



## Course Connections

This section is intended to enhance staff understanding of sessions in order to best present the concepts to all participants. Use this section as an adjunct resource to the curriculum modules and Staff Development Schedule when preparing for the course.

	<b>Why This is Important to the Course and Staff Development</b>	<b>Interconnections</b>	<b>Staff Development Reminders</b>	<b>Presentation Information</b>
<b>Servant Leadership</b>	This is at the core of Wood Badge and should be demonstrated throughout the course by all staff as they help others to develop their own leadership skills.	All themes are interconnected in servant leadership.	True servant leaders are humble and do not proclaim themselves to be servant leaders. They continuously strive to serve. See <b>Staff Expectations</b> in appendix.	This is not a presentation or session but rather an example lived by staff. Keep the promises in the Course Director's Pledge to follow the Curriculum established by BSA.
<b>Gathering Activities</b>	These provide an opportunity to get to know each other, observing behaviors and styles within groups, and expose the participants to some actual Cub Scout activities (not all are from the Cub Scout handbooks)	Working together from the time of arrival sets the tone for the rest of the course. Time for each is short, which is a preview for the continuous movement of the course. This starts the <b>Growing</b> process.	Staff members might not already know each other prior to staff development and are forming a new team as the course is developed. These activities are practiced in the forming process of the staff team. It is important to practice the facilitation of the games.	Instructions are provided, participants are encouraged to participate, and a debrief what was done ("how did you feel," "was it fun," etc.). This module moves very quickly.
<b>Gilwell Assemblies</b>	These assemblies provide a sense of Troop belonging, structure, and provide historical lessons. They should be well	This is modeled and led by staff on Day One. Later flag ceremonies are conducted by the patrols. These assemblies work at <b>Growing</b> and <b>Connecting</b> the	Practice first and last assemblies to ensure they flow well. While the assemblies are an important part of the course, the curriculum and	These should be pleasant and fun (but not raucous), inclusive, and respectful of adornments to the emblems of service. Staff should be behind



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	structured physically but not rigidly so and should not be military-like. Staff needs to practice a complete assembly, including raising the flags.	troop and <b>Empowering</b> the patrols to lead themselves.	understanding the ticket process should be more of a focus during development.	flags, not in front of them. Staff should be quiet and attentive, just as participants are.  Gilwell Field is not sacred ground; it is a place for the troop to gather and to show respect for the flags.
<b>Course Overview</b>	This provides an overview of BSA training, sessions to expect during the course, and the idea of leadership competencies and styles. It explains why the course is laid out in the fashion that it is.	All the themes and competencies are introduced.	Reminder to staff to review Staff Expectations of servant leadership.	This is a good time to create a parking lot of questions from participants, to refer to at course end to make sure participants got necessary information.
<b>Drive Vision, Mission, and Values</b>	We must understand what vision (picture of future success) and mission (what we're doing to achieve that success) are and how they are based on our values.	These are the basis for the Scouting movement.	Understanding the differences and similarities will help staff aid participants in crafting their tickets.	Keep on time. Display posters of the BSA Vision and Mission statements. Use the movie clips provided.
<b>Know Thyself</b>	This session sets the foundation for the rest of the Course. "You cannot lead others until you learn to lead yourself." It promotes self-	This session is the first of five communication sessions. We must know our values to establish a vision. Our visions for the future of Scouting	Practicing this exercise helps staff understand each other better and promotes embracing differences for all staff development.	Troop guides should understand that this exercise is very personal. Not all participants will be willing to share with others'



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	reflection and communication, while focusing on how values drive leadership.	are the basis of our tickets.	This will be especially beneficial to troop guides.	this early on course. <b>Connecting</b> with others needs to take place naturally. Be intuitive to team development.
<b>The Ticket</b>	This session introduces how to create a vision and put into practice the leadership skills learned during the course and to transfer those skills to your home units, districts, and councils to have a positive impact on membership growth and diversity.	This session connects the pre-course questions to set up an individual's values, builds on the preceding "Drive Values, Mission and Vision" presentation, and ties into "Plan with a Bias for Action."	It is extremely important that all members of the staff be familiar with the concepts of the Wood Badge Ticket and be open to counseling participants in finding their vision and writing their ticket goals.  Troop guides have flexibility to work with participants on developing ticket goals, whether providing individual guidance or facilitating a group to help each other find new ideas. Ticket review time should <b>never</b> take the place of other sessions of the course.	People are often hesitant to discuss their ideas with others. Encourage participants to discuss their ideas with their troop guide, staff, and other participants.
<b>Leadership Connections</b>	These provide opportunity for troop guides to make sure participants are "connecting the dots" between concepts	As the course progresses, connections are not just time-linear, as themes and competences are connected in various ways.	These are practiced later in the staff development process to drive home the connections that have been practiced,	As small group conversations with troop guides instead of a large group review, these allow a more intimate opportunity for questions about



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	presented during the course.		allowing the “big picture” to develop for staff.	what is occurring and help troop guides confirm comprehension and note where more explanations might be needed.
<b>Meals</b>	Sharing meals helps everyone to grow and benefit from fellowship. Meals are a time to talk about ticket ideas, course comprehension, and are a time when everyone is just a scouter, not necessarily someone in a particular role.	Connecting occurs when casual conversations occur.	Meals during staff development are still working time.	Staff should rotate among all patrols for meals to get to know everyone a bit and to learn from each other. Keep the focus on interactions rather than prolonged entertainment or announcements.
<b>Den Meeting</b>	The majority of Day One is spent as a Cub Scout pack. This aligns with the greater amount of leadership offered to the dens by the den chiefs, compared to later in the course when the groups begin to lead themselves. A den meeting allows those less familiar with this BSA program to learn more about what Cub Scouts do.	Each element of the course is learning time. The degree of autonomy increases as the course progresses, as participants later move into the Scouts BSA program. Skills development and the concept of a group leader begins in the den meeting. The Aims and Methods activity shows the similarities and differences between BSA programs.	Practice making the woggle so any staff member can easily demonstrate the process to the den. Den chiefs are the primary teachers.	The den meeting is coed, unlike single-gender dens. We are not treating participants like children; the meeting is an example format in which the skills are presented. They do not need to address any staff as “Mr.” or “Mrs.”



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<b>Communicate Effectively</b>	Understanding good communication methods and barriers to effectively communicate is important. Most issues occur when the sender and receiver do not connect, or the message is not clear.	This is the second of five communication sessions and builds on the “Know Thyself” session. Understanding nuances in our own styles and relating that to relationships is part of <b>Growing</b> and knowing how best to work with others.	If a staff is as diverse as could be, many methods of communication will naturally be used. What is used most often and is comfortable for some staff members might not be for others. This is true for participants as well. Practice finding methods that work for others as well as ourselves.	This is a lengthy session that employs different exercises to keep it interesting. Be mindful of time in order to complete all the parts.
<b>Include and Optimize Diverse Talent</b>	Often the ideas of what makes up a diverse group are rather narrow. This module brings out many positive aspects of diverse talent and pushes teams to work together to find solutions to potential problems that achieving true diversity can help solve.	We must really <b>Connect</b> with others, regardless of our differences, in order to <b>Grow</b> . We must understand differences to effectively <b>Guide</b> and <b>Empower</b> others. Inclusion is a vital part of <b>Living the Values</b> .	Staff itself might find aspects of diversity within the group that were not realized before working together. Give feedback to each other in ways that will increase comprehension for a variety of people you may encounter and improve the experience. Be open to new ideas of how to apply new knowledge.	This is a fun and lively session and must stay on time. There is a lot of material and interactive portions that can get off track. People often will want the expand on one particular aspect they feel is underserved. Take note and acknowledge it to the group and keep going. Sometimes they just want someone to listen, and it can be a conversation at a different time.
<b>Blue and Gold Banquet/Crossover</b>	This is the culmination of the day as Cub Scouts, ending in	The participants are <b>Growing</b> and <b>Connecting</b> . The entire day as Cub	The crossover ceremony and skit must be practiced so they	It must be made clear that participants’ roles change from Cub



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	a crossover into Troop 1. This is a celebratory time, and a time of change as the participants change into roles as Scouts.	Scouts allows them to experience a den meeting and eventually see the difference between the roles of a den chief directing and that of a troop guide guiding.	flow smoothly. Plan out how to present the patrol flags and patrol leader role.	Scouts to Scouts with the crossover and that the denner becomes the patrol leader. Staff should rotate among dens for this meal. A head table sets certain people apart and limits conversation. Even special guests can mingle among the dens.
<b>“Getting to Know You” Game</b>	This provides participants and staff the opportunity to actively listen to others in their groups. This demonstrates better understanding of teambuilding and the richness of diversity.	This gives participants time to discover more about each other. They are <b>Growing</b> themselves, <b>Connecting</b> and understanding that their values are similar.	It is important that the entire staff plays this game to develop their team and gain an understanding of how participants will feel doing the same.	Don't rush the game, but make sure to do the 3-2-1 reflection so they know it is about learning things about themselves as well as about others.
<b>Opening Campfire</b>	Campfires are part of the fun in outdoor experiences. Keep it simple and keep it fun. Including participants shows the value of diversity and lets them quickly plan how to use the skills of their patrol.	Communication and values come to play in planning an appropriate program.	Practice ensures that it will go more smoothly. It also helps the staff and participants bond and have fun. Emphasize appropriateness of materials. Pick out the skits or songs that will be assigned to the dens during the den meeting.	This is not meant to be an elaborate production. It should be a simple model of what participants and new Scouts could come up with quickly. There is no instructional portion. All participants should be involved.



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<b>Troop Meetings—Days Two and Three</b>	These meetings model an element of the Scouts BSA program structure. The first troop meeting reinforces the advancement into Scouts BSA with the induction ceremony. These meetings include skills instruction, patrol meetings, interpatrol activities, planning time, and a Scoutmaster Minute of reflection.	Clear communication from the senior patrol leader is essential for the meetings to run smoothly. Patrols have a dedicated time to go over patrol business.	This does not have dedicated practice for the meeting itself, but the concepts must be understood.	Senior patrol leader and troop guides keep the segments on time. Allow patrol leaders to do their jobs when it is their time to lead.
<b>What are you most afraid of? (Pre-opening Activity)</b>	This activity illustrates the way a group consensus may differ from that of individuals.	The group and individuals are <b>Growing</b> and <b>Connecting</b> with this activity.	Troop guides are responsible.	Troop guides facilitate this with their patrols.
<b>Patrol Method Game—Interpatrol Activity in Day One Troop Meeting</b>	The patrol is the basic unit of a youth-led troop. This reinforces the role of patrol leaders and senior patrol leader in troop operations. The team is developing and learning to use the patrol method.	Communication happens within the patrol and between patrols. Patrols can later reflect on what stage of team development they were in at the time of the game.	Put together the first-aid kits with correct “missing” pieces. Troop guides do not have a role in this game, since this is an opportunity for team development.	This is a short activity with a lot of movement. Troop guides step away and let patrols and senior patrol leader to manage the game.
<b>Patrol Leaders’ Council Meetings</b>	These highlight the youth-led method of Scouting, being	Individuals are <b>Growing</b> as they gain responsibilities	Practice the flow of narration of first patrol leaders’ council.	This is led by the senior patrol leader. Other staff are present





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	led by the senior patrol leader. The first patrol leaders' council is "in the round" and is partially narrated for the benefit of the whole troop. Subsequent meetings are run with just the necessary members.	within the patrol and troop. Patrol leaders realize the importance of <b>Connecting</b> and communicating well with others as they take information back to their patrols.		to answer questions. Don't use acronyms such as "PLC," "SPL," "ASM," etc. This jargon can alienate participants who are not familiar with them. Troop guides should remind patrol leaders to take the information to their patrols.
<b>Learn to Listen, Listen to Learn</b>	We like to talk, but leaders should be excellent listeners. This session focuses on a skillset that is not usually taught to leaders. True communication is always two-way.	This is the third of five communication sessions, building on "Know Thyself" and "Communicate Effectively." This session will help participants to become more aware of the ways in which they interact with other people so they can adjust their styles as needed.	This is a troop guide session to be practiced with a variety of staff as participants. It is a good reminder for staff that they need to listen in order to be helpful and help participants <b>grow</b> .	This session uses roleplay scenarios. People are often self-conscious doing roleplay, and others will dive into it. Either way, let them know they will likely experience these types of issues and need to be ready for them.
<b>Plan with a Bias for Action</b>	Using the 3 steps of planning helps ensure that planning is taken in a logical order by the team to achieve a goal. It helps avoid activity traps that are ineffective. Evaluate and recognize your own progress and lessons learned. Closeout and celebration	Leading a plan utilizes knowing what stage of development the individuals and teams are in and adjusting leadership accordingly. Closeout and adjournment are part of planning. Good communication is essential. Tickets are plans to	Using these planning stages helps the staff keep on track in planning the Wood Badge course. Specificity in assignments and monitoring progress are crucial development elements of each	Keep it lively and presented in an upbeat manner. There is a lot of information that may be new to people.





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	are important parts of a plan as well.	execute, and this session will aid that process.	session and of the entire course.	
<b>Planning Application</b>	The exercise of building rockets or Newton cars puts the lesson into practice through formulating a project plan and acting on it. Dominant personality traits will be expressed as the teams work together.	Teams must communicate well to use all the pieces to effectively create and execute the assignment.	Newton cars or rockets can be used as the exercise. Staff should practice with the pieces so they can formulate a plan as teams and experience the same feelings as participants. This is the time to realize any local facility adjustments that might be needed.	This is a fun activity. Be sure to require the project plan and conduct the debrief at the end of the session so the lesson can be taken to heart.
<b>Develop Individuals and Teams</b>	A leader needs to understand the stage of development of the team is in and use appropriate leadership styles that correlate to that stage of team development. This session highlights the approaches to use to develop the team members during each of the five stages and recognizing that the stages may repeat as changes happen.	Listening to individuals and the team is vital. Having difficult conversations is sometimes necessary. Different individual values and behavior types may cause team disruptions; the upcoming Wood Badge sessions will help get the leader get the team through those issues. A leader must know what methods to use, depending on the stage. Using the incorrect method can disrupt the progress of a team.	This is a full practice during staff development. Staff members should recognize their own stages as staff development progresses before the course. Adjourning is a normal but sometimes difficult part of the process of a Wood Badge staff experience as the course is finished and tickets are completed. Staff members, especially troop guides, will need to adjust their interactions with	Note that the storming phase is often misunderstood and does not necessarily mean discord and disagreements among team members. It may just mean they don't yet know what they are supposed to do, or if they do know, just how to accomplish their goals.



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			patrols as their patrols become more autonomous.	
<b>Know the Territory —Activities</b>	This session teaches that, beyond knowing key facts about the various programs of the BSA, leaders must understand the BSA Mission at the core of the values-based product delivered by Scouting's program. Leaders are the examples to their Scouts in living the Scout Oath and Scout Law by serving and helping others. Patrols learn that the everyone benefits when the patrols work together.	Knowing the territory not only connects "Know Thyself" and how well the team knows the BSA programs, but more importantly it connects to the "Values, Vision, and Mission" of the BSA and experience ethical decision-making through games.	Staff must take time to practice the games and scoring so that the games run quickly and efficiently to allow participants to experience the full impact, purpose, and value of the games.	This is a powerful learning experience that illustrates servant leadership. The session should be delivered by a well-rehearsed facilitator in an energetic, fast-paced manner. Troop guides must be able score quickly to maximize the impact of the games.
<b>Instructional Interfaith Worship Service</b>	The Declaration of Religious Principle and expectation of Duty to God is a relevant and required part of Scouting. This provides instruction and an example of a service appropriate for anyone.	<b>Communication and listening to learn</b> about the faiths of others are demonstrated, as is appreciating the diversity of faiths in BSA.	The religious coordinator is responsible for developing this session. Be sure to make it "generic" in nature or include a wide variety of faiths. Refer to personal resource questionnaires to note any faiths that should be included. Be sure to research correctness of sources.	The instructional portion is not long. It gives the basics of ensuring a service is in good taste and is interesting. Use a variety of staff to present the parts of the service. Avoid making the service biased toward one religion.



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			Gather resources to share at the chaplain aides meeting to help them develop their service on Day Five.	
<b>Model Campsite—Walk-through Before the Day Three Troop Meeting</b>	The model campsite is an aid for the camping portion of the course. It is intended to follow the Leave No Trace guidelines.	Patrol members work together to plan their camping experience and equipment needs.	Plan the model campsite according to the local setting being used for the course.	Set up the campsite realistically. Camping may be a new experience for some.
<b>Leave No Trace—Day Three Troop Meeting Skills Instruction</b>	Outdoor ethics are part of the values of Scouting and are important as we share and preserve the outdoors.	“Living the Values” is exemplified by considerate camping.	“Leave No Trace” principles and Outdoor Code cards are good take-home items to purchase or print.	Keep it moving quickly. It is review for some and new to others.
<b>“Front-end Alignment” Game—Interpatrol Activity in Day Three Troop Meeting</b>	In this session, participants will experience contrasting leadership styles in order to judge the style’s effectiveness in the success of a team.	This experience aligns with “Developing Individuals and Teams” and connects to “Know Thyself” (what their values are) and “Interpersonal Savvy” (they will recognize behaviors that relate to rules and behavior styles)	This game will help staff members recognize different leadership styles and discover which style may be more effective to use within a team in a non-emergency situation. Troop guides must understand the leadership style instructions and that those instructions are demonstrated by the patrol leader instead of being read to the patrol.	The written instructions are given only to one person per patrol, who then demonstrates the leadership style without telling the patrol what the instructions said. Since there are two styles, they should not know which style other patrols had until the debrief. Troop guides do not explain the styles; the patrol leaders are responsible.



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			There are two parts of instructions: leadership style and game rules.	
<b>Apply Interpersonal Savvy</b>	People's behavior is the focus of this session—how they act and react to others. We need to realize how others naturally behave and adjust our own behaviors to most effectively communicate and interact with them.	This is the fourth communication session. "Interpersonal Savvy" is based on understanding more about behaviors and personal values. Planning can be influenced by the behavior pattern of ourselves and others, and sometimes change is necessary to be successful when dealing with different behaviors.	Practicing this will help staff members realize their own behavior styles and how to work with others who have the same or different styles among staff, participants, and others.	Make this lively and keep it nonjudgmental and non-confrontational. No one's behavioral style is better than another. Avoid terms like "always" when describing behavioral styles. Remember that this session is not about personalities; it is about behaviors.
<b>Manage Conversations</b>	Planning for a difficult conversation and the techniques to use ahead of time helps keep the interaction moving forward and less susceptible to emotions, personalities, environment, and other differences. It is important to consider all perspectives, needs, and goals in any conversation.	This is the fifth communication session. Connecting with others and focusing on the best outcome for all stakeholders is essential. Difficult conversations are often necessary to make change happen. Change is often part of the ticket process. This builds upon "Know Thyself" (understanding that one's own values may differ from those of	As the staff moves through the stages of team development, it is essential to learn, use, and practice these skills. Practicing these skills will help participants especially as they go through <b>Storming</b> .	This session has eight key points that are important take-home messages. It is presented on Day 3 as participants are most likely moving from <b>Storming</b> to <b>Norming</b> . It is presented right before "Coaching and Mentoring" session as elements of this session are applicable. Unexpected conversations that one is not ready for at that



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		others and can affect the ability to <b>“Communicate effectively.”</b> We need to pick the style that works for all parties. We use “Listening to Learn” to know the views of the other parties. <b>“Apply Interpersonal Savvy”</b> enables the leader to adjust their communication style to fit the listener’s behavior style.		moment may require those involved to still take time to think through before responding.
<b>Coach and Mentor</b>	The difference between coaching and mentoring can be part of the progression of the relationship of a leader to individuals and teams. Using the appropriate technique <b>Empowers</b> others to lead and find their own success.	This session builds on all five themes. A leader must know which stage of development a team is in to know whether to coach or mentor. Knowing the difference between coaching and mentoring leads to <b>“Creating a Culture.”</b> Applies the skills learned in <b>“Managing Conversations.”</b>	The progression from coaching to mentoring is part of the progression of the relationship of troop guides and patrols. Practice the role-play exercise and especially the debrief.	The facilitator keeps this upbeat. The debrief is vital for understanding the outcomes of the roleplay exercise and clearly understanding the differences between a coach and a mentor. The troop guides are not involved in this session.
<b>Day Three Recap</b>	This reviews the course so far and the benefits of sharing knowledge.	All competencies are reviewed. This is a different way of stating that we are stronger together than we are alone.	Review the “UBUNTU” story of children sharing rather than keeping things to themselves.	Include the picture and story of “UBUNTU,” which means “I am because we are.”
<b>Embrace and Lead Change</b>	Change may be scary for some	Recognizing a Vision, good	Ticket counselors must be ready to	This is an energetic and



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	but is necessary for continual improvement. As leaders, it may be up to us to lead change. Tickets may involve leading change in ourselves and in others.	communication to get buy-in, <b>“Including Diverse Talent,”</b> understanding behaviors, <b>“Planning With a Bias for Action,”</b> <b>“Coaching and Mentoring,”</b> and understanding values are all at play in leading change.	tactfully counsel participants on how to use all the skills of the course to implement their plans to achieve their ticket goals.	positive session. When presented outdoors, make sure participants are comfortable so they have an optimal learning experience.
<b>Create a Culture: “Train Them, Trust Them, Let Them Lead!”</b>	Our focus at Wood Badge is to enable scouters to train and enable their units’ youth to grow, lead, and succeed. All Scouts and Scouters need to learn how to do their jobs before they try to do them in order to be successful.	Providing youth the opportunity to grow and lead is enabled when we are <b>“Living the Values”</b> of BSA. <b>Communication,</b> planning, <b>“Utilizing Diverse Talent,”</b> knowing when to <b>“Coach and when to Mentor,”</b> and appreciating differences in behaviors and values are all employed in the process of <b>“Creating a Culture”</b> of training and trusting others so they can lead.	This session uses a different presentation style, Team-Based Learning, than previous modules, and must be practiced during staff development in order to run smoothly and on time. Full practice with teams will help ensure that the session stays on time. It is easy to get bogged down in conversations instead of the quick progression that Team-Based Learning intends. Practice with observers who will note when this happens and redirect the facilitator will help development.	Each team must collaborate and present a unified answer at the same time as the other teams. It is important for the team to pick the <b>one best answer,</b> and the moderator must be careful not to let the conversations get drawn out too long. There might not be enough time to call upon all teams for answers, but do note when the teams have widely different responses, and call attention to the best answers.



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<b>Problem Solving Round-robin</b>	This highlights the talents of youth. Participants must implement the skills learned through the course.	All aspects of the course are part of the exercise.	Youth staff members should practice these, which means they need participants. Attending part of staff development will provide this practice group and introduce youth and adult staff to each other. Remember not to interfere with the patrol's activities.	Youth staff, if possible, will facilitate these physical challenges. Debrief provides a review of skills used and lessons learned. This is meant to be fun as well as challenging. Troop guides are observers only and should not interfere.
<b>Problem Solving</b>	Problem-solving is somewhat different than the steps of planning. This session highlights the different approaches.	Communication and simple planning are important to solving problems	Presenter should practice with the adult staff if possible, or with staff member assigned to coordinate youth.	If possible, youth staff member will present this session.
<b>Problem Solving Application</b>	This session helps the teams see that their team depends on the other teams, making the troop a team.	All teams are involved and must use communication, planning, and problem-solving skills together to achieve success.	Prepare and test the physical parts ahead of time. Practice delivering and if needed clarifying the instructions.	This is the "Candelabra" exercise, which is facilitated by the youth presenting the previous session. Make sure all instructions are given at the beginning.
<b>Patrol Leadership Quest—Introduction</b>	This session provides the opportunity for participants to share their "aha!" moments.	This connects all the course sessions and highlights that each has a different impact on participant learning.	This is an impromptu assignment for each patrol and <b>is not disclosed ahead of the time</b> prescribed in the schedule. Staff does <b>not</b> create an example of this: it	Staff member presenting <b>does not</b> model a patrol presentation. It is left up to patrols to create their own ideas in their own style.





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			is up to the participants to find their most important messages and decide how they will deliver their message to the troop.	
<b>“Diversity and Inclusion” Game</b>	This activity is intended to provide time for patrol members to quickly share information about themselves, including personal beliefs, values, and experiences. They will see how the sessions of the course are important to their roles everywhere in Scouting.	Teams will see how they are in a different stage of development than in previous days. They must listen well and communicate their answers to the various questions.	This uses a thumbball and cards like the “Getting to Know You” game.	Remind the patrols to play this game on their own after staff separates from them and to do the 3-2-1 debrief among themselves. This activity utilizes questions that refer to all parts of the course and a variety of situations.
<b>Closing Luncheon</b>	As a final celebration of the training phase of the course, we celebrate what has been learned and what good will come from the tickets	All five themes are evident in this celebration and it leads to Inspire the Heart.	Any special guest or talk should highlight youth – youth activities, youth leadership, youth programs.	Another celebration! Mingle, ask about tickets. If patrols wish to have time to talk to the troop, allow a couple of minutes per patrol.
<b>“Use the Tools” Summary Session</b>	Review is always helpful. The tools are a visual learning aid for comprehension.	All the competencies are reviewed.	Prepare the tool display and have all tools collected and ready. Make the tools visually remarkable and presented in a way that will be remembered.	This is a review session. Pull ideas from the participants that have helped them remember and relate the competencies to their own life and role but keep it at 30 minutes.



## WOOD BADGE

	<b>Why This is Important to the Course and Staff Development</b>	<b>Interconnections</b>	<b>Staff Development Reminders</b>	<b>Presentation Information</b>
<b>Inspire the Heart</b>	We all leave a legacy. Sometimes we don't realize the positive impact we are having until much later. We keep trying.	This last session makes people reflect inwardly at what they are planning to do for the youth. It celebrates their accomplishments and fun so far during the experience.	This is an emotional session to deliver, and sometimes practice is avoided because of that. Practice with an audience. Use the props and introduce the film clips.	<i>Mr. Holland's Opus</i> , while an older movie, is a good example of diversity and a legacy. Many will have seen the rocks demonstration. That is okay; there will be a variety of ideas shared.
<b>Final Gilwell Assembly</b>	The final gathering of this Troop 1 of Gilwell is a positive launch of participants to work their tickets.		Practice the final lineup and departure.	Have youth staff present if possible, for the final assembly to highlight the beneficiaries of Wood Badge training.