood Badge Course Schedule

Day Four

7:00 A.M. — Participants Arrive

8:00 A.M. — Gilwell Field Assembly

8:30 A.M. — Travel to Overnight

9:30 A.M. — Outdoor Experience Assembly, Leave No Trace Model Campsite, and Patrol Camp Setup

10:30 A.M. — *Leading Change* (Troop Presentation)

11:20 A.M. — Break

11:30 A.M. — Patrol Leaders' Council Meeting

Noon — Lunch

1:00 P.M. — *Generations in Scouting* (Troop Presentation)

2:00 P.M. — Break

2:15 P.M. — *Problem Solving and Decision Making* (Troop Presentation)

2:45 P.M. — *Problem Solving Round-Robin* (Patrol and Troop Activity)

4:00 P.M. — *Managing Conflict* (Patrol Presentation)

5:00 P.M. — Patrol Meeting

6:00 P.M. — Dinner

7:30 P.M. — The Diversity Game (Patrol Activity)

8:30 P.M. — Participant Campfire and Venturing Induction Ceremony

9:30 P.M. — Patrol Cracker Barrel

Chaplain Aides Meeting Agenda—Day Three

1. Welcome
2. Introductions
3. Using religiously oriented resources available to course participants
4. Preparing for the interfaith worship service the morning of Day Six
5. Review of assignments
6. Summary

Conservation Project Planning Checklist

(Include a copy of this checklist in each participant notebook.)

Scouting leaders and agency personnel can use the following checklist to assist them in planning conservation projects.

What is the task to be done? _____

Why is it important? _____

How many Cub Scouts, Boy Scouts, Varsity Scouts, or Venturers can take part in the work? _____

What is the time frame for completing the project? _____

What tools and materials will be needed, if any, and who will provide them? _____

What leadership skills are required to oversee the work? _____

Who will provide project leadership? (List youth and adult Scouting leaders and any agency personnel.)

How will youth reach the work area? _____

What safety factors are involved and how will they be addressed? _____

Patrol Leaders' Council Meeting Agenda

Day Four

1. Welcome
2. Introductions
 - Staff
 - Patrol leaders
3. Assess the morning's assemblies and travel to the backcountry location.
4. Patrol leaders report on patrol progress:
 - Making camp, settling into the outdoor experience. Any questions or concerns?
 - Exhibit preparation.
5. Distribute patrol leaders' copies of the course schedule for Day Five.
6. Discuss the Day Five patrol project presentations. Patrol leaders should work together to determine the following:
 - The location of the presentations
 - The amount of time allowed each patrol
 - The order in which the patrol projects will be presented
7. Review plans for the Day Five conservation project. To the greatest extent possible, involve the patrol leaders in planning and carrying out the project.
8. Review the Day Five staff departure plans and go over any emergency response protocols that will be in place while the staff is gone.
9. Review the plans for the Day Four participant campfire.
10. Review program patrol and service patrol assignments.
11. Summarize the important points of the meeting and review assignments.

Wood Badge Course Schedule

Day Five

7:00 A.M. — Breakfast and Assessments

8:00 A.M. — Gilwell Field Assembly

8:30 A.M. — *Coaching and Mentoring* (Troop Presentation)

9:20 A.M. — Break

9:30 A.M. — *Conservation Project* (Troop Activity)

11:30 A.M. — *Self-Assessment* (Troop Presentation)

Noon — Lunch and Patrol Leaders' Council Meeting

1:00 P.M. — Project Setup and Break

1:30 P.M. — *Project 1* (Patrol and Troop Activity)

2:45 P.M. — Project Setup and Break

3:15 P.M. — *Project 2* (Patrol and Troop Activity)

4:30 P.M. — Ticket Review and Staff Departure

5:30 P.M. — Patrol Dinner

7:00 P.M. — Patrol Meeting/Patrol Project Self-Assessment

8:00 P.M. — Patrol Campfires and Cracker Barrel

Generations Work Sheet

Situation One: The district is organizing a training day. The plan is to have all required training events in one place and on one day. The curriculum for position-specific training has changed significantly since the last time the district held the training. Considering the generational facts you are aware of, please describe the following:

Potential Issues/Conflicts

Greatest Generation:

Baby Boomer Generation:

Generation X:

Millennials:

Opportunities/New Ideas

Greatest Generation:

Baby Boomer Generation:

Generation X:

Millennials:

Generations Work Sheet

Situation Two: The council needs units to volunteer for service projects at the local camps. Two of the camp rangers are from the Baby Boomer generation and one is from the Greatest Generation. The Baby Boomers' camps are in need of campsite improvements including timber clearing and rebuilding latrines. The Greatest Generation's camp is in need of trail building and fire rings construction. None of the camps is ideally set up for female campers. The council's female volunteer numbers are not growing and some think it is because of the camp experience. How could you contribute?

Potential Issues/Conflicts

Greatest Generation:

Baby Boomer Generation:

Generation X:

Millennials:

Opportunities/New Ideas

Greatest Generation:

Baby Boomer Generation:

Generation X:

Millennials:

Generations Work Sheet

Situation Three: Your unit is approaching its 50th anniversary. It has been a tradition to hold a potluck to celebrate every 10-year anniversary. The Scoutmaster is a Generation Xer. He would like to do something new and exciting that might even engage a wider audience in the community. The committee chair is a member of the Greatest Generation and values tradition. Most of the assistant Scoutmasters and committee members are Baby Boomers. How can the team resolve this and create a win-win solution for the unit?

Potential Issues/Conflicts

Greatest Generation:

Baby Boomer Generation:

Generation X:

Millennials:

Opportunities/New Ideas

Greatest Generation:

Baby Boomer Generation:

Generation X:

Millennials:

Generations Work Sheet

Situation Four: The unit's leadership (Scoutmaster and committee chair) as well as most of the assistants and committee members are Baby Boomers. They have held their positions for the past five to seven years. Several capable Generation X parents and even Millennials who want to participate and contribute have been discouraged with the lack of opportunities. How can this issue be addressed and positions made available for their involvement?

Potential Issues/Conflicts

Greatest Generation:

Baby Boomer Generation:

Generation X:

Millennials:

Opportunities/New Ideas

Greatest Generation:

Baby Boomer Generation:

Generation X:

Millennials:

Diversity Game Cards

Easier Category

Make these game cards by copying this page on green paper and cutting along the dotted lines.

<p>1. Name the last book you read or last movie that you saw that really affected you. What did it teach you about other people?</p> <p>Diversity</p>	<p>5. How do you think the media promotes or dispels stereotypes?</p> <p>Diversity</p>	<p>9. Tell us something that people would not ordinarily think about you when they first meet you.</p> <p>Diversity</p>
<p>2. In popular literature, the term "Boy Scout" is often used. What do you think people mean by that?</p> <p>Diversity</p>	<p>6. What is the most important thing that we learn from other cultures?</p> <p>Diversity</p>	<p>10. Tell us some good things about being short or tall.</p> <p>Diversity</p>
<p>3. Ask each member of the group to relate their family's favorite holiday tradition.</p> <p>Diversity</p>	<p>7. If there were a way to promote diversity, how would you do it?</p> <p>Diversity</p>	<p>11. Talk about your high school experience regarding racial diversity. Was it diverse? Why or why not?</p> <p>Diversity</p>
<p>4. Tell the group what your cultural heritage is.</p> <p>Diversity</p>	<p>8. Why do you think we shouldn't discriminate against others?</p> <p>Diversity</p>	<p>12. Is a slender person more physically able than one who is overweight? Why or why not?</p> <p>Diversity</p>

Diversity Game Cards

More Thoughtful Category

Make these game cards by copying this page on light blue paper and cutting along the dotted lines.

<p>1. Tell each member of the group something you have noticed and respected about him or her.</p> <p style="text-align: right;">Diversity</p>	<p>5. Is there anything that we can do to promote equality between men and women?</p> <p style="text-align: right;">Diversity</p>	<p>9. When you look at an individual you don't know, what assumptions do you make about their ability or inability to deal with a situation?</p> <p style="text-align: right;">Diversity</p>
<p>2. What can you do in your unit to welcome youth and their families of different ethnic backgrounds?</p> <p style="text-align: right;">Diversity</p>	<p>6. Why do some cultures revere the elderly, while others discard them?</p> <p style="text-align: right;">Diversity</p>	<p>10. Are people of certain ethnic backgrounds better at math and science than people of other backgrounds? If so, what are they and why?</p> <p style="text-align: right;">Diversity</p>
<p>3. Why would a unit consider including a youth member who can't afford to belong?</p> <p style="text-align: right;">Diversity</p>	<p>7. How can you teach your child about diversity?</p> <p style="text-align: right;">Diversity</p>	<p>11. Do you assume that a tall, well-spoken individual is a better leader than a shorter, shy person or one with an accent or speech impediment? Why or why not?</p> <p style="text-align: right;">Diversity</p>
<p>4. Why is immigration important to the health of the United States?</p> <p style="text-align: right;">Diversity</p>	<p>8. Talk about an event that made you realize that there are differences between people.</p> <p style="text-align: right;">Diversity</p>	<p>12. Do you assume that individuals from certain groups (race, gender, education level, etc.) will not work well with individuals of certain other groups? Why or why not?</p> <p style="text-align: right;">Diversity</p>

Diversity Game Cards

Serious Category

Make these game cards by copying this page on gold paper and cutting along the dotted lines.

<p>1. Ask each member of the group to describe how they think you feel about the older generation of your family.</p> <p style="text-align: right;">Diversity</p>	<p>5. Has your family ever been discriminated against?</p> <p style="text-align: right;">Diversity</p>	<p>9. Have you ever been discriminated against? Tell the story.</p> <p style="text-align: right;">Diversity</p>
<p>2. Ask each member of the group: What, in your experience, do women bring to the Scouting movement?</p> <p style="text-align: right;">Diversity</p>	<p>6. What is your childhood recollection of prejudice?</p> <p style="text-align: right;">Diversity</p>	<p>10. Name some stereotypes that you have been exposed to.</p> <p style="text-align: right;">Diversity</p>
<p>3. Ask the members of the group: What can we do to encourage cultural diversity in our units?</p> <p style="text-align: right;">Diversity</p>	<p>7. How do you feel when you see an interracial couple?</p> <p style="text-align: right;">Diversity</p>	<p>11. Why do you think people join a church or a religion?</p> <p style="text-align: right;">Diversity</p>
<p>4. How can we break down the barriers that stereotyping causes?</p> <p style="text-align: right;">Diversity</p>	<p>8. Name a stereotype that people apply to you.</p> <p style="text-align: right;">Diversity</p>	<p>12. Ask each member of the group: What is the one question that you don't want me to ask you right now?</p> <p style="text-align: right;">Diversity</p>

“Tom R. Sage: Venturing Legend” Role-Playing Handouts

Initial Information

(Everyone receives this information before the role play begins.)

Megan Mecham is 18 years old and a member of Venturing Crew 516. She joined the crew two years ago and is currently chairing the group planning their summer outing, a five-day hike on the Appalachian Trail. Megan is a freshman in the local community college, still living at home. She was practically a straight-A student in high school, but her family didn't have the money to send her to an expensive college. She is an attractive girl, always gets lots of dates, and works part-time at a local computer store. Upon graduation she hopes to move to another part of the country and get a good job in the computer industry. Her parents are pushing her to achieve, in part because they want her to be out on her own. Virtually everyone who knows Megan believes she has incredible potential in the field of technology. Megan dreams of better times ahead and seems to have the knowledge, ability, and commitment to make it all happen.

Megan joined the Venturing crew because of its focus on outdoor adventures. One of the crew Advisors works at the same computer store as Megan. The other Advisor, Tom R. Sage, is an avid climber.

Tom R. Sage is the lead Advisor of Venturing Crew 516. He was a Cub Scout, Boy Scout, Eagle Scout with two Palms, and Order of the Arrow Brotherhood member, and has completed Wood Badge training. He loves Scouting and quickly signed on to be a Venturing crew Advisor when the program was launched.

Tom is known in town as a marathon runner, but he is equally successful in just about everything he tries. All the members of the Venturing crew admire and respect him, and crew meetings are energized because of him.

The seven guys and four girls in the crew are still talking about their recent service project for the kids in Special Olympics—they had helped set up and keep records for all of the participants. At one point during the Olympics, Tom had gotten tears in his eyes because of the personal triumphs of the Special Olympics kids. Everyone in the crew was moved to see Tom experiencing that sort of emotion—he was usually all business.

Additional Information for Tom R. Sage:

Megan Mecham is a wonderful young woman, but she has never shown herself to be a leader. Everyone in the crew is frustrated with her right now. She is in charge of the big five-day outing that the crew is anticipating—a hike on the Appalachian Trail. But Megan hasn't done anything yet. She doesn't seem to have a plan, and she won't delegate responsibilities to anyone else. She won't even talk about it.

Afraid that the whole trip will fall apart, the other crew members have turned to you, Tom R. Sage, to straighten out things. They hope you can give Megan a bit of guidance, perhaps ask some open-ended questions and make a few suggestions. They feel that if Megan would just admit that she is in over her head, everyone could jump in and help, but she won't do it.

Your meeting with Megan takes place before the next crew meeting. You and the other Advisor of the crew are going over plans for the meeting when Megan arrives. There is just enough time to have a discussion with her before anyone else shows up. You wait for her to start the conversation.

Additional Information for Megan Mecham:

You've come to the crew meeting early in hopes of being able to talk with Tom R. Sage. He has always helped you figure out which path to travel, and you really need some of his experience and wisdom right now. You know the crew thinks you've let them down regarding the summer hiking trip, but you have much more important things on your mind at the moment.

Your experience with the Special Olympics kids turned out to be a life-altering experience for you, or at least that is how it seems now. You have decided to give up your plans for a career in technology and instead work with children with disabilities. You know you'll never be rich, but you don't care. There is more to life than money and knowledge. It is about caring for people. You realized that when you saw the tears in Mr. Sage's eyes the day of the Special Olympics.

Your biggest concern is how to tell your parents, your friends, and members of the crew. They all think you've got your life mapped out, but now you are changing it all. You are concerned about what everyone will think, especially your parents. With this change in your plans, you may need to continue living with them for a while. Will everyone think you are crazy? Does Mr. Sage think you are crazy? What should you do?

Your meeting with Tom R. Sage takes place just before the next crew meeting. You have arrived early. Mr. Sage and the other crew Advisor are there, too, and there is just enough time to have a discussion with him before anyone else arrives. You begin the conversation by saying "Hi, Mr. Sage," and shaking his hand.

Sample 360-Degree Assessment Survey

(Provide one copy to each course participant.)

I am seeking productive feedback on my progress toward reaching these five goals that have to do with my leadership in Scouting:

1. _____
2. _____
3. _____
4. _____
5. _____

With those goals in mind, please provide an assessment of how I am doing. Of the following questions, answer those for which you have personal knowledge. Your answers may be either "Way to Go!" or "Ways to Grow." If an answer is "Ways to Grow," please feel free to suggest how I can do better in that area.

When you have finished the survey, please mail it in the enclosed envelope to my assessment facilitator. The facilitator will provide me with a summary of all the surveys. No one but the facilitator will see your answers.

	Way to Go!	Ways to Grow
1. Produces work on time	_____	_____
2. Communicates well with others	_____	_____
3. Encourages diversity in Scouting	_____	_____
4. Develops creative solutions to problems	_____	_____
5. Demonstrates a good knowledge of Scouting	_____	_____
6. Treats Scouts and Scouters in a respectful, considerate manner	_____	_____
7. Creates an environment that makes progress possible for everyone	_____	_____
8. Serves as a good role model	_____	_____
9. Shares knowledge with others	_____	_____
10. Takes active steps to ensure lifelong learning	_____	_____

Patrol Leaders' Council Meeting Agenda

Day Five

1. Welcome
2. Introductions
 - Staff
 - Patrol leaders
3. Review the morning's conservation project.
4. Patrol leaders report on patrol progress:
 - Exhibit preparation. Any questions or concerns?
 - Camping issues. Any questions or concerns?
5. Patrol project presentations:
 - Review the presentation schedule developed at the Day Four patrol leaders' council meeting.
 - Distribute and discuss the Patrol Project Self-Assessment tool that will be used by each patrol after dinner on Day Five.
6. Distribute patrol leaders' copies of the Day Six Course Schedule.
7. Discuss the Day Six departure from the site of the outdoor experience. Address any logistical concerns.
8. Discuss the value of preparing meals together—builds teamwork, trust, morale, and fun!
9. Review assignments for the program patrol and the service patrol.
10. Summarize important points of the meeting and review any assignments.

Wood Badge Course Schedule

Day Six

7:00 A.M. — Breakfast and Assessments

8:00 A.M. — Return From Overnight

8:30 A.M. — Gilwell Field Assembly

9:00 A.M. — Interfaith Worship Service

10:00 A.M. — Servant Leadership (Troop Presentation)

11:00 A.M. — Break

11:30 A.M. — Patrol Leaders' Council Meeting

 Noon — Closing Luncheon

1:00 P.M. — *Leaving a Legacy* (Troop Presentation)

2:15 P.M. — Break

2:30 P.M. — *Summary Session* (Troop Presentation)

3:15 P.M. — Course Assessment

3:45 P.M. — Closing Gilwell Field Assembly

4:15 P.M. — Adjourn/Depart for Home

Wood Badge Patrol Project Discussion Guide

Objectives

1. In what ways did your patrol project describe an issue that can be clearly identified as being associated with Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing?

2. How did your patrol project relate this issue to the aims and methods of Scouting?

3. List the ways in which the presentation of your patrol project involved both a static display and an oral presentation.

4. How did the presentation of your patrol project involve every member of your patrol?

5. Did your patrol project represent your patrol's *best possible effort*?

6. Did your team come up with best practices and possible solutions to your issue?

7. How can this help the troop as a whole, especially as it may relate to ticket items?

Processes

1. During the development of your patrol project, how did your patrol reach consensus regarding selection of a topic?

2. During the development of your patrol project, did a single member of your patrol assume leadership for the project? If so, on what basis was this patrol member selected?

3. During the development of your patrol project, did conflict ever arise? If so, how did your patrol manage the conflict?

4. During the development of your patrol project, were the unique talents of the individual members of your patrol used to their fullest potential?

5. As a consequence of developing your patrol project, did the members of your patrol learn about aspects of the Scouting program in areas other than those in which they are involved?

6. As a consequence of developing your patrol project, did the members of your patrol develop a more global view of the Scouting movement?

7. Did you utilize the power of the troop to add additional ideas during the delivery of your project?

8. How can the outcome of your project and the ensuing discussion of best practices help Scouting?

Team Development

Below, graph your patrol's *enthusiasm* (morale) and *skill level* (productivity) over the course of the first four days of Wood Badge. To what extent, if any, does your graph correspond to the Stages of Team Development?

	Day 1	Day 2	Day 3	Day 4
(+)				
(-)				

Patrol Leaders' Council Meeting Agenda

Day Six

1. Welcome
2. Introductions
 - Staff
 - Patrol leaders
3. Review the patrols' return from the outdoor experience and the Gilwell Field assembly.
4. Distribute copies of the Day Six schedule to the patrol leaders and review the events for the remainder of the course.
5. Discuss what is expected of the patrols to make the camp breakdown as efficient as possible. If specific assignments are needed, they should be made at this time.
6. Explain that each patrol will be allowed two minutes at the closing luncheon to make any introductions, tributes, acknowledgments, or other presentations they wish. Patrol leaders should discuss this with patrol members before the luncheon to determine whether they wish to use their two minutes and, if so, in what manner.
7. Discuss important dates and deadlines.
8. Review any remaining assignments for the program patrol and the service patrol.
9. Summarize important points of the meeting.

Servant Leadership Session Notes

What is servant leadership?

“It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. The difference manifests itself in the care taken by the servant—first to make sure that other people’s highest-priority needs are being served.” —Robert K. Greenleaf, *The Servant As a Leader*, 1970

Basic Leader Responsibilities

- The outputs of the team:
 - The leader is the one who provides direction and resources to the team.
- Problem solving:
 - Making good plans with clearly explained logic
 - Putting plans into effect, including delegating parts of the plans to team members
- Leadership of the team:
 - Engaging the judgments and commitments of team members
 - Setting context about the why and how of the team actions and where they fit into the big picture and goals of the larger organization
 - Clearly defining assignments
 - Explaining and applying operating limits
 - Obtaining continuing advice from team members about how to improve processes
- Stewardship:
 - Providing a safe, secure, and healthy work environment
 - Setting the example
 - Coaching team members
 - Recognizing and rewarding team members
 - Improving processes and working methods
 - Managing the resources used by the team

Basic Team Member Responsibilities

- Working effectively:
 - Working safely
 - Applying judgment and discretion when completing assignments
 - Making solid work plans and being flexible when completing them
 - Providing continuing advice to the team and leader on ways to improve
 - Keeping the leader informed about the progress of the assignments

- Working within the limits of:
 - Effective use and stewardship of resources
 - The assignment details
 - The big picture and the intentions of the assignments
 - The policies, ethics, procedures, methods, and processes set by the group or its organization

Follow-Up Patrol Activity

Discuss and make suggestions on how you feel servant leadership can be applied by adults when working with youth groups such as Cub Scout packs, Boy Scout troops, and Venturing crews.

“It’s In Every One of Us” Lyrics

“It’s In Every One of Us” has been translated into numerous languages, recorded numerous times, and sung all over the world in places people gather for inspiration. It was used as a theme song in television commercials for a major sponsor of the 1988 Summer Olympic Games in Seoul, Korea, and it was featured in the 1988 motion picture “Big,” starring Tom Hanks.

Writer David Pomeranz was born in New York City and grew up on Long Island. At age 19, he signed a recording contract with MCA/Decca records. He has toured with Rod Stewart, Three Dog Night, and the Doors, and he has performed with Bette Midler, Randy Newman, and many others. Perhaps he is best known for penning the No. 1 hits “Trying to Get the Feeling Again” and “The Old Songs” for Barry Manilow.

It’s In Every One of Us

by David Pomeranz

It’s in every one of us to be wise.
Find your heart, open up both your eyes.
We can all know everything, without ever knowing why.
It’s in every one of us, by and by.

It’s in every one of us, I just remembered.
It’s like I’ve been sleeping for years.
I’m not awake as I can be, but my seeing is better.
I can see through the tears.

I’ve been realizing that I bought this ticket
And I’m watching only half of the show.
But there is scenery and lights, and a cast of thousands
Who don’t know what I know, and it’s good that it’s so.

It’s in every one of us to be wise.
Find your heart, open up both your eyes.
We can all know everything without ever knowing why.
It’s in every one of us, by and by.

It’s in every one of us, by and by.

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“It’s In Every One of Us— Wood Badge Spirit” Lyrics

by David Pomeranz

Additional “Wood Badge Spirit” words by Randall K. Cline

It’s in every one of us to be wise.
Find your heart, open up both your eyes.
We can all know everything without ever knowing why.
It’s in every one of us, by and by.

It’s in every one of us, a kindred spirit
Awakening me from within.
I’m not all that I can be, but I have a vision
That calls me; let’s begin.

I’ve been realizing that my life is passing.
It’s time to get into the show.
Lead to make a difference, serve because I care,
And then love, ‘cause I know, that is all one need know.

It’s in every one of us to be wise.
Find your heart, open up both your eyes.
We can all know everything without ever knowing why.
It’s in every one of us, by and by.

It’s in every one of us, by and by.

“Back to Gilwell” Lyrics

I used to be a Beaver, and a good old Beaver too,
But now I've finished Beavering, I don't know what to do,
I'm growing old and feeble, and I can Beaver no more,
So I'm going to work my ticket if I can.

Back to Gilwell, happy land;
I'm going to work my ticket if I can.

I used to be a Bobwhite, and a good old Bobwhite too,
But now I've finished Bobwhiting, I don't know what to do,
I'm growing old and feeble, and I can Bobwhite no more,
So I'm going to work my ticket if I can.

Back to Gilwell, happy land;
I'm going to work my ticket if I can.

*(Continue the song, with a chorus each for Eagle,
Fox, Owl, Bear, Buffalo, and Antelope.)*

Wood Badge Participant Course Assessment

The purpose of this course assessment is to learn from your evaluation of the Wood Badge training program that you have recently experienced. We are interested in knowing how we can improve the communication and the delivery of the course, how what you learned will help you, and how we did in helping you increase your knowledge about each of Scouting's programs.

Precourse Communication

How do you rate the communication you received before the course?

Content of the communications. How do you rate the information about where you were to be, when you were to be there, what to bring, and when you would leave?

Very Good Good Needs Improvement Poor

If your rating was Needs Improvement or Poor, please let us know what we could have done to help you more.

Timing of the communications. How do you rate the timing of the information you received prior to the course?

Very Good Good Needs Improvement Poor

If your rating was Needs Improvement or Poor, please let us know what we could have done to help you more.

Delivery of the Course

Effectiveness of the staff. How effective was the staff in helping you to understand the schedule and material and to enjoy the Wood Badge experience?

- Very Effective
 Effective
 Needs Improvement
 Poor

If your rating was Needs Improvement or Poor, please let us know what we could have done to help you more.

Facilities and food. Please let us know how the facilities and food were.

- Very Good
 Good
 Needs Improvement
 Poor

If your rating was Needs Improvement or Poor, please let us know what we could have done to help you more.

What Did You Learn?

Please let us know how helpful you feel the material you learned will be in making real improvements to the Scouting program in your position back home.

- Very Helpful
 Helpful
 Of Some Help
 Of Little Help

About the Scouting Programs

We are interested in knowing how effective we were in helping you learn more about the different Scouting programs—Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.

Very Effective Effective Needs Improvement Poor

And Finally . . .

Is there anything else we need to know?

Name (optional) _____ Patrol _____

Introduction to Messengers of Peace

History

In 2001, “Gifts for Peace” was launched by Crown Prince Abdullah bin Abdulaziz al Saud and King Carl XVI Gustav of Sweden. By 2007, 10 million Scouts in 110 countries had worked on the Gifts for Peace program.

Messengers of Peace is the second phase and strives to have 20 million Scouts become Messengers of Peace. This initiative was formally launched by the two heads of state at a ceremony in Jeddah, Saudi Arabia, on September 28, 2011, and is currently rolled out in all six regions of the World Organization of the Scout Movement.

The Boy Scouts of America is proud to have joined this effort in 2012.

What Is Messengers of Peace?

Messengers of Peace is a global initiative designed to inspire millions of young people in more than 220 countries and territories to work toward achieving peace.

Using personal relationships and social media, Scouts from around the world share what they’ve done and inspire fellow Scouts to undertake similar efforts in their own communities. The result will be a mosaic of stories, data, and results showing the impact of the Scouting movement—a tool for recruiting members, assuring parents, inspiring donors, and making existing members proud to be Scouts.

It is easy, fun, and teaches Scouts to be aware of how their service to others helps not only themselves but also any number of others. Under it all, Messengers of Peace is to build excitement for service projects and for a betterment of oneself, his or her community, and the world overall.

Dimensions

The Messengers of Peace program has three dimensions:

Personal

- Any project that impacts a single person or small groups of people
- Relatively easy to accomplish and conduct as an individual or as a unit
 - Examples:
 - Conducting a book drive
 - Making and donating food boxes to feed the hungry
 - Performing home maintenance for needy members of the community
 - Conducting or helping to conduct a holiday party for less fortunate families

Community

- Work on a project that provides help to a community as a whole and reduces need and conflict
 - Examples:
 - Building a common accessible area such as a park
 - Cleaning up vandalism
 - Sponsoring conflict resolution workshops in a school
 - Helping in an effort to provide aid to countries in need
 - Helping in a first-aid training event or emergency drill

Environmental

- Work on a project that has an environmental impact
 - Examples:
 - Shoreline restoration
 - Invasive species remediation

- Fire break construction
- Any Hornaday project

The Big Secret

Scouts give service so they are already Messengers of Peace.

Most council-sponsored events our units participate in already qualify for the Messengers of Peace designation on some level:

- Scout Sunday or Sabbath (personal dimension)
- Superbowl of Caring (community dimension)
- TrashBash (environmental dimension)

What's in It for the Unit?

Besides the fact that they rendered service, got a good feeling for doing so, and helped someone or something, Scouts, Venturers, and Scouters will be able to wear the Messengers of Peace ring patch around the World Crest emblem on their uniform.

How to Qualify for the Messengers of Peace Patch

1. Complete a service project in one or more of the three Messengers of Peace dimensions.
2. Enter your project into the service hours reporting website at <https://servicehours.scouting.org>.
3. Select Messengers of Peace and, while holding down the Ctrl key, select another entity that benefited.
4. Messengers of Peace does not take away the group, organization, or beneficiary of the project. It simply adds the beneficiary.
5. Your project will be added to the Messengers of Peace page as hours only. If you choose, you can submit your project to the World Organization of the Scout Movement page with details, pictures, and/or video.

There is also a certificate available through the BSA Messengers of Peace site that is suitable for framing and proudly displaying.

... and all this for one click while holding down the Ctrl key! It can't get any easier than that.

After the Project

Please discuss the Messengers of Peace program when you distribute patches. This will reinforce the reasons participants are receiving the patch and the impact of the project.

This is not a requirement but should help to explain and promote the program. You can also use it to build goodwill for those Scouts or parents who missed participation this time and as an incentive for the next project.

Resources

- World Organization of the Scout Movement
—<http://scout.org> (Click on the Messengers of Peace emblem)
- Boy Scouts of America
—www.scouting.org/messengersofpeace.aspx
- Messengers of Peace Facebook page
—<https://www.facebook.com/groups/180625558672923>
—<https://www.facebook.com/BSAMessengersOfPeace>

Questions

If you have questions or comments regarding Messengers of Peace projects and would like to talk about a project's eligibility, please contact Zachary Hanks at Zachary.Hanks@scouting.org or 972-580-2406.

Wood Badge Training Resources

Books

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