



Wood Badge Curriculum

Lesson Plans

(Revised: August 2022)

2020 Edition



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Lesson Plan page numbers refer to those used in the PDF version of the Curriculum section of the *Wood Badge Curriculum and Administration Manual*. PowerPoint, Songbook, and Video Clip locator numbers are provided to help users identify these items in the digital files. Note that the video clips are already embedded in the PowerPoint presentations; they are provided in the folders simply as backup. Lesson Plan support resources are located in Appendix D.

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Day One: Team Formation, Gathering, Orientation

Time Allowed

Total: 105 minutes

Allow 45 minutes for check-in and orientation walk

Allow 60 minutes for gathering activities. Instructions are provided for eight gathering activity stations. Set up six or more Gathering Activities with each activity running eight minutes (five-minute activity + two-minute debrief) plus allow one-minute transition time between rotations.

Time is limited. In the time allowed, a participant would only be able to experience six gathering activities. It is not necessary for participants to experience all the gathering activities.

Teaching Format

Series of facilitated group activities (initiative, cooperative, collaborative, team-building, disability awareness, etc.) with reflection.

Learning Objectives

As a result of the session, each participant will be able to do the following:

1. Understand an orderly check-in process.
2. Become familiar with at least one staff member working with their initial team.
3. Understand the fun and challenges of icebreaker and Cub Scout games.
4. Know the location of course facilities, restrooms, sleeping areas, etc.
5. Identify emergency procedures for the course location.

Materials Needed

Participants' Course Items (in appropriate locations):

- Name badge
- Songbook
- Course pen
- Course hat and T-shirt, if applicable
- Wood Badge participant notebook
- *The Gilwell Gazette*

The Pen: Each participant receives 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.



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Gathering Activity Items: See gathering activity instruction sheets for the equipment and material needs for each gathering activity station, as well as the rotation schedule.

- Gathering activity instruction sheets and resources (*Appendix*)
- Gathering activity rotation schedule (if using) (*Appendix*)

Recommended Presenter

Gathering activity stations should be facilitated by Troop 1 staff members other than troop guides, who are acting as Pack 1 den chiefs (e.g., Scoutmaster, assistant Scoutmasters, senior patrol leader, assistant senior patrol leader, quartermaster, assistant quartermasters). Den chiefs (troop guides) will be busy bringing groups of participants from check-in area to the activity area, and using this opportunity to observe team formation. Pack 1 Cubmaster should act as timekeeper.

Recommended Location

Gathering activity stations may be indoors or outdoors, close to each other, and near Gilwell Field.

Course Connections

Key Wood Badge Themes	Connecting; Guiding
Connections to Other Sessions	Communicate Effectively; Include and Optimize Diverse Talent

PRESENTATION OUTLINE

Recommended Facility Layout

- Check-in area
- Gathering Activity area
- Orientation will occur as groups of participants travel from check-in area to the Gathering Activities.
- Consider setting up the Gathering Activities near the location of Gilwell Field. This will simplify gathering participants for the first Gilwell Field assembly.

Check-In

- A specific time frame for check-in to start should be established. Check-in should last no longer than 45 minutes. The start time should be communicated to the participants before the course starts. The pre-course orientation, pre-course emails, or pre-course letters are good ways to communicate the check-in time.
- The check-in **experience** establishes the participants' first impressions of the course. It sets the tone for the course. Accordingly, the check-in should be organized, efficient, and, most importantly, welcoming. As participants arrive, the course director, the senior patrol leader, and other available staff should greet them in a friendly way. Staff members should greet, engage, talk to, and get acquainted with



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each participant while the participant is waiting for a station. Remember, this is an opportunity to set a positive relationship between the staff and the participants.

- Upon arrival, each participant should be given a list of the check-in stations at which he or she must stop, a kind of “passport.” The “passport” empowers the participants to go to each station in any order, thereby eliminating a long line waiting to proceed through a prescribed order for each station.
- Stations should be set up to verify attendance, hand out den assignments, receive course fees, re-check medicals, assign housing/camping location, hand out notebooks, deliver “course wear” (course hats, T-shirts, and any other course clothing), and importantly be given emergency instructions/gathering location(s).
- Den assignments should be handed out at check-in. Games or secrecy about the den assignments are unnecessary and time consuming. Handing the participants their den assignments will enable the participants to later form into dens efficiently and on time for the first Gilwell Field Assembly.
- If logistically reasonable, participants should be told to: (1) drop their gear at participants’ lodging/camping location; (2) not set up tents; and (3) promptly return to the check-in area.
- Medical check is typically the most time-consuming station. It is suggested that several qualified people be available to check the medicals to avoid one long wait and the ensuing delay at this station.

Gathering Activities Groups

- If feasible, dens may be formed for gathering activities and the provided rotation schedule may be used. If not feasible, as soon as some participants finish at the check-in station, they are gathered in groups of approximately six participants. These groups are not the dens to which the participants have been assigned. Instead, they may be random groups of participants who have finished the check-in process. The intent is to eliminate participants standing around idly after they complete the check-in.
- Once enough participants arrive to form each such group, a Den Chief/Troop Guide will take the group on a camp orientation walk. On the orientation walk, the participants are shown the location of key areas/facilities such as the dining hall, assembly area(s), learning area(s), Gilwell Field, restroom/shower facilities, and emergency gathering area(s). The orientation walk concludes at the location of the gathering activities, where other staff are staged and ready to facilitate gathering activities.

Gathering Activities (which may also be referred to as Cub Scout Adventures)

- Once dropped off at the activity area, the den chief/troop guide should stay with the group and help direct them to the next activity. Each group will rotate through the gathering activities until it is time for den formation and the commencement of the first Gilwell Field assembly. There is no need for every participant to participate in every gathering activity. Indeed, those who complete the check-in later will not have time to complete as many gathering activities as the others. This is okay. The intent of the activities is to immediately expose them to fun team activities that implicate the foundations of team building and leadership, such as effective communication.



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- The Gathering Activities may take up to 60 minutes. Since some participants will likely play more activities than others, the amount of time every participant spends on the activities will vary. It is crucial, however, that the activities end at least 15 minutes before the Gilwell Field Assembly. This will enable the staff to regroup the participants, if necessary, into their assigned dens in preparation for the first Gilwell Field Assembly.

The Gathering Activities/Cub Scout adventures may be found in the Cub Scout Adventure resource book and/or the Cub Scout Handbook.

The gathering activities include:

- Station 1 Flag Etiquette Instruction Sheet
- Station 2 Knot Tying Instruction Sheet
- Station 3 Blanket Toss Instruction Sheet
- Station 4 Disabilities Instruction Sheet
- Station 5 Patch Memory Instruction Sheet
- Station 6 Sherpa Walk Instruction Sheet
- Station 7 Staves Instruction Sheet
- Station 8 Helium Sticks Instruction Sheet

It is critical for the staff to debrief each activity and tie the lessons learned to the aims of Scouting and the EDGE method. If the debriefs are not done, the activities may be found unnecessary, a waste of time, time fillers, or otherwise without useful purpose. (See Post-Session Reflection below.)

Gilwell Field Assembly

Forming Dens and Patrols

- Participants should be assigned to dens and patrols **before** the course begins. Den and patrol assignments should be carefully considered to create a rich, diverse experience for each participant. Den and patrol assignments should reflect racial, gender, age, and geographical diversity. An appropriate mix of participant outdoor skills/experience should be considered. Ideally, the participant composition of each den and patrol should also represent various parts of the BSA program, including Cub Scouts, Scouts BSA, Sea Scouts, and Venturing.
- Staff will then organize the participants into their assigned dens. It is suggested the den chiefs/troop guides stage themselves near the entry area for Gilwell Field with large signs bearing each den number. This way the senior patrol leader can simply make an announcement that participants should look at the den assignments they received at check-in and gather near the staff member holding the sign for that den. This should take no more than ten minutes.
- Once grouped by den, staff should line up the participants in order at the entry point for Gilwell Field. Den chiefs and participants enter Gilwell Field as instructed. Lining up for Gilwell Field should take no more than five minutes.



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Post-session Reflection

It is important for station leaders to take two minutes after each rotation to debrief the gathering activity with the group.

Scouting involves games or activities with a purpose: every activity we do in Scouting will promote one or more of the four aims of Scouting—character development, citizenship training, personal fitness, and leadership development. Likewise, every activity we do in Wood Badge teaches a leadership competency.

Using the following format, ask participants to connect the Gathering/Cub Scout Adventure to Scouting's aims.

AIMS OF SCOUTING			
Character Development	Citizenship Training	Personal Fitness	Leadership Development
<ul style="list-style-type: none">• Think about the Gathering Activity/Cub Scout Adventure you just completed.• Describe which of the aims of Scouting this activity helped to promote.• Review how EDGE was used in this activity.			



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Day One: Gilwell Field Assembly

Time Allowed

15 Minutes

Teaching Format

Assembly, preferably square-shaped outdoor venue

Learning Objectives

As a result of the session, each participant will:

1. Recognize the importance of Cub Scouting as one of the BSA programs represented in the Wood Badge course
2. Begin to recognize concepts of team development and team leadership
3. Connect key traditions that link modern courses to the long and rich heritage of Wood Badge
4. Experience a flag ceremony appropriate for Cub Scouting

Materials Needed

- Basic Flag-raising Ceremony (*Participant Songbook*)
- Reading on historic flag (*Participant Songbook*)
- Day One Gilwell Field Assembly Agenda (*Appendix*)
- System for flying flags at Gilwell Field
- Wood Badge Pack 1 flag
- American flag
- Historic American flag (Flag of 1777)
- Gilwell Field Assemblies Overview (*Appendix A*)
- Safety Moment—<https://www.scouting.org/health-and-safety/safety-moments/>

Recommended Presenter

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

Recommended Location

Outdoor Gilwell Field. The den chiefs and dens will arrange themselves on Gilwell Field to form a square, with dens making up three sides of the square and the Wood Badge staff filling in the side nearest the flagpoles. (See illustration at end of lesson plan.)



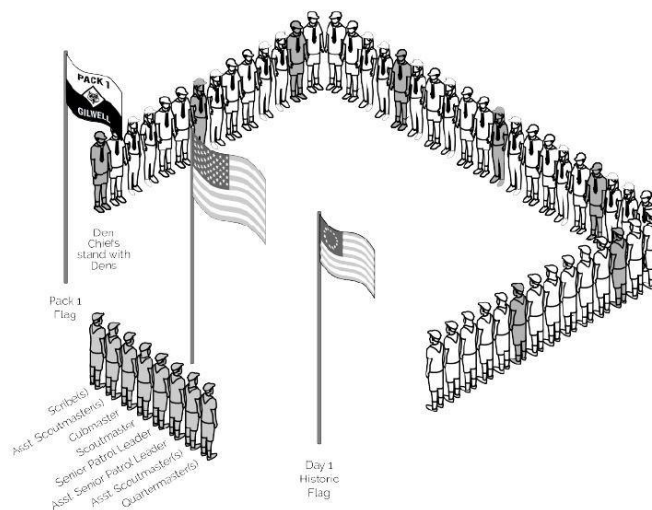
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Course Connections

Key Wood Badge Themes	Growing; Connecting; Guiding; Empowering; Living the Values
Connections to Other Sessions	Aims & Methods (Citizenship Training)

PRESENTATION OUTLINE

Recommended Facility Layout



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

Presentation Procedure

After going through the orientation, camp tour, and Cub Scout Gathering Activities, participants will arrive at Gilwell Field with their orientation guides (their den chiefs).

Note: The first day’s Gilwell Field assembly is led by the 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.



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

Refer to the **Gilwell Field Assemblies Overview** for more information.

Troop Guide Placement

The den chief/troop guide placement in each day's assembly is very important and symbolizes the changing role that occurs as the patrol becomes more independent and self-sufficient.

Day One: The den chief leads the den to their place on Gilwell Field.

Assembly Agenda

The Cubmaster, wearing a Cub Scouting hat and appropriate name tag, will do the following:

1. Welcome the assembled Cub Scouts to the Wood Badge course and to the Gilwell Field assembly.
2. Explain that Gilwell Park was the home of the very first Wood Badge course and that Gilwell Field serves as a symbol that links all Wood Badge courses through the years and throughout the world.
3. Instruct the Cub Scout pack how to make a proper Cub Scout sign and Cub Scout salute. Explain the use of the Cub Scout salute while the American flag is being raised or posted.
4. Ask the den chiefs of Pack 1, who may be led by the assistant Scoutmaster for troop guides, to conduct the flag ceremony 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 may be delegated to a den chief.
6. Invite selected den chiefs to display the historic flag (Flag of 1777) for the day, explain its significance, and lead the pack in singing a patriotic song (America the Beautiful).
7. Ask for the invocation (see end of lesson plan).
8. Introduce the Scoutmaster of Troop 1, who along with members of the 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 the main training room for the course overview session at the appointed time. This should include a safety moment and may include other relevant items (weather report, information from the scribe and quartermaster, etc.).
10. Close the assembly with a Cubmaster's Minute (a thought for the day appropriate for a Cub Scout pack).



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For a Cubmaster's Minute, it is appropriate to share an inspirational story about a servant leader, such as Malala Yousafzai.

"Servant leaders come in all ages. In the early 2000s, a young girl named Malala Yousafzai took on the dangerous role of a BBC blogger, writing about the oppression of living under Taliban occupation in Pakistan. When she was just 15, she was shot by the Taliban in an attempt on her life, an attempt to silence her. She wrote her first book, *I Am Malala*, within a year of the attack, and it became an international bestseller.

Ever since the attack, she has fought for the right to education for all people, something that was taken away from her and her female schoolmates. Malala was awarded the Nobel Peace Prize in 2014, making her the youngest Nobel laureate ever. She has called on leaders to invest in books, not bullets, to solve problems.

She said, **"I raise up my voice—not so I can shout but so that those without a voice can be heard. . . . We cannot succeed when half of us are held back."**

Malala, at her young age, had a vision of what future success looked like. Her purpose has been to connect others with their potential and build them up, so they can ultimately see their own success. Malala is truly a servant leader who has dedicated her life to serving others. She will never meet most of the girls she works so hard to serve, yet they will feel her impact when they are allowed to go to school. Imagine the future when those girls get the education they deserve, and then work to educate others."

11. Dismiss the pack.

Invocation

"God, we praise you for bringing all of us together safely to Gilwell Field. We thank Robert Baden-Powell for his gift of Scouting to the world and remember his faith and love for you and his love for young people. Be with us as we get to know each other and begin our Wood Badge journey together. We ask that you keep our hearts and minds open and bring us together as resources for each other and as friends old and new. Guide us as we learn to use our gifts—our talents, our intellect, and our energies—to truly serve others with patience and compassion in our thoughts, leadership, especially servant leadership, and grow in our desire to serve others first. Help us to understand that as we serve one another we are also serving you."



Day One Historic Flag Reading and Patriotic Song

(Ensure that everyone has the lyrics to the patriotic songs, most easily accessed in the course songbook.)

The Flag of 1777

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

“Resolved: That the flag of the thirteen United States by thirteen stripes alternate red and white: that the union be thirteen stars, white in a blue field, representing a new constellation.”

Each star and each stripe represented one of the colonies that would become the United States. The Flag of 1777 flew over the young nation for 18 years. George Washington was the only president to serve under this banner. To this day, June 14, the birthday of our flag, is celebrated each year as Flag Day.

Let us honor this flag with a song that honors America. Please join in singing “America the Beautiful,” which is found on page _____ of your songbook.

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!

America! America!
God shed His grace on thee
And crown thy good with brotherhood
From sea to shining sea!



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Day One: Course Overview

Time Allowed

30 Minutes

Teaching Format

Pack Discussion

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Describe the progression of BSA training opportunities and the place Wood Badge holds in that framework.
2. Explain the overview of the learning phase and application phase of Wood Badge training.
3. Explain why the Scouts BSA troop is utilized during Wood Badge as the model for training and team building.
4. Relate the course purpose, content, and methods of presentation to the development of servant leadership.

Materials Needed

- PowerPoint slides with embedded video and projector
 - Video: “Ten Leadership Theories” (*embedded in PPT and provided as MP4*)
- Copies of The Gilwell Gazette (received at check-in)
- Course Overview—Summary (*Appendix: one per Participant Notebook*)
- Toolbox with tools and pentagon-shaped tool pegboard—a visual representation of the Wood Badge icon (*Appendix A*)

Recommended Presenter

Assistant Scoutmaster for program or Course Director

Recommended Location

Troop/Pack meeting room

Course Connections

Key Wood Badge Themes	All
Connections to Other Sessions	Sets the tone for all other sessions



PRESENTATION OUTLINE

Introduction

(Slide #3)

Facilitator: “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.’”

Facilitator should have another staff member acting as scribe while eliciting this information from participants.

Participants may respond with a variety of answers (e.g., “Gilwell,” “Baden-Powell, “beads”).

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

(Slide #4)

Scouting and Leadership Training

The quality of the Scouting experience for Cub Scouts, Scouts, Venturers, and Explorers depends on the quality of those leading the units and those working in districts and councils throughout the nation. Since 1910, the Boy Scouts of America has focused on good training for its leaders. 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.

(Slide #5)

Here's how it works:

- **Position-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, Scouts BSA, Venturing, Sea Scouting, Exploring, etc., or as district or council Scouters involved in a variety of Scouting roles.
- **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 five-day immersion in the theory, practice, and experience of appropriate skills for leading others within Scouting and in many environments beyond the BSA.
- **Lifelong Learning**—In addition to its progression of structured training, the BSA encourages leaders to take advantage of continuous learning opportunities that we call supplemental training. This includes roundtables, pow wows, University of Scouting, Commissioner College, COPE courses, Powder Horn, Leadership



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Challenges, and training at national locations like the Summit Bechtel Reserve in West Virginia, the Florida Sea Base, and the Philmont Training Center in New Mexico. All Scouters, of course, bring with them knowledge, skills, and attitudes developed over their lifetimes in work and family situations; academic programs; and military, corporate, and other development experiences that benefit the young people we serve.

Wood Badge

Wood Badge focuses on 14 key competencies of effective leadership. It leverages decades of the BSA's experience, knowledge, and expertise in working with millions of leaders and youth for more than a century. These traits, along with Scouting's mission to prepare young people to make ethical and moral choices over their lifetimes, overarch everything we do in Scouting, giving value to everyone, no matter our differences, and helping people, young and old, develop to their full potential. A handout is provided for this session outlining main themes and the competencies. Keep in mind that this summary of the course is meant to give you some perspective of what we plan to cover.

(Slide #6)

Course Objectives: Leadership for Scouting—Leadership for America

1. Examine your own leadership skills by recognizing your own strengths.
2. Practice and improve your leadership skills.
3. Communicate effectively and build relationships and teams.
4. Guide youth and other adults in the development of their leadership skills.
5. Strengthen your commitment to living and teaching the Scout Oath and Law.

(Slide #7)

Five Themes

(Slides #8–#12: Click through each slide as you discuss each of the Wood Badge values.)

There are five themes that are presented and discussed in this course, and they are implemented using 14 competencies. The themes and corresponding competencies, some of which support more than one theme, are:

- **Living the Values**—personifying the values, setting the example.
 - Drive Vision, Mission, and Values
 - Know the Territory
 - Inspire the Heart
- **Growing**—knowing and growing yourself first—a commitment to continuous improvement and lifelong learning.
 - Know Thyself
 - Learn to Listen, Listen to Learn
 - Apply Interpersonal Savvy



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- **Connecting**—with other people.
 - Communicate Effectively
 - Learn to Listen, Listen to Learn
 - Include and Optimize Diverse Talent
 - Apply Interpersonal Savvy
 - Manage Conversations
- **Guiding**—focusing on enabling and developing others.
 - Include and Optimize Diverse Talent
 - Plan With a Bias for Action
 - Develop Individuals and Teams
 - Manage Conversations
 - Coach and Mentor
 - Embrace and Lead Change
 - Create a Culture: “Train Them, Trust Them, Let Them Lead!”
- **Empowering**—ultimately helping other people to become healthier, wiser, freer, more autonomous, and more likely, themselves, “to serve and to lead.”
 - Plan With a Bias for Action
 - Coach and Mentor
 - Embrace and Lead Change

(Slide #13)

Wood Badge Outcomes

As a result of attending Wood Badge, participants will do the following:

- Acquire an understanding that Scouting is a family of interrelated, values-based programs providing age-appropriate activities for youth.
- Appreciate that the course models good BSA programs and proven methods for helping young people grow to be responsible citizens.
- Experience the stages of team development and practice leadership approaches appropriate for those stages.
- Assess their own leadership knowledge and skill to consider the strengths and preferences in their own leadership style.
- Understand how Scouting’s methods uniquely meet the needs and preferred learning styles of youth. This understanding helps develop knowledge, skills, and attitudes that prepare youth to be successful adults and active citizens, with the character and sense of personal responsibility that ensures leadership for the future of our nation.
- Have a great deal of fun in the company of interesting, talented, and diverse adults who care about the learning and growth of young people.
- Develop a renewed commitment to provide Scouting with the best possible leadership.



WOOD BADGE

(Slide #14)

10 Leadership Theories (included in the Participant Notebook: Course Overview—Summary)

Introduction (Prior to the Video)

“Because one of the major focuses of Wood Badge is leadership for Scouting, we want to let you see a brief video called ‘Ten Leadership Theories in Five Minutes.’ Before we play this video, which summarizes some of the major leadership theories since the early 20th century, we want to mention that we have been offering ideas on leadership in Wood Badge since 1973.”

“The video you are about to see will be a very brief summary of some thinking about how to lead.”

Note to the Presenter: *Now is the time to **provide slower pacing of your speech and extra emphasis on guidance for watching the video.** Note that the second sentence below focuses on their making a judgment about useful leadership systems.*

“Please watch this five-minute summary with an eye on which of these theories you agree with or think can work in some circumstances. We are going to discuss with you, in this course, the leadership skills or competencies you think might be helpful for you to be a leader in Scouting.”

“All of you have lots of experience in leadership, whether you are an Army commander or a den leader, a church committee leader or the CEO of ExxonMobil, or—perhaps the most difficult job of all—a parent, you know about good and bad leadership. In this course, we want to expose you to those skills we think are most useful in Scouting.”

“NOW—please watch the video.”

Note to the Presenter: *Click the Play button on the embedded video in the slide to play it full-screen.*

Follow-up Comments After the Video

You will probably recognize, as this course progresses, that we touch on leadership skills and styles, including situational leadership and parts of transactional and transformational leadership. Some of you may find that leadership involves seeking help and serving others. We have a handout, for your information, on this session and hope that you will refer to it as you participate in the learning experiences on leadership. Remember, leadership is an art more than a science, as all leaders try to find that magical way to guide their groups to success.



WOOD BADGE

(Slide #15)

Components of a Wood Badge Course

Using the Troop Format

- Wood Badge is designed to be valuable to leaders involved in every program of Scouting, including Cub Scouting, Scouts BSA, Venturing, Sea Scouting, Exploring, etc.
- Participants begin a Wood Badge course as Cub Scouts in Pack 1, and then bridge over at the Blue and Gold Banquet to become Scouts in Troop 1 this evening.
- The troop format with the patrol method and structure is in place and will continue to be incorporated.
- The Scoutmaster mentors the senior patrol leader, empowering the senior patrol leader to fully lead the troop.
- The troop guides will aid with instruction and the Ticket.
- 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.

The Gilwell Gazette and Participant Notebook

Participants will find that they are being provided with a great deal of information. To help them recall information, we use some tools:

- 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.
- Participant Notebook
 - Pre-filled with session handouts, summaries, and other relevant information
 - Has paper and space to take notes during and after sessions

Wood Badge Ticket

Since 1973, one of the great traditions of Wood Badge is the Ticket.

- Participants will learn more about the Ticket in a presentation this morning.
- During this course, participants will be asked to develop a Ticket: five goals that will allow them to use their new leadership skills in ways that strengthen Scouting in their home units, districts, and councils.



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Activities and Fun

- The course contains several activities that will help participants immerse themselves in the patrol and enhance their collective growth as a team.
- The success of this course largely depends on what you make it: the more engaged you are, the more fulfilling your experience will be.

Learning Sessions

- There will be a learning session for each competency, followed by supplemental sessions to reinforce the curriculum.

Introduction of Toolbox and Tool Pegboard

(Toolbox should be filled with items representative of the tools of the course.)

- Facilitator should draw participants' attention to the toolbox and tool pegboard. It should be mentioned that the toolbox is filled with the learning tools—symbolic objects of some kind—that will be used during the course.
- Each presentation will have an appropriate tool to cement the learning and serve as a reminder of the presentation.
- At the conclusion of each session, the presenter will place a tool on the pegboard.

Questions and Answers

The Course Overview can end with a few minutes devoted to answering participants' questions.



Day One: Drive Vision, Mission, and Values

Time Allowed

30 Minutes

Teaching Format

Pack discussion

Learning Objectives

As a result of the session, each participant should be able to do the following:

- Tell what is meant by vision, mission, and values.
- Explain the vision, mission, and values of Scouting.
- Relate vision, mission, and values in the context of leadership.
- Develop their personal vision, mission, and values in Scouting.

Materials Needed

- PowerPoint slides with embedded video clips and projector
 - One video clip: John F. Kennedy (*embedded in PPT and provided as MP4*)
 - Two video clips: Hidden Figures (*embedded in PPT and provided as MP4s*)
- Drive Vision, Mission, and Values—Summary (*Appendix: one per participant*)
- Tool: Binoculars

Recommended Presenter

Scoutmaster or senior patrol leader, or other staff member with excellent presentation skills

Recommended Location

Pack/troop meeting setting

Course Connections

Key Wood Badge Themes	Growing; Living the Values
Connections to Other Sessions	Know Thyself; The Ticket



PRESENTATION OUTLINE

Introduction—A Story of Vision, Mission, and Values

(Slide #2)

The tool symbolizing this session is a pair of binoculars. “Drive Vision, Mission, and Values” begins with being able to see far enough into the future to see your picture of future success. We’ll come back to that in a few minutes.

(Slides #3–#6)

Note: *The presenter can share this story in his or her own words and emphasize that the story is a legend.*

As the legend is told, a chapel was built in the 1300s in Hampshire, England. The vaulted roof of the chapel was supported by huge beams fashioned from old-growth oak.

Some 700 years later, it was discovered that 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 craftsmen 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.

Ask: **Why** were they building a chapel? What was their **Vision**? What did true success look like to them? *(Field answers from participants and ensure that the following points are made. Then display **Slide #4**.)*

- Their vision was to have a chapel that would last for centuries. Realizing that it would eventually need repair, they also saw the need to plant acorns. Achieving this vision would require planning and organization.

Ask: What was their **Mission**? Why were they there? What was their purpose? *(Field answers from the participants and ensure that the following points are made. Then display **Slide #5**.)*

- Their mission was to build a chapel not just for their families, but also for their descendants to always have a place to worship. This required a step-by-step process involving some planning and organization. In addition to just building the chapel, their mission was also to plant acorns to provide the oak trees that would be needed to maintain the chapel.



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Ask: How did the chapel builders go about their work? What were their **Values**? What beliefs guided their actions? (*Field answers from the participants and ensure that the following points are made. Then display **Slide #6.***)

- The chapel builders' vision and mission were built upon their values, what they believed in. Their values in this case were probably based on their religious beliefs and faith.

(Slide #7)

For this Wood Badge course, we will use the following simple definitions ("vision" and "mission" are sometimes confused because they are both about our purpose):

Vision A picture of future success; what we want to become. Vision is about our purpose, and it is also about **our future**.

Mission What we do now, who we serve, and how we serve them. Mission is also about our purpose, but it is about **our present**.

Values The core beliefs that guide our behavior and actions.



Vision

(Slide #8)

Your vision will become clear only when you look into your heart.
Who looks outside, dreams. Who looks inside, awakens.

— Carl Jung,
Swiss psychiatrist and psychoanalyst, founder of analytical psychology

(Slide #9)

In a 1962 speech, President John F. Kennedy announced that the United States would go to the moon. At the time of Kennedy's speech, the technology to carry out this goal did not exist. Indeed, Kennedy committed the country to a seemingly impossible goal.



WOOD BADGE

Let's look at that historical speech.

Click Play button on slide to show video clip of Kennedy's "We Choose to Go to the Moon" speech. Video will play full screen. 01:31 minutes.

(Slide #10)

Ask: Who provided the vision, and what was that vision? (President John F. Kennedy's vision was to land a man on the moon and safely return him to Earth by the end of the decade.)

Ask: How did we define vision? (A vision is a picture of future success.)

Ask yourself: "What does success look like?" Where would you like to get to? (A vision provides a cohesive direction for you and your organization as a continued source of inspiration.)

Notable Points on Vision

(Slide #11)

- 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.
- Vision functions as our "North Star." It ultimately leads us to accomplishing our long-term goals. Have we given direction to our mission?

Effect of Vision

(Slide #12)

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.

"Think of young people who are currently involved with Scouting and 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."



WOOD BADGE

(Slide #13)

Ask the following questions about the Vision Statement of the BSA:

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 Law.

(Slide #14)

- Who does this statement impact?
- Does the vision statement reflect a compelling future?
- What would cause others to rally around this vision?
- Who benefits from the vision of the BSA?

Summarize with, “Vision is a picture of future success.” This simple definition is what we teach our youth; it captures the essence of “vision.”

(Slide #15)

The true meaning of life is to plant trees, under whose shade you do not expect to sit.

— Wesley Henderson,
author of *Under Whose Shade*, the story of his Irish ancestors who pioneered
Manitoba, Canada

Mission

Let's shift from vision to mission. We've defined vision as a picture of future success, our purpose in the future. We're defining our mission as our purpose in the present—what we do now, who we serve, and how we serve them.

(Slide #16)

When you discover your mission, you will feel its demand. It will fill you with enthusiasm and a burning desire to get to work on it.

— W. Clement Stone,
businessman, philanthropist, and author whose books emphasized the
importance of positive mental attitude for success

(Slide #17)

The movie *Hidden Figures* (2016, 20th Century Fox) was set in the 1960s in northern Virginia and is the story of three extraordinary black women who were mathematicians. They were known as human computers. They made space history by calculating launch trajectories and landing coordinates for the Mercury program. One of the main characters who we will see is Katherine Johnson, played by Taraji P. Henson. She is a



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genius at analytic geometry, and her calculations were trusted more by the astronauts than those of the new IBM computers that NASA had started to use. One of the other main characters that we will see is Al Harrison, the director of the Space Task Group, played by Kevin Costner. Notice that some characters are watching the launch at NASA, some at Cape Canaveral, and some are at home with their families.

Watch for thoughts about the mission in this clip.

Click Play button on slide to show first clip from Hidden Figures full screen—the “launch” scene. 02:36 minutes.

Ask: What was the **mission** in the *Hidden Figures* film clip? (The mission of the space program was to launch a man into orbit around the earth. The mission of the mathematicians was to calculate the flight trajectories during launch, orbit paths, and reentry into the earth’s atmosphere.)

Ask: How do you define mission?

(Slide #18)

Definition of Mission: What we do now, who we serve, and how we serve them. Why we exist. Our cause or fundamental purpose.

(Slide #19)

- The mission statement of an organization condenses ambitions and goals in an accurate announcement of what it can offer to others. It reflects the organization’s core values, and it communicates long-term objectives and why the organization exists.

(Slide #20)

- A personal mission statement is key to finding your path to your vision. Your mission statement describes your objectives and your approach to reach those objectives. It should be clear, concise, and complete. A mission statement is a statement of what you do to help contribute to making a vision come to life.

(Slide #21)

Mission Statement—Boy Scouts of America

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.



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(Slide #22)

Ask the following questions about the Mission Statement of the BSA:

- Does it tell what is going to be done?
- Does it describe the expected outcomes?
- Who benefits from the BSA's mission?

(Slide #23)

School children and older people like the idea of planting trees. For children, it is interesting that an acorn will grow into an oak, and for older people it's a legacy. The act of planting a tree is not difficult.

— Clive Anderson,
English television and radio presenter, comedy writer, and former barrister

Ask: Does everyone understand the difference between vision and mission? (*Participants are often confused because they are both about our purpose.*)

(Slide #24)

- **Vision:** A picture of future success. What we want to become. Vision is about our purpose, and it is about our future.
- **Mission:** What we do now, who we serve, and how we serve them. Mission is also about our purpose, but it is about the present.

Next, we will look at values.

Values

(Slide #25)

Values are core beliefs that guide our behavior and actions.

Let's watch another video clip from the movie *Hidden Figures*. Watch for what kind of values were in place at the time and how they impacted the space program team.

(Slide #26)

Click Play button on slide to show second clip from Hidden Figures full screen—in the office, restroom, and hallway. Make a mental note of any racial and gender bias you might see. 04:25 minutes.

Ask: What values were in place in the early 1960s, and how did they impact part of the space program team? How did the leader influence these values?



WOOD BADGE

Scouting's Values

(Slide #27)

Ask: In what ways is Scouting a values-based program?

Scouting is a values-based program with its own code of conduct. The Scout Oath and Law help instill the values of good conduct, respect for others, and honesty. Scouts learn skills that will last a lifetime, including basic outdoor skills, first aid, citizenship skills, leadership skills, and how to get along with others. For over a century, Scouting has instilled in young people the values and knowledge that they will need to become leaders in their communities and countries.

Personal Values Influence Ethical Choices

- Development of a strong sense of character
- How we resolve conflicts
- How we make ethical decisions

Values are Guiding Principles

(Slide #28)

- Personal beliefs and preferences that influence one's behavior
- Deep-seated in personality
- Exist at different levels of awareness
- Awareness of values enhances integrity

People who articulate their values must answer a few questions:

- What core values do you personally bring to your life?
- What would you tell your children are the core values in life and which you hope they will hold in life someday?

Values are the deeply held beliefs about how the world should be that provide our guidelines for living and behavior.

You will explore your personal values more in our next session!

Vision, Mission, and Values: A Summary

(Slide #29)

Let's summarize again:

- Everything starts with our **Vision**—our picture of future success. Vision describes what is possible, a compelling future.
- Our **Mission** describes why we exist and what we do now—our fundamental purpose.
- Our **Values** are those core beliefs that guide our actions and identify the collective commitments that we share.



WOOD BADGE

A Scouting Story of Vision, Mission, and Values

Let's close with a Scouting story about vision, mission, and values.

(Slide #30)

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.

(Slide #31)

Through his books and the establishment of the Boy Scout movement, he felt he was succeeding in fulfilling that vision.

(Slide #32)

The first world jamboree took place in 1920. Baden-Powell was invited but was initially not enthused. Why? World War I had taken the lives of hundreds of thousands of soldiers on both sides of the lines during the war.

But Baden-Powell went anyway, and while he was there his vision changed. Here's what happened: 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. Do you know which country it was? 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, after the Second World War had begun but well before it ended. He was greatly disappointed that he had not realized the fulfillment of his vision of Scouting—a world brotherhood of Scouts living in peace. He was disappointed that he had not succeeded.

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

(Slide #33)

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

The Challenge of Expressing Vision, Mission, and Values

Articulating personal visions, missions, and values 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:



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(Slide #34)

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."

(Slide #35)

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.
10. A Scout is clean (*added 1911*).

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."

Ask: Did Baden-Powell's vision that a common moral code could lead to world peace become something?

Summary/Conclusion

(Slide #36)

- Vision:** A picture of future success. What we want to become.
Vision is about our purpose, and it is about our future.
- Mission:** What we do now, who we serve, and how we serve them.
Mission is also about our purpose, but it is about the present.
- Values:** Core beliefs that guide our behavior and actions.



WOOD BADGE

(Slide #37)

The creation of a thousand forests is in one acorn.

— Ralph Waldo Emerson,
poet and philosopher

Post-session Reflection

(Slide 38)

State that you will leave the slide up for a few minutes while you close so that participants can reflect on the questions that appear there:

- Who was involved in the development of the “vision, mission, and values” of the Boy Scouts of America?
- How do the vision, mission, and values of the BSA impact the work that happens in our programs?
- How do you link your personal vision, mission, and values to initiatives, outputs, and outcomes of the BSA?
- What is your challenge of expressing vision, mission, and values?



Day One: Know Thyself

Time Allowed

45 Minutes

Teaching Format

Den discussion and activities

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Explain what it means to lead yourself.
2. Identify and prioritize personal values and beliefs.
3. Identify specific personal skills, qualities, and attitudes necessary for the leadership journey.

Materials Needed

- Personal Values Worksheet (*Appendix; one per participant*)
- Flip chart, markers
- Values cards—from National Supply (#650575) or print cards from Appendix (*one set per person either all from National Supply or all from Appendix*)
- Pre-course Assignment
- Know Thyself—Summary (*Appendix: one per Participant Notebook*)
- PowerPoint (laptop or flipbook)
- Tool: Mirror (*one per den*)

Recommended Presenter

Den chief (troop guide)

Recommended Location

Den/Patrol areas

Course Connections

Key Wood Badge Themes	Growing; Connecting; Living the Values
Connections to Other Sessions	Drive Vision, Mission, and Values; The Ticket; Communicate Effectively; Learn to Listen, Listen to Learn; Manage Conversations; Inspire the Heart



PRESENTATION OUTLINE

Introduction

Leading Yourself to Success

(Slide #2)

Quote: “The toughest person to lead is always yourself.”—John Maxwell, *Leadership Gold*

(Slide #3)

Throughout the Wood Badge course, there will be opportunities to learn more about personal growth and personal planning. These concepts will enhance leadership capabilities and set each individual up for success in personal, professional, and Scouting life.

(Slide #4)

The tool representing this session is a mirror. We must first look at our own values to appreciate the values of others.

Self-Leadership and the Identification of Personal Values

(Slide #5)

Den chiefs: Initiate a discussion about the importance of values in the BSA and in our personal and professional lives. Questions to start the conversation:

- How would you define values?
- Where do values come from?
- What are some examples of value statements?
 - BSA: Scout Law
 - Rotary International: “Service Above Self”
 - Boys & Girls Clubs of America: “Respect, Integrity, Excellence, Teamwork, Innovation”
 - Ford Motor Company: “People, Products, Profits”
- Can you share an example of someone living their espoused values?

Thoughts for Den Chiefs

(Slide #6)

- Values are core beliefs that guide or motivate our attitudes and actions.
- Values are who we are, not who we would like to be or who we think we should be. They indicate who we are in our lives and how we show up in the world.

(Slide #7)



WOOD BADGE

Activity 1. Values Card Exercise (15 minutes)

1. Give each participant a deck of Values Cards and the Values Worksheet.
2. Ask participants to sort their cards into two to three piles based on their significance to them personally.
3. Have them choose 10 values that they currently live by.
4. Ask them to record the 10 on the Values Worksheet and then put the rest in the card box.
5. Remind them that you are not asking them to give any of the values away but are only asking them to choose for the purposes of the exercise.
6. Have them look at the 10 cards once more and choose their top five.
7. Ask them to record the five on the worksheet and put the rest in the card box.
8. Remind them that you are not asking them to give any of the values away, etc.
9. Have them look at the five cards and tell them to notice similarities among them.
10. Ask them to choose their top three values and record them on the worksheet.
11. Remind them that they can still have all the values, but you are challenging them to pick their top three.

Questions to Ask

- How did you feel about putting the cards back in the box after choosing 10? (*Some may have been upset thinking that you were taking them away.*)
- What surprised you about the exercise?
- What did you learn about yourself?

(Slide #8)

Ask den members to share their top three values with the group, and then:

1. Record these on a flip chart.
2. Notice any similarities between each of them.
3. Ask them to post their values in their patrol workspace.

Ask den members to share examples of how their values can be applied to their Scouting jobs.

(Slide #9)

Additional thoughts for den chiefs to share:

Our ability to “walk the walk,” to live out our core values, is a gauge for measuring our ability to lead ourselves. When our actions are aligned with our values, we are in a position to lead ourselves.

Share: “. . . This above all: to thine own self be true . . .” —Polonius, Act 1 of *Hamlet*, by William Shakespeare



WOOD BADGE

Activity 2. Self-Growth Opportunities (small group discussion and activity; 10 minutes)

(Slide #10)

Den chief will introduce this topic for group consideration: “What additional knowledge, attitudes, and skills do you need to lead yourself?”

- Den chief should record these ideas on a flip chart and ask the den to post in their workspace for reference through the course.
- Den members can also record these thoughts in their participant notebooks as potential Ticket items.

Using the Pre-Course Assignment, ask each den member to share their answer to one of these questions:

(Slide #11)

- Who were the people who influenced you in your life—either positively or negatively?
- What accomplishments are you most proud of, in your life and in Scouting?

Notes for Den Chiefs

- Encourage den members to write their answers and thoughts in their Participant Notebooks for reference throughout the course.
- Mention that how they answered the questions on the Questionnaire and their contributions to the group discussion may point to clues of their personal leadership purpose. Ideas to bring up include the following:
 - What have been the consistent themes, threads, passions, talents, and skills you have noticed about yourself?
 - What have people told you that you are good at?
 - When you were 10 years old, what did you tell everyone that you wanted to be? Are you doing anything similar today?

Summary/Conclusion

(Slide #12)

- The metaphor of the mirror reminds us that we cannot lead others until we work on leading ourselves. This requires looking inward and developing from the inside out by aligning personal values, communication style, and behavioral style.
- For you to lead *yourself*, it is important to develop from the inside out.

Discuss: “What does ‘from the inside out’ mean to you?”

Post-Session Reflection

(Slide #13)

- What personal leadership skills are “growth opportunities” for you?
- Ask den members to share one skill each.
- Remind members to record their ideas in their notebooks as potential Ticket items.



The Ticket

Time Allowed: 60 minutes

Teaching Format: Pack discussion

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Reflect on one's own values to create a personal Scouting vision.
2. Recall the five qualities of a SMART goal.
3. Construct five SMART goals by the end of the course that support a Scouting vision.
4. Identify the start-to-finish timeline of the ticket process.
5. Recall the process for drafting and completing a ticket.

Materials Needed

- PowerPoint slides and projector
- Blank Wood Badge Ticket worksheet (*Appendix: one per Participant Notebook*)
- Sample Wood Badge Ticket worksheet (*Appendix: one per Participant Notebook*)
- Ticket Idea Box prepared by staff during staff development
- Leadership Competency Matrix (*Appendix: one per Participant Notebook*)
- Flip-chart or white board
- A, B, C, D, E cards for each den—different colors for each letter (A: red, B: green, C: yellow, D: blue, E: orange)
- Tool: Roll of tickets (*one ticket per participant*)
- Small sandwich bag (*holds collection of tickets to hang on peg board*)

Note: *It is extremely important that all staff members be familiar with the concepts of the Wood Badge ticket and able to counsel participants in the writing of ticket goals.*

Recommended Presenter

Senior patrol leader

Recommended Location

Group setting indoors or outdoors with shelter

Course Connections

Key Wood Badge Themes	Living the Values; Growing; Connecting; Guiding; Empowering
Connections to Other Sessions	Drive Vision, Mission, and Values; Plan with a Bias for Action; Include and Optimize Diverse Talent



PRESENTATION OUTLINE

(Slide #1)

Introduction and Objectives (10 minutes)

Presenter: *The concept of this exercise is to remove any fear of the term “ticket” by demonstrating a simple goal-setting example. Present it prior to the introduction of the ticket presentation.*

(Slide #2)

Den Activity (15 minutes)

Tell participants: “Let’s play a little game.”

Ask the participants to close their eyes and find their happy place.

Ask them to think about an activity or event they would like to accomplish in the next year or two. Suggest things such as go on vacation, buy a new car, buy a house, or graduate from college.

After about a minute or so, have them open their eyes, and share their ideas with their dens. Have dens pick two or three of the ideas and write them down (in a couple of words) on a piece of paper. Then go around the room and ask who has a good example, seeking one idea from each den. The facilitator should remember three or four good (but simple) ideas.

Then ask participants to close their eyes once again and think about how they can complete their den’s ideas: what planning will it take, how much will it cost, what tools are needed to complete the goal, and what is the time commitment.

Ask them to write (in a couple of words) those thoughts on a separate line under their original activity idea.

After they complete writing the information down, go back to the three or four good ideas and again ask them their idea and the steps needed to complete the goal.

Follow up and state that the participants have just written a very simple ticket goal, and that at the end of this presentation they will be able to better understand the concepts of writing a Wood Badge ticket.

(Slide #3)

Learning Objectives

By the end of this session, each participant should be able to do the following:

1. Reflect on one’s own values to create a personal Scouting vision.
2. Recall the five qualities of a SMART goal.



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3. Construct five SMART goals by the end of the course that support a Scouting vision.
4. Recognize the start-to-finish timeline of the ticket process.
5. Recall the process for drafting and completing a ticket.

(Slide #4)

Ticket Concepts and Guidelines

The Wood Badge Ticket

Tell participants: “Earlier today, you learned about Drive Vision, Mission, and Values. 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.”

Remind participants of the description of the ticket tradition that appeared in this morning’s course overview: 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.”

Develop your Ticket

Tell participants: “During this course, each participant will be asked to develop a ticket—a list of five goals that will allow you to use your new leadership skills and competencies in ways that strengthen Scouting for youth in your home units, districts, and councils.”

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 and competencies you are learning during this Wood Badge course and to transfer those skills to your home units, districts, and councils.”

Pre-course Assignment

Tell participants: “Then content you developed in your Pre-course Assignment should help 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 vision and ticket goals.”

(Slide #5)

What Is A 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 yourself to complete a set of goals that will significantly strengthen the BSA program in which you are involved.



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Additionally, the ticket provides an opportunity for you to **practice leadership skills and competencies** that will be of value in many areas of your life, both within and beyond Scouting.

(Slide #6)

Key Concepts of the Ticket

VISION:

“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 personal Scouting Vision is your guide to your success. If you can’t remember your vision, you may need to reconsider it, because it probably is not what drives you.”

(Slide #7)

Ticket Goals

“Your ticket will include **five significant goals**.

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

One goal in support of your vision may stretch your current Scouting responsibilities to a higher level, such as the district or council level, and may use an idea from the Idea Box relevant to promoting your vision.

Your ticket must 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 **Include and Optimize Diverse Talent**. Be able to tell your troop guide/ticket counselor how your ticket promotes diversity.

Your ticket also should have a positive impact on **Membership Growth** or membership retention. Possibilities include goals that improve programs that directly correlate to maintaining youth interest, or drive recruiting efforts within a unit, district, or council. Be able to tell your troop guide/ticket counselor how your ticket promotes membership growth.”



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(Slide #8)

Line of Sight

Serving the Youth

“Your goal or task at hand should be motivated by the desire to “benefit our youth”. If you are able to quickly explain why your goal will help a young person, then you are on the right path. If not, then STOP, and choose a new goal.

Right now, think of that youth on whom you would like to have a positive impact.

(Pass out the tickets.) The tool for this presentation is a ticket.

Write a youth’s name on it. Write the name of that youth on whom you would like to have a positive impact, whether directly or indirectly.”



The tool for this presentation is a small ticket. After talking about serving the youth, give each participant a ticket. Then, ask participants to write the name of a youth with whom they will have direct or indirect contact on the back of the ticket. Later, you will collect the tickets, put them into a small sandwich bag, and post the bag on the pegboard at the end of the presentation.

(Slide #9)

Goal-setting

“Every level of Scouting has goals. Some are related to their Journey to Excellence, and some are just to solve for areas that need incremental improvements.

The personal ticket goals you establish should aid in your personal development in Scouting and in your professional development.”

(Slide #10)

The Ripple Effect

“Let’s tie this all together with the line of sight using a visual.

Line of sight is a concept of goal-setting. It suggests that goals should—when designed correctly—have a ripple effect to impact every level of Scouting. As a leader, you will see a common line of sight between your goals, the Scouting program, and the youth we serve. The ticket goals you establish, by default, will contribute directly or indirectly to the success of unit (i.e., pack, troop, crew, ship, post), district, and council goals.”



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(Slide #11)

Example: Ticket Goal Idea

“Let’s walk through an example. When drafting your goals, any action you take should have a direct line of sight to how it is going to make a positive impact on the youth we serve.

For example, let’s say one of your ticket goals is to plan and implement a fundraiser for your unit. You’ll want to ask yourself some questions to establish the line of site.

Another staff member should begin to write down the following for all to see. The facilitator should take only two or three suggestions. Keep the discussion brief and moving.

- How does this goal impact the **youth**?
- How does this goal impact the **unit**?
- How does this goal impact the **district**?
- How does this goal impact the **council**?”

(Slide #12)

Line of Sight Goal-setting

“This is how I see it: remember, when drafting your goals, any action you take should have a direct line of sight to how it is going to make a positive impact on the youth we serve.

- This goal impacts **youth** because you are providing them a means to earn money for their Scouting needs, like registration or summer camp, and attending summer camp may help that new Scout complete requirements for the First Class rank.
- This goal impacts the **unit** because the more youth that can afford to register (on time) or attend summer camp, the healthier the unit is (JTE Quality Unit), and attending summer camp helps with required merit badges for advancement.
- This goal impacts the **district** because that unit is now stronger, which adds to its recharter health and contributes toward the district’s JTE goals for Unit Health and Advancement.
- The district JTEs feed into the **council** JTE goals to be a Quality Council.”

(Slide #13)

SMART Ticket Goals

“Let’s discuss the manner in which we will write our goals. Many people spend their lives rushing around trying to get more done while actually accomplishing very little.

SMART is an acronym that you can use to guide your goal setting. This process of goal-setting began around 1991, and since that time, many successful people and businesses have use the SMART process to set their goals.

SMART stands for:

- **S**pecific
- **M**easurable
- **A**ttainable



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- Relevant
- Timely

Setting SMART goals means you can clarify your ideas, focus your efforts, use your time and resources productively, and increase your chances of achieving what you want.”

(Slide #14)

S = Specific

“This term helps you specify what exactly you will accomplish. A goal that is specific is clear, detailed, and unambiguous, and it will usually answer the five “W” questions:

- **What:** What do I want to accomplish?
- **Why:** Specific reasons, purpose, or benefits of accomplishing the goal
- **Who:** Who is involved?
- **Where:** Identify a location.
- **Which:** Identify requirements and constraints.”

(Slide #15)

M = Measurable

“This term stresses the need for concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether progress toward successful completion is being made.

A measurable goal will usually answer questions such as:

- How much?
- How many?
- How will I know when it is accomplished?”

(Slide #16)

A = Attainable

“This term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch the goal-setter in order to achieve it, the goal is not extreme. An attainable goal may cause goal-setters to identify previously overlooked opportunities to bring themselves closer to achieving their goals.

An attainable goal will usually answer the questions:

- Is it realistic?
- In my control?
- How can the goal be accomplished?
- What kind of roadblocks might interfere, and how can they be overcome?”

(Slide #17)



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R = Relevant

“A relevant goal must represent an objective that the goal-setter is willing and able to work toward.

A relevant goal will usually answer the questions

- Does this seem worthwhile?
- Why is this goal significant to my role in Scouting?
- How does this impact our Scouts?”

(Slide #18)

T = Timely

“When will you achieve this goal? A commitment to a deadline helps focus efforts on completing the goal on or before the due date. Timeliness is intended to prevent goals from being overtaken by the day-to-day crises that invariably arise in an organization.

A timely goal will usually answer questions such as “when?”:

- What can I do 5 months from now?
- What can I do 12 weeks from now?
- What can I do today?”

(Slide #19)

Wood Badge Ticket Worksheet

“Don’t worry. You don’t have to remember all those SMART questions to ask yourself. We have a ticket worksheet with all of these reminders. Now, let’s put this all together.

Goal-writing

- If you hope to succeed, you need to set goals. The written ticket goals give you focus and direction to complete those goals. Simply stated, the ticket is a plan that you will write during the instructional phase that will guide you to the successful completion of the application phase of the course. Ticket goal-writing allows you to take control of your direction; it also provides you a compass to determine if you are moving in the right direction to complete the goal. Another reason you should write goals is because goals will assist you in improving your experience.
- Writing a Wood Badge ticket is not an exercise in creative writing. It is not a time to write a Ph.D. dissertation, a manifesto, or the great American novel. A Wood Badge ticket is a simple document that is a pathway to improve the Scouting program. The ticket is a series of five goals that defines your vision of success in your role in Scouting to provide improvement to the Scouting movement.”



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(Slide #20)

Basic Personal Information

“The first section of the Ticket Worksheet requests your basic personal information.

- Name
- Course Number
- Email Address
- Home Phone Number
- Primary Scouting Position—the position for which you are writing your goals”

(Slide #21)

Personal Vision of Success

“The second section of the Ticket Worksheet includes an area to create your personal vision.

If you have a clear vision of the direction you want to go, you are not as easily preoccupied by the many opportunities that may otherwise sidetrack you. Keep in mind that reaching your goals is only an initial part of a long-term work in progress. You should not expect that you will realize your vision immediately upon completion of the five ticket goals.

Your written personal vision statement should be concise—it might be no longer than a sentence but should not be more than a paragraph. You want to be able to quickly repeat it and understand it. A compelling personal vision statement can inspire you to shed all the stuff that holds us back.

Ask yourself these questions: What will success look like? Why am I serving? What do I hope to accomplish?

Vision Examples

- In my vision of success and the related plan of action, district and council operations are adequately funded to allow for the continued operation of camps and programs that support the delivery of a quality Scouting program.
- My vision of success is the improvement of my district program and activities by providing and improving the content at district events.
- My personal vision is to increase participation in Scouting in general and Venturing in particular. My vision is to create a Venturing crew that will partner with my troop.
- My vision is to create a hiking resource manual for Pack 123 and the den leaders. The manual will contain information for several area hiking areas and will serve as a program resource.
- My vision is to provide my pack with the tools necessary to plan and carry out an annual Cub Scouting program.”



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(Slide #22)

Contact and Deadline Info

“This third section provides information for your contacts who will help you as you work toward completing your goals.

As you see on the bottom of this form, the deadline for completing your ticket is 18 months from the completion of the Week/Weekend 2.”

(Slide #23)

SMART Ticket Goal

“This is a sample of the SMART Worksheet. To better understand it, we are going to break each part down.

One of the easiest ways to write ticket goals is to cut out the background noise and the overreaching activities.

- Start by having a dedicated note-taking location.
- After each leadership competency, write down two ways you can see yourself using that competency in your Scouting position.
- When it becomes time to write those ticket goals, refer to your list of all of the “two ways.”
- Do not overthink the goals; the quicker you can complete a list of your goals, the easier it will be to finalize and craft your final SMART goal. Keep the goals straightforward and simple so anyone can understand them.

It is assumed that you will use most or all of the leadership competencies you learn during the Wood Badge course. In writing your ticket, it will help if you list the competencies you can use to accomplish your goals, but it is not required that you incorporate all of the competencies presented during the course into your ticket goals. Refer to the handout called “Leadership Competency Matrix” in the Participant Notebook.

Properly written ticket goals will help to inspire, create hope, and fill you with desire. Anything that can make you feel better and help you refocus in the present moment is going to be highly useful for you on your own journey of success.

The challenge with setting a year-long goal, however, is that you won’t see results right away, which could eventually make you want to quit. Remember, if your Scouting position or responsibilities change, you can work with your ticket counselor to modify your ticket goal.

It is also important to recognize, though, that not all goals are created equal.

The next five sections are for Goals 1–5. These worksheets are designed to help you create SMART goals. Each ticket goal should be written at the top of its own worksheet. To aid you in developing your goal, use these SMART questions to help guide you in your discussion of your goal with others. Feel free, if it helps you, to jot down notes in the blanks for Specific, Measureable, Attainable, Relevant, and Timely.



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At the bottom of each goal worksheet, you will be able to identify:

- Does this goal promote diversity?
- Does this goal promote membership growth or retention?
- Does this goal show a line of sight to the youth?

As mentioned earlier, one or more of your ticket goals should include an aspect that promotes diversity. One or more of your ticket goals should include an aspect that promotes membership growth or retention. All your goals should have a line of sight to benefit the youth served in Scouting.”

(Slide #24)

EXAMPLE: Personal Information

“Let’s break down the Wood Badge ticket into parts. We will use this morning’s story of the chapel builders to develop our ticket.

Imagine that you are one of the builders of a royal chapel in England in the year 1308. Here is a sample goal for your Wood Badge ticket:

My Scouting Position: Chapel Construction and Maintenance. I am the team leader for a group of workers that has built and now maintains the royal chapel. We use or create the resources necessary for us to complete our tasks and jobs.

My Personal Vision of Success: To construct and maintain the royal chapel and ensure its survival for years to come.”

(Slide #25)

EXAMPLE: Specific

“**Ticket Goal #1:** Plant acorns to provide the timber resources for future generations to continue the use of the chapel.

Now let’s see if this ticket goal is SMART. In this case, let’s evaluate the description of the goal with regard to being **Specific**.

The maintenance workers, chapel grounds keepers, and I will plant acorns around the grounds of the chapel. Acorns grow into mighty oak trees, which in many years will provide the necessary lumber to rebuild the lodge. We will use the leadership competency of **Plan with a Bias for Action** to develop our plan. My team will collect acorns from the great forests around New Forrest in Hampshire, England. We will educate ourselves about the proper time to plant and methods of planting the acorns.”



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(Slide #26)

Den Activity: A, B, C, D

“Is this description specific?”

Does this adequately describe exactly what you will accomplish? Is this clear, detailed, and unambiguous? Does it answer the “W” questions, such as what, why, who, where, and which? Please take just a minute or so to discuss this within your den and pick just ONE of these answers. Please be ready to explain why you chose the answer you chose.

- A. No, it is not at all adequate.
- B. It is perfect as is!
- C. We would change just one little thing.
- D. This could use some wordsmithing.

Wait 1 to 2 minutes for dens to arrive at their answers. Each den has a set of ABCD answer cards. On the count of three, I would like each den to hold up just ONE card for your den’s answer, all at the same time. One, two, three...cards up!

Facilitate a discussion about the reasons the dens picked each answer. Note that all are good answers, and none is wrong. Ask den(s) why they chose A? B? C? D?

- *A is not a good answer, because this is adequate. Ask what they see missing.*
- *It is unlikely that anyone will pick B.*
- *If a den selects C, ask them what they would change.*
- *D brings up a good take-home point that the ticket is a living document, not a contract etched in stone. The wording does not have to be perfect!*

(Slide #27)

We just reviewed if the goal is Specific. Now let’s look at the other SMART characteristics. Which one of the following SMART characteristics is the BEST as written? Please take a few minutes to discuss within your den and pick just ONE of these answers. Please be ready to explain why you chose the answer you chose, and what you would do to improve the other items.

Wait 3 or 4 minutes for dens to arrive at their answers.

On the count of three, I would like each den to hold up just ONE card for your den answer, all at the same time. One, two, three...cards up!

Facilitate a discussion about the reasons the dens picked each answer. For each answer, also discuss ways in which the description might be rewritten to be more informative. Ask why den(s) chose A? B? C? D? Only C is adequately written.

- “Measurable” stresses the need for concrete criteria for measuring progress toward the attainment of the goal. Although the goal mentions gathering and planting 100 acorns (how many?), it does not address how you will know when the goal is accomplished (e.g., at least 100 trees are growing).



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- “Attainable” stresses the importance of goals that are realistic. Although the description mentions how to accomplish the goal, it does not address possible roadblocks, such as bad weather or squirrels eating the planted acorns.
- “Relevant” addresses whether the goal is worthwhile and/or significant to your role in Scouting. **The relevance of the goal is adequately explained.**
- “Timely” addresses the project timeline and deadlines. Although the goal mentions when the activity will be, there is no clear connection between completion of the goal and a deadline.

This is a sample of how your discussions should be as you develop your SMART goals. We do not require that you write them out like this, but you should think through and be able to discuss how your goal meets the criteria of a SMART goal.”

(Slide #28)

Ticket Guidelines

“Your den chief or troop guide will guide you through the preparation of your ticket and will approve it when it is complete.

Upon returning home after your Wood Badge course, you will have a ticket counselor assigned to you.”

(Slide #29)

Samples

“Here are a few sample Ticket Goals:

- My ticket goal is for future leaders in my pack to have an easier time getting trained for their positions. I will become the pack trainer for my pack by taking the necessary training. By December 2020, I will take the pack trainer training and audit my pack on the status of the training of other leaders. I will make sure all leaders are aware of the offered, online, district, and council training in all positions they are working in.
- I would like to use my new Wood Badge tools to do a better job planning, organizing, and executing the pack campouts, which I oversee, and to set it up as an easy-to-follow program for future BALOO-trained leaders that follow me. I'd like to involve at least 3 other adults in the planning and execution, do a better job with both meal planning and involving the Webelos Scouts more, and use the campouts as a bridge for them to Scouts BSA with learning outdoor activities, cooking, and planning. The pack campout occurs in June of each year, so I would be working on this goal during the prior Spring.
- Den chiefs are Scouts BSA Scouts who are learning leadership by serving within Cub Scout packs. My troop has many Scouts who are looking for that opportunity. There are local packs with dens that would benefit from an extra set



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of experienced hands. I will work with my troop's patrol leaders' council to set up training for Scouts who want to serve as den chiefs. I will work with local packs to coordinate the den chief program to place Scouts within their packs. This would help our Scouts and be a way to bring the organizational and team-building Wood Badge skills together in an impactful way.

Perhaps you are looking for a stretch goal or need suggestions for ticket goals that might meet the needs of your local district or council, please ask about the Ticket Idea Box."

Ticket Idea Box: *During staff development, the staff will reach out to the district and council leadership teams to explain how the participants will create a ticket that consists of five goals, completed over 18 months, that will incorporate their new leadership skills in ways that strengthen Scouting.*

Often these goals are written to directly affect their unit and the youth they serve. There are other instances, however, where participants want to serve or lead change outside of their roles within their unit; every year we have numerous Scouters looking to use their tickets to get involved in Scouting at the district or council levels.

In many cases these volunteers are not aware of the leadership opportunities or existing or potential projects requiring leadership within their local districts. To make them aware, the staff will compile a listing of projects or leadership opportunities available for each district in the council and share them with participants when requested.

(Slide #30)

Ticket Guidelines *(fill in the slide with your course ticket deadline)*

"The five Wood Badge ticket goals 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, the regional training chair, working with the area Wood Badge coordinator, 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 recognition—the certificate, beads, neckerchief, and woggle."

(Slide #31)

Plan with a Bias for Action

"Tomorrow during the presentation called Plan with a Bias for Action, you will learn about:

- The three steps of team-based planning:
 1. Assessment
 2. Planning
 3. The understanding that Action Changes Things (ACT)



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- The two steps of management:
 1. Manage performance/monitor progress
 2. Close/celebrate
- The three planning steps will help with writing your individual ticket goals:

Assess

- “Think before you do.”
- Understand your vision of success.
- Identify and define the problem or the opportunity for improvement or growth.
- Understand and determine your approach.
- Recognize if there are existing constraints.

Plan

- Identify the problem or opportunity.
- Determine the actions necessary to have success.
- Identify and develop your goals and objectives to solve the problem.
- Your ticket goals should be SMART goals that target specific outcomes that are measurable, attainable, relevant, and timely.

ACT (Action Changes Things)

- When your ticket goal is approved, start working it.
- Communicate and share the plan with your team.
- Kick it off with an official start date.
- Writing a good goal is one thing; implementing and following the plan is another.”

(Slide #32)

Summary

“Now begin thinking about your ticket—your vision and five goals—and how you will bring this Wood Badge course home and bring it to life in your Scouting role. It doesn’t matter if you’re working at the unit level or at the district or council level. Some of you may be working at the area, regional, or even the national level.

It doesn’t matter. Remember the vision of the BSA—we are here for the youth!

Now as for those tickets with the youth names on it, I am going to collect them and put them on the tool board.”

(Slide #33)

Post-session Reflection

Describe what the participants should do to reflect on this session, how they can relate it to their Wood Badge tickets and/or other activities, and how the Wood Badge staff can help to guide this reflection.



WOOD BADGE

Day One: Opening Luncheon

Time Allowed

45 Minutes

Teaching Format

Pack Presentations

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Identify the Wood Badge staff members.
2. Connect Cub Scout fun with the sharing of meals, skits, and songs.

Materials Needed

- Songs found in the course songbook.
- Props for C-U-B-S skit: four cards (C-U-B-S) with script on back side.
- Props for songs
- Several staff members need to be assigned the following roles for the opening luncheon:
 - C-U-B-S skit—four staff members for the skit, plus assistant senior patrol leader or another staff member to “help” the others get organized.
 - Staff member to lead the invocation.
 - Quartermaster team member(s) to lead the “Eats Song.”
 - Staff members to lead the closing song.

Recommended Presenter

The Cubmaster will host the pack’s opening luncheon program, which should be lighthearted, welcoming, and infused with fun. Skit(s) and song(s) are conducted by the Wood Badge staff.

Recommended Location

Pack/troop dining area

Course Connections

Key Wood Badge Themes	Growing; Connecting
Connections to Other Sessions	Leads up to the Blue and Gold banquet and crossover ceremony Continues the Cub Scout experience that started at the beginning of the day



PRESENTATION OUTLINE

Delivery Method

Cubmaster serves as the master of ceremonies for the Pack 1 opening luncheon program, which should be lighthearted, welcoming, and infused with fun. Skit(s) and song(s) are conducted by the Wood Badge staff. All staff should do their best to welcome participants to Pack 1 with a high-energy program with lots of fun. Get participants excited about the upcoming transition from Cub Scouts to Scouts BSA later that night at the Blue and Gold Banquet and crossover ceremony.

Opening Skit (2 minutes)

Cubmaster invites four den chiefs to present the opening skit: **C-U-B-S Skit**

Four den chiefs bring C-U-B-S signs to the front and proceed to misalign themselves facing participants. Assistant senior patrol leader (ASPL) sets them straight, then:

ASPL says: Friends, we welcome you to our opening luncheon. In front of you are the letters C-U-B-S. This represents a great event in Scouting—the start of the Cub Scouting program in 1930.

Den Chief 1: “C” reads back of card: “C” stands for “courtesy.” A Cub Scout is courteous to elders, to friends, to teachers, and especially to parents. A Cub Scout is courteous in all that is said and done.

Den Chief 2: “U” reads back of card: “U” stands for “unity.” When a youth joins a pack, the youth becomes a member of a den. The youth works and plays with other youth and learns to get along with others.

Den Chief 3: “B” reads back of card: “B” stands for “bravery.” A Cub Scout is courageous enough to stand up for what is believed to be right, honest, and fair, thereby making the world a better place to live.

Den Chief: “S” reads back of card: “S” is for “service.” When a Cub Scout learns to serve others, God, and our country, the Cub Scout helps spread goodwill.

Invocation (1 minute)

Cubmaster invites a staff member to give the invocation.

Prayer for Opening Luncheon (*suggested wording; may be adapted as appropriate*):

Dear God, please bless our pack, especially this day when we will be celebrating the birthday of Cub Scouting. Bless all Cub Scouts everywhere and bless all who have been Cub Scouts in the past, wherever they are now. May they always remember to do their best to serve you, as we are trying to do. Help all of us to live the values of Scouting each day, to do our best to help other people always, and to understand that as we serve one another, we are also serving you. Bless all who are members of our pack now and help us to be worthy Cub Scouts, not only of this pack but also of the world brotherhood of Scouting.



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Opening Song (3 min)

Cubmaster invites the quartermaster team to lead “Eats Song” and provide meal instructions.

Optional props: chef hats, aprons, soup pot, large ladle(s), large cutouts of meat and fish

Eats Song

(Tune: “Hail, Hail, the Gang’s All Here”)

Soup, soup, we all want soup.
Tip your bowl and drain it. Let your front teeth strain it.
Hark, hark, that funny sound. Listen to that slurping sound.

Meat, meat, bring on the meat.
Fresh and juicy cow meat. Ham and pickled pigs’ feet,
Lamb chops and pork chops, too. Any kind of meat will do.

Fish, fish, we must have fish.
We don’t want it bony, nor a little phony.
Fresh, fresh, we won’t eat stale. Any kind of fish but whale.

Meal (25 min)

Cubmaster invites tables to the serving line.

Welcome and Guest Introductions (10 minutes)

Cubmaster introduces the course director.

The course director should take a few minutes here to welcome the participants to the Wood Badge course and explain that they will be progressing from a Cub Scout pack into a Scout troop later at the Blue and Gold banquet.

- He or she should 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 youth 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 will introduce the members of the Wood Badge course staff or have staff members introduce themselves.

Limit introductions to hometown, Scouting positions, and Wood Badge staff role: staff members are fellow travelers on the quest to understand leadership, and presenting lengthy Scouting resumes consumes time and may be intimidating for participants.

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



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

Closing Song (3 min)

Cubmaster invites den chiefs (those not in C-U-B-S Skit) to lead closing song.

Be Kind to Your Cub Scouting Friends

(Tune: "Stars and Stripes Forever")

Be kind to your Cub Scouting friends;
That's a pledge from one Scout to another.
Be kind to your leaders today,
'Cause for helping, they get no pay.

Be kind to your neighbors and friends,
'Cause by caring you follow Scouting's letter.
Cub Scouting and friendship are grand.
And as we grow, the world will know
We've made things better.

Summary/Conclusion

Cubmaster should end the opening luncheon with a Cubmaster Minute that continues to remind participants to strive to be servant leaders.

Cubmaster Minute (1 min)

Be kind to your Cub Scouting friends and kind to others. Do your best to pay it forward with the values of kindness and of helping others. It's in every one of us to make a positive difference in the lives of youth through Scouting. You can be the one who sets the example by leading others in giving cheerful service and striving to be a servant leader.

Cubmaster dismisses the pack to their den chiefs.

Post-session Reflection

The opening luncheon is an opportunity to have fun and to introduce staff and visitors to course participants.



Day One: Den Meeting

Time Allowed

90 Minutes

Teaching Format

Den Discussion

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. State basic information about fellow den members.
2. Identify the aims, ideals, and methods of Scouting.
3. Recognize teaching with EDGE while learning to tie a woggle.
4. Prepare a skit or song to perform with den members.

Materials Needed

- Denner cords and assistant denner cord
- Patrol Position Roster (*Appendix: one per Patrol Leader Notebook*)
- Roles and Responsibilities of Patrol Leadership (*Appendix: one per Patrol Leader Notebook*)
- Handout: Woggle Tying (*Appendix*)
- Woggle cord
- Handout: Cub Scout Den Meeting Program Worksheet (*Appendix*)
- Handout: Aims and Methods of Scouting (*Appendix: one per participant*)
- Aims and Methods felt board game (*instructions for creating game in Appendix*)
- Handout: Day One Participant Course Schedule (*Appendix: one per Patrol Leader Notebook. PDF is fillable so site-specific locations can be inserted.*)

Recommended Presenter

Den chief (troop guide)

Recommended Location

Den/patrol areas

Course Connections

Key Wood Badge Themes	Growing
Connections to Other Sessions	The Ticket; Blue and Gold ceremony; Campfire program



PRESENTATION OUTLINE

Introduction *(not to be presented to participants but for the benefit of the den chief/troop guide.)*

The Den Meeting Agenda

All Cub Scout den meetings have the following parts:

1. **Preparation and Materials Needed.** Before the Cub Scouts arrive, leaders gather to prepare and handle last-minute details.
2. **Gathering:** As the Cub Scouts begin to arrive, they join in an informal activity or game, often conducted by the den chief to keep the youth interested and active until the entire group has arrived.
3. **Talk Time:** This is where the business items of the den take place. Business items can include dues, recording advancement, notification of upcoming events, introducing a new adventure, and other items. Talk Time should be brief so the den can get right to the fun of the meeting.
4. **Activities:** The activities part of the meeting will vary by the age of the youth (see below) and may be broken into two or more parts. Generally, most of the meeting consists of craft projects, games, and activities that are all based on the current adventure.
5. **Closing:** The closing draws the meeting to an end. It's usually serious and quiet. Den leaders could present a thought for the day or give reminders about coming events.
6. **After the Meeting:** The leaders review the events of the meeting, finalize plans for the next den meeting, and review their progress toward the upcoming pack meeting.

Gathering (15 min)

Den chief (troop guide) initiates a get acquainted game for den members to play.

- Den members pair off and take a few minutes to interview each other.
- Den members will take turns introducing the person each has interviewed, sharing fun and interesting information.

Opening (15 min)

Den chief (troop guide) initiates an opening ceremony for the den members to perform.

Scout Law Opening: The den forms a circle, gives the Cub Scout salute, and repeats the Scout Law.



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Talk Time (5 min)

Elect a denner and assistant denner. Denner cords (2 strands) and assistant denner cord (1 strand) may be pinned to the left shoulder at this time. Responsibilities of the denner include:

- Leading den openings and closings
- Assigning den members to duty roster jobs and patrol position opportunities
- Helping with anything the den chief needs to have done!

Duty Roster: Describe opportunities den members will have throughout the course to help with jobs that need to be done.

Note: *Distribute the Patrol Position Roster and Roles and Responsibilities of Patrol Leadership handouts. Share that the elected denner will become the patrol leader after the crossover this evening. The assistant denner will become the assistant patrol leader this evening.*

Additionally, it should be mentioned that the person elected and on the duty roster for patrol leader on Days Three and Four should not have the role of chaplain aide on those days. Reinforce that during their troop meeting tomorrow (Day Two), they will experience and learn about the Scout election process; but knowing their roles today, for example, the scribe can ask the den/patrol to help with a submission to *The Gilwell Gazette* (make it optional Day One), and the chaplain aide can begin forming ideas about his or her role.

Talk Time: Aims and Methods of Scouting (15 min)

Materials: Den chief may instruct participants to find word strips representing the Aims and Methods of Scouting to adhere in the appropriate place on the felt board for this activity.



1. It is often said that Scouting is “a game with a purpose.” Connect participants back to the morning gathering activities and ask if they can remember: “What is the purpose or the Aims of Scouting?” (Give participants all the strips of words to find the four Aims of Scouting to place on the felt board.)

Aims of Scouting: Character Development, Citizenship Training, Personal Fitness, Leadership Development



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2. Ask each participant to write down 3–4 favorite Scouting activities. For each of the activities, select one of the Aims of Scouting and describe how the activity helps a Scout develop that aim. For example:

Scouting Activity	Aim of Scouting	How the Activity Helps a Scout Develop an Aim
Hiking	Citizenship Training	A Scout learns to follow the rules of the trail; a Scout learns to pack out what is packed in to keep the trail litter free; a Scout adopts the buddy system and keeps track of his or her buddy.

3. Explain that the **Methods of Scouting** are the ways and the structures used in each Scouting program to guide its members toward the aims. Instruct participants to place laminated word strips of each program's methods on the felt board (Cub Scouting, Scouts BSA, and Venturing)

The Methods of Cub Scouting	The Methods of Scouts BSA	The Methods of Venturing
The ideals	The ideals	The ideals
The den	Patrol method	Group identity
Advancement	Advancement	Recognition
Family involvement	Adult association	Adult association
Activities	Outdoor programs	Group activities and adventure
Serving the neighborhood	Personal growth	Service
The uniform	Leadership development	Leadership and mentoring
	The uniform	

The **Ideals**, contained in the Scout Oath and Scout Law, are values upon which all of Scouting's programs are built.



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Ask: In what ways have you seen the Scouting program—built on the solid foundation of ideals, aims, and methods of Scouting—impact the life of a Scout? **Note:** *You also may ask participants to close their eyes and think of a youth in Scouting, and then imagine that youth 10 years from now and jot down the impact Scouting may make on that youth.*

Ask: How do the ideals and the aims and methods of Scouting shape your commitment to the Scouting program?

Invite den members to share what they have written.

Activity 1: Woggle (35 min)

Provide each den member with a 42-inch length of cord. Ideally, participants will receive a cord of the color associated with their BSA program (blue for Cub Scouting, forest green for Scouts BSA, royal blue for Sea Scouts, green for Venturing), but the entire troop may use green. Using the EDGE method, den chiefs teach how to make a woggle.

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

Activity 2: Skit Preparation (10 min)

Den members will practice the provided skit, song, or run-on to perform at the Instructional campfire program.

Note: *During staff development, the staff member who is accountable for the Day One campfire will need to lay out a campfire plan and prepare with the staff/troop guides what each den will want to prepare for, so that they can perform it as Scouts in the evening campfire. This campfire is an integrated campfire with dens and staff, facilitated by staff.*

Closing (5 min)

Den chief (troop guide) facilitates a closing ceremony for the den members to perform:

Option 1: Living Circle Closing—Den leaders and den members form a close circle and turn to their right, each placing their left hand into the center of the circle, palm facing downward. Each person grasps the thumb of the person behind, making a complete circle with the group. Everyone's right hand is held straight up in the Cub Scout sign. State the Cub Scout Motto, Scout Oath, Scout Law, or your personal words.

Option 2: One version is to pump joined hands up and down seven times as all say, "Akela! We'll—do— our—best!" You can also use the Scout Oath, Scout Law, Cub Scout motto, or your own personal words in place of this chant.



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Summary/Conclusion

The ideals found in the Scout Oath and Scout Law provide the foundation for all Scouting activities. As Scouts gain experience in personal fitness, citizenship training, character development, and leadership development through the methods of Scouting, we have confidence that our Scouting youth can be prepared to make moral and ethical decisions throughout their lives. And they can have **fun** doing it.

Post-session Reflection

- In what ways have you seen the Scouting program, built on the solid foundation of ideals, aims, and methods of Scouting, impact the life of a Scout?
- How do the ideals, aims, and methods of Scouting shape your commitment to the Scouting program?



WOOD BADGE

Day One: Communicate Effectively

Time Allowed

70 Minutes

Teaching Format

Den (Patrol) discussion and activities

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Discuss different methods of communication.
2. Explain the characteristics of effective communication.
3. Examine and propose resolutions to barriers to communication.
4. Apply effective communication to Scouting.

Materials Needed

- Instructions for Zulu Toss game (*Appendix: one per Patrol Leader Notebook*)
- Tennis balls for Zulu Toss game
- Communication Methods Worksheet (*Appendix: one per participant*)
- 6 to 8 sheets of 8½ x 11" plain paper (*one per participant*)
- Communicate Effectively—Summary (*Appendix: one per Participant Notebook*)
- PowerPoint (laptop or flipbook)
- Tool: Paper cups linked on a string (*one per den*)

Recommended Presenter

Den chief

Recommended Location

Den (patrol) campsite

Course Connections

Key Wood Badge Themes	Growing; Connecting
Connections to Other Sessions	Include and Optimize Diverse Talent; Develop Individuals and Teams; Apply Interpersonal Savvy; Embrace and Lead Change; Create a Culture: "Train Them, Trust Them, Let Them Lead!"



PRESENTATION OUTLINE

Introduction

Throughout the Wood Badge course, there are many opportunities to discover more about ourselves, share similarities with patrol members, and value the differences in others. Effective communication techniques are critical to our professional success and in all aspects of our daily lives. When things are not working properly in our Scouting units, it can often be a result of poor communication. In our fast-paced world, it is vital that we become very deliberate about communicating with others the way they want to be communicated with, no matter what the method.

(Slide #2)

Review Learning Objectives

Communication Basics

(Slide #3)

Mention the tool for this session: the linked paper cups.

(Slide #4)

Aristotle broke communication down 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, and even pantomime.

Activity #1: Zulu Toss Game (3–5 minutes)

Introduce the Zulu Toss game to the participants. Have them play the game as a den (patrol).

Den chiefs: Lead a debrief of the game:

In a way, Aristotle's theory applies to the Zulu Toss game. Think of each ball as a message, and each of you as either a sender or a receiver at various times. The game has senders who are trying to toss their message to others—the intended receivers.

As you have experienced, even communicating face to face with each other required effort for both parties. It may have seemed simple to get a person's attention to deliver the ball, but you also needed to be open to receiving a ball.

- What happened if someone dropped a ball?
- What happened if a ball was sent to the wrong person?
- What did it feel like as the den chief introduced more balls?



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- What is required of the sender and of the receiver when there are many competing messages?
- Describe some thoughts that you have about what this game illustrates.

Den chiefs: Potential thoughts to share:

- Sender must gain the interest/attention of the receiver.
- Receiver must be willing to pay attention to the message being sent.
- The more complex the message is, or the more messages there are competing with other messages (more balls), the more the receiver must use active listening/receiving skills.
- The more receivers to whom the message is being sent, the more the sender must be sure the message is clear and concise for it to be understood.

Mention: A presentation tomorrow, “Learn to Listen, Listen to Learn,” will emphasize the concepts of active listening, which could apply here.

Ask for additional comments or thoughts. Keep this discussion brief and to the point.

Methods of Communication

The types of communication are continuously evolving and are sometimes complex. This change and complexity provide learning opportunities for all of us as we embrace new technologies. Many people feel that the growth of technology has caused this evolution to accelerate. This evolution is evident in the Scouting program, as we continuously strive to incorporate new methods of communicating effectively.

(Slide #5)

Den chiefs: Initiate a discussion about the communication opportunities in Scouting. The purpose of the discussion is to create awareness that participation with the Scouting program involves several types of communication for both youth and adults. **Ask:**

- What communication opportunities have you observed in Scouting?
- What communication challenges have you encountered in Scouting?
- When you think of these situations, which techniques have helped or hindered communication?

Den chiefs: Initiate a discussion with the patrol/den about examples of various forms of communication that you might use to share information in Scouting. Keep this discussion brief and to the point.

Introduce the table on communication methods. Consider splitting the group into two or three subgroups and assigning some portion of the methods to each subgroup to discuss. Have each subgroup share their thoughts with the whole group. Alternate between subgroups to enable all subgroups to have an opportunity to comment. Also, keep this discussion brief and particularly emphasize the last column. We’ve left room in the table to add new technologies that emerge after this syllabus is written.



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Communication Method	Pros	Cons	Good for this type of Scouting communication
Face to face			
Print (letter or flyer)			
Telephone			
Text message			
Email			
Website			
Facebook			
Twitter			
Instagram			
Shared files (e.g., Google Drive)			

A filled-out version of the table might look something like the one below. Use these examples to help emphasize key points if needed. The subgroups should work together to finish filling out their tables. Here is a sample of a completed form:

Communication Method	Pros	Cons	Good for this type of Scouting communication
Face to face	Personal and memorable; you can tell if active listening takes place; includes nonverbal communication (body language); can use visual aids	Inefficient; requires participants to be in the same place; no record to refer back to	A personal appeal; a difficult conversation; collaborative planning or problem-solving



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Communication Method	Pros	Cons	Good for this type of Scouting communication
Print (letter or flyer)	Tangible reminder of something	You can't guarantee that it'll get read; uses paper; hard to spread beyond the initial recipients	Recruiting materials; welcome packets for new families; training info for new leaders; event flyers
Telephone	Personal; interactive conversation	Forces someone to respond on the spot; many people don't answer phones or get voicemails	A personal appeal; a difficult conversation; one-on-one planning or problem-solving
Text message	Reaches someone wherever they are; still gives them time to think before they respond; provides record	Need to be concise; you can't tell if the message is received or understood	A quick reminder or question to an individual or a small group
Email	Easy to send to a large audience; no character limit; easy to forward; provides record	You can't tell if the message is received or understood; overloaded inboxes and spam filters; excludes people without computers or smartphones; can be misinterpreted	Providing detailed information that you don't mind being forwarded
Website	Public; can find with a search engine (e.g., Google)	People increasingly consume information through apps, not web searches; content is public; requires some knowledge and possibly a hosting fee to maintain	General information that you want the public to be able to see



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Communication Method	Pros	Cons	Good for this type of Scouting communication
Facebook	This widely used app controls the information that many people receive; easily spread virally	Privacy concerns (closed pages are not allowed in BSA); only reaches people who use Facebook (also, note the age restriction)	A way to share updates, photos, and other general info; a way to spread info that you want shared widely
Twitter	Catches people's attention; forces you to be succinct; easily spread virally.	Character limit; only reaches people who use Twitter.	A quick reminder of something you want shared widely; can link to another source for more details
Instagram	Share photos easily	Privacy considerations with photos; only reaches people who use Instagram	Building relationships by sharing photos within the group
Shared files (e.g., Google Drive)	Free storage of files; allows multiple people to edit	People have to have the link to access	Team projects; repository of shared resources (forms, etc.)

Next, discuss tips for using some of these tools effectively. For example:

- How to comply with youth protection requirements
- Email with executive summary or table of contents at the top
- If your unit's only web presence is a Facebook page, do you have a separate public area and a private group where you would have names, tagged photos of youth, etc.?
- More?

Share other examples of Scouting communication:

- BSA uniforms, patches, Wood Badge beads
- Wood Badge icons (Participants will learn more about these later today.)
- *The Gilwell Gazette*, including the agenda of the day

(Slide #6)

Some of these examples are nonverbal or unspoken forms of communication.

Den chiefs: Discuss with the den what messages these BSA examples (above) convey and what aspects make them effective, or not.



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(Slide #7)

Discuss the session Drive Vision, Mission, and Values:

“We observed President John F. Kennedy deliver a speech—a form of oral communication. What aspects of that speech made it so effective?” Encourage a brief sharing of ideas based on the following:

- Message was important
- Message presented a vision that could affect the lives of the listeners
- Speaker established himself as authoritative
- Speaker believed in what he was presenting
- Speaker got to the point
- Speaker used skills of speaking, body language, tone of voice, and charisma to make his point

Activity #2: Communication Exercise (~3 minutes)

This is a quick and easy activity that shows how the same instructions can be interpreted differently by different people and highlights the importance of clear communication. It should not be allowed to take more than about three minutes.

Directions:

1. Give one sheet of letter size/A4 paper to each participant.
2. Tell the group that you will start giving them all instructions on how to fold the paper to create a shape (may be a paper airplane or other object created from the folded paper.)
3. Tell the group that while you give them the instructions, they must keep their eyes closed and cannot ask any questions.
4. Start giving the group several instructions to fold and rip their paper several times then ask them to unfold their papers and compare how they look.

Debrief and Discussion:

Make the point that each paper looks different even though you have given the same instructions to everybody. What does this mean?

Ask the group if they think the results would have been better if they had kept their eyes open or were allowed to ask questions.

Communicating clearly is not easy, as we all interpret the information we get differently. That's why it's very important to ask questions and confirm understanding to ensure the message is received and understood as intended.

Barriers to Effective Communication

(Slide #8)

Den chiefs: Initiate a discussion with the den about potential barriers to effective communication. You might use a question such as “What are other potential barriers to



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effective communication?" Listed below are suggestions that you can share if the group does not mention them. Refer to some of them briefly if they are not mentioned, but do not feel the need to address all or even most of them.

- Personal biases and judgments—we have preconceived notions
- Noise in our environment—telephones, computers, television, people
- Noise in our heads—what to cook for dinner, where the children need to be, what the boss needs, a difficult conversation to be had
- Non-verbal communication—uncontrolled body language
- Tone of voice
- Lack of clarity—the inability to be clear and concise
- Poor listening skills
- Making assumptions without facts
- Language/cultural differences
- Lack of common ground, what we can agree on
- Assuming that everyone thinks like we do

Next, ask participants to share some of the communication barriers they have experienced in their work lives or Scouting lives.

Listed below are suggestions that you can share if the group does not mention them. Once again, refer to a few of them as appropriate, but do not spend much time on these examples.

- Rushing to help or solve the problem without fully listening
- Technology is unavailable
- Blended families
- Heavy use of acronyms
- Emoji meanings
- Generational barriers
- Virtual teams
- Inappropriate communication technique for age group
- Misunderstandings that remain unresolved

Debrief:

- What might be some effective strategies to use in your Scouting units to alleviate barriers?
- What are the barriers that you would like to work on as a leader? (Ask them to make note of these in their personal notebooks. **This is an important step, so do not skip it.**)

One of tomorrow's presentations, Learn to Listen, Listen to Learn, will help to connect the dots on these communication concepts. Good communication begins with good listening on the part of the receiver and on the part of the sender. Both the sender and the receiver have responsibilities to make effective communication happen.



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Ways to Assure Effective Communication

(Slide #9)

Ask: “What are some ways to assure we communicate effectively?” Get some ideas on the table, then introduce the following four ways on a chart. Take each in turn, ask for input on each of them, and discuss what they might mean. This is another potential time sink, but because it is also an important component of this session, spend an appropriate amount of time on these topics.

(Slide #10)

Establish Common Ground

Den chiefs: For discussion, ask participants what they think it means to find common ground, and if they can think of any examples of how this technique has worked for them.

Later today, you will experience another Wood Badge presentation, “Include and Optimize Diverse Talent,” and within your den/patrol, you will play the “Getting to Know You” game. These will be opportunities for you to think about valuing the diverse makeup of your team and to learn about each other. It is important to also reflect on the diversity of individuals in your Scouting unit back home and seek ways to be inclusive and appreciate their talents.

The more we know about one another, the greater is the common experience that we share, and the easier communication becomes.

Be Sincere

Sincerity can 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.

Establish Authority

A speaker should know what he or she is talking about. There may be times when a speaker is not an expert in a subject. What becomes important then is the willingness to learn along with a group. For example, 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.”

In order to avoid losing credibility, a speaker should learn to be comfortable saying, “I don’t know the answer, but I will find out.”

While their technical skill in this area may not be high, ability as a communicator permits them to maintain authority while engaging Scouts in an interesting and worthwhile learning experience.



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Communicate Clearly

Speakers who care about their messages and care about their audiences are likely to communicate clearly. Communicating clearly includes using words, volume, and pace that your audience can understand. Don't use big, fancy words if a simpler explanation is all you need to get the message across. For certain subjects, communicating clearly can also include effective visual aids, because not everyone gets the message most clearly through listening. If you deliberately try to hide part of a message or twist the truth, you will create fuzziness and confusion, and you might lose the listener's trust.

Summary/Conclusion

(Slide #11)

Den chiefs: Review these learning objectives and ask questions to assure that learning has taken place. Ask how we have done against these objectives.

1. Gain clarity about different methods of communication.
2. Recognize the characteristics of effective communication.
3. Examine communication barriers.
4. Describe how effective communication can be used in all areas of Scouting.

End with the following two sets of thoughts on separate charts.

(Slide #12)

Communication:

- Is a tool of leadership.
- Is essential to effective teams.
- Happens in the "common ground."
- Should be clear and concise.
- May be written, verbal, nonverbal, and virtual.

(Slides #13 & #14)

Other key points to remember:

- Sender and receiver must consider each other.
- Virtual communication can be powerful and has an immediate impact.
- Leaders should consider the challenges people face in communicating.
- Leaders should recognize the barriers that block effective communication.
- Consider the needs of the group with which communication is desired.

(Slide #15)

Great Leaders are Great Communicators



WOOD BADGE

Post-session Reflection

(Slide #16)

Den chiefs: Ask the group:

1. Share what you are taking away from this session that could be useful for your tickets.
2. Is there a communication technique that could help you achieve one of the ticket goals you have in mind?
3. Are any of you thinking of goals that relate to communication?

Remind them that the communication skill is another “tool” for their leadership toolbox. **Mention and show the tool for this session again (linked paper cups).**



WOOD BADGE

Day One: Include and Optimize Diverse Talent

Time Allowed

70 Minutes

Teaching Format

Facilitated discussions at pack and den level; interactive table group activities

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Explain the basic definition of diversity.
2. Explain how differences among members benefit a group.
3. Illustrate the importance of inclusiveness to achieving purposeful diversity.
4. Relate the value and challenge of generational differences as an aspect of diversity within an organization or team.
5. Develop simple inclusive behaviors that can make diversity work for Scouting or another group.

Materials Needed

- PowerPoint slides and projector
- Outline, for note-taking
- Flipchart to write ideas as they are presented
- Vision statement—Boy Scouts of America
- Handout: Real-world Application Scenarios (*Appendix: one per participant*)
- Facilitator Resource: Real-world Application Exercise (*Appendix: one per troop guide*)
- Include and Optimize Diverse Talent—Summary (*Appendix: one per Participant Notebook*)
- Tool: Multitool

Recommended Presenter

Invited instructor or staff member

Recommended Location

Indoor pack meeting room with dens at their tables. This allows a richer interaction and sharing of ideas.

Course Connections

Key Wood Badge Themes	Growing; Connecting; Empowering; Living the Values
Connections to Other Sessions	Drive Vision, Mission, and Values; Know Thyself; Apply Interpersonal Savvy; Develop Individuals and Teams; Embrace and Lead Change



PRESENTATION OUTLINE

Introduction

(Slide #3)

In this session, we will look at:

- Different types of diversity;
- Generations as an aspect of diversity;
- How differences benefit a group; and
- Inclusive behaviors we can use to achieve diversity.

The BSA is the most diverse it has ever been and will continue to become more diverse, and we need to keep up with the communities around us. Optimizing our diverse talent mostly requires good observations of others and including them where they fit best in Scouting. It applies not only to benefitting from the talent of a variety of volunteers but also developing the talents of our youth. They are why we do what we do!

As we saw earlier in the session “Drive Vision, Mission, and Values,” the Boy Scouts of America has a **Vision Statement**:

*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 Law.*

It does not say youth of one type or another. It is all youth.

And the BSA has a **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.

The Scout Oath and Law tell us to be helpful, courteous, kind, and brave, among other things.

(Slide #4)

Let’s look at how these tie together, appreciating the value of differences among people.

President Jimmy Carter said it well: “*We have become not a melting pot but a beautiful mosaic: different people, different beliefs, different yearnings, different hopes, different dreams.*”

None of us is as smart or as strong as all of us.



WOOD BADGE

Note: Ask dens to discuss answers to the following questions among their table group: (Place on slide or flipchart.)

(Slide #5)

Den Exercise 1: Have you ever (as a youth or adult) wanted to be part of a team or to work on a project but were not asked to join or help?

- How did that make you feel?
- Discuss your answers among your den.
- Were you able to identify why you were not asked to join or help?

Note: Allow one minute and then ask each den to share one of those results with the larger group. This may illustrate negative feelings such as feeling left out or frustrated, or positive results such as allowing others to learn from the experience. Sometimes telling those not chosen why they weren't can be helpful.

(Slide #6)

Den Exercise 2: Have you ever been asked to work with a team or project for *token* reasons, rather than for your skills or abilities?

- Did you feel included, or did you just feel like an invited outsider?
- How did it turn out?

Note: Allow one minute and then call on each den to share one example. These questions can illustrate a less than successful attempt at achieving diversity, or the answers may illustrate a positive outcome of unexpected growth and success.

(Slide #7)

Your In-groups

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? (*Possible responses may include: because human nature may cause the coach to go to those kids whose abilities are well known and who the coach has named 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. It's not just about going to bat. There are other roles on every team.



WOOD BADGE

Think for a moment about your units and teams at home. Think about the people you work with.

- Who do you count on all the time?
- When something really needs to get done, do you turn to the same familiar people, your go-to people?
- Are these your first-string players?
- Why do we go to the same people over and over?

Take 3 or 4 answers from the larger group. (Possible responses may include: getting the job done right quickly, fear of the unknown, or efficiency.) Then pose the following questions:

- Do they have the same work ethic as you?
- Do you actually know if others do not?
- Are you alike in many ways?
- Do you know them better than others?
- Do they usually feel like safe choices?

So, what happens when you ask the same people to be on your team all the time? *(Possible responses may include: burnout, resentment, perceived cliques, and no new ideas.)*

Now think about those who might not be your automatic first choices. How are they different? When might you decide to include them?

Sometimes pulling someone out of their comfort zone role can help them grow and provide the team with a fresh perspective and new talent.

At this point in the course, you may have already identified those members of your den who are like you and those who are not. Let's talk about some of the differences.

Den Exercise 3: As a den, list 5 simple differences between den members and jot them down. *(Allow one minute for this.)*

- How does being the same in some regard or being different impact the dynamics of the group and contribute to your den, team, or project? *(Take one answer from each group.)*
- If you were selecting a team, would any of these differences cause you to include or exclude someone? Why?
- Possible responses may include: It depends on the task. It depends on their own comfort in participating.

(Slide #8)

What is Diversity?

What is the first thing you think of when asked for a definition of diversity? *(Take short answers that pop out.)*

For this discussion: **Diversity is considered any dimension that can be used to differentiate the characteristics of people and groups from one another. It reflects only differences, not judgment.**



WOOD BADGE

(Slide #9)

Pack Activity

Instructions:

1. Have three flipcharts placed in different parts of the room. Label one “Human”, one “Cultural”, and one “Organizational.”
2. Divide the pack into three mixed groups (count off 1,2,3, 1,2,3, etc.)
3. Have each group go to one flipchart. Allow 30 seconds to write down as many different characteristics in that category that they can think of,
4. Rotate and allow 30 seconds for additions.
5. Rotate a third time for the next group to add any additions.
6. Have the groups return to their seats. Make sure the characteristics in the sections below are mentioned and are in the appropriate category; if not, add them to the conversation.

(Slide #10)

Human Diversity

Addresses how we differ in the simplest forms, including:

- Gender/gender identity
- Sexual orientation
- Race or ethnicity
- Age and generation (This is common to all Scouting units.)
- Physical appearance
- Health/physical ability/disability
- Intellectual abilities and challenges
- Personality type
- Family situations (marital status, incarceration, economic status, etc.)

(Slide #11)

Cultural Diversity

Arises from differences in:

- Language (native and second-learned, sign)
- Lifestyle
- Heritage
- Belief systems and social norms
- Religious beliefs
- Traditions
- Generations (generational differences could be part of this, as exposure to life events differs and shapes traditions, lifestyles, etc.)
- Income level
- Access to technology



WOOD BADGE

Cultural diversity can represent the accumulation of a person's life experiences, including education, marital, and parental status that align us with a group.

(Slide #12)

Organizational Diversity

Are those differences that are inherent in the values, vision, and mission of organizations we support:

- Teamwork
- Roles
- Relationships
- Leadership
- Empowerment
- Hierarchy
- Education
- Dress codes
- Affiliations
- Which Scouting program one works with
- Generational differences (e.g., work ethics, expectations, communication styles, etc. These also apply to other segments of diverse populations.)

(Slide #13)

What do—and what *can*—you know about someone, right away?

Can you identify any of these differences right away when you meet someone, or can you know their needs without getting to know them at least a little? *(Answer: Sometimes.)*

Diversity is multidimensional. There are certainly aspects of everyone that we can't see or hear, and what constitutes diversity is different for every group. It might depend on the local population in the community itself. A small rural town might have different differences than an urban community.

Notice, however, that age and generation are common differences in each of these categories. We usually find at least two generations in every Scouting unit.

Among our youth, diversity may be manifested quite differently. Their peers are often already ethnically and culturally diverse but are the same age and often go to school together. Their differences may manifest in ways such as disabilities/abilities, social skills, maturity, communication skills, and family situations.

(Slide #14)

Values of Diversity

Diversity is an asset!

Why is it important?



WOOD BADGE

Diversity is the uniqueness each of us brings to fulfilling our mission and achieving the vision of the BSA. We need to look for **all** available youth and the adults who will work best with them.

Valuing others and embracing diversity allow for the improvement and growth of all people involved in an organization, a community, or a nation. It allows us to learn new things from each other and think about things from a different perspective, allowing us to better serve our youth.

Scouting welcomes all, and we provide a safe place for all youth to grow.

(Slide #15)

None of us is as smart or as strong as all of us.

Companies with diverse workforces have higher revenue growth than those that do not. We can use that same concept to grow Scouting.

Out of our **differences** come inspirations, fresh ideas, and new solutions. This can be especially powerful when we are teaching youth to lead each other.

Although we have good intentions, consider the potential difficulties or barriers we might encounter when trying to achieve and value inclusivity.

Den Exercise 4:

- Make a list of 5 challenges or difficulties to address, from ourselves or others, that might hinder our efforts in moving toward optimizing diverse talent.
- Allow 2 minutes and then call on each den to provide an answer. If the following are not mentioned, include them in discussion:
 - There is comfort in sameness.
 - We tend toward affinity bias, looking for those with whom we can easily align.
 - We naturally resist change, even when change can be positive.
 - Stereotypes are easy to fall back on, and sometimes we tend to just “go along” with the group.
 - Norms without even considering if they are right or wrong.
 - Inclusive leadership starts with self-awareness, knowing that we may have some unconscious or conscious negative biases to get past. Sometimes this is difficult to admit. (Refer to the *Hidden Figures* clip about the obstacles put in place by segregation.)
 - We may be afraid of unfamiliar aspects of people. Sometimes it is hard to be brave and look outside of the familiar. We may be afraid to fail.

(Slide #16)

Sometimes we fall short.

No matter how tactfully we approach the subjects of valuing others and valuing diversity, there are likely to be times when we fall short in our efforts.



WOOD BADGE

In most cases, our difficulties arise from a lack of understanding of the very differences we are trying to grasp. Each of us needs to realize that we will make mistakes and that we or others might believe stereotypes or simply wrong information that needs to be corrected.

(Slide #17)

Ask: What are some of these?

Some example answers (with your appropriate responses in parentheses) might be:

- Youth with physical or intellectual disabilities can't participate. (*Yes, they can. We can make appropriate accommodations for them. What we see as a disability may be just a different ability to them. Focus on what they **can** do, not what they can't do.*)
- Women don't know how to work with or camp with boys. (*Not true*)
- Girls aren't interested in outdoor activities. (*All genders like the outdoors.*)
- Someone with a prosthesis may have trouble hiking. (*Ask if there are adaptations needed.*)
- Older people don't use up-to-date technology. (*Some do, some don't, just like everyone else.*)
- Financial need precludes participation. (*There is often someone willing to support a Scout's activities.*)
- Inner city kids can't access the outdoors, so Scouting won't suit them. (*Each step out of a building is outdoors. Scouting works in any environment.*)
- Certain cultures don't embrace Scouting's values. (*They may simply not know about the programs.*)

Takeaways

Don't be afraid to ask questions so that you can more fully understand others. Have you ever noticed that children often do this more easily than adults? They don't have preformed ideas about people.

When we realize that there has been an incorrect assumption about someone, we need to put our own egos aside 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.

Inviting and responding positively to diversity in our units and organization is a great responsibility and a great privilege. It is up to us to model acceptance and inclusion.

How do we engage those who may be different from us?

Possible answers may include the following:

- Listen, ask for clarification, and sometimes agree that we don't need to see all things in the same way.
- Tell them what we have to offer that might interest them.
- Let them know that we are interested in them and that they are appreciated.
- Engage them with a peer.



WOOD BADGE

Remember that 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.

Achieving Diversity

A leader must effectively understand and implement inclusiveness before he or she can incorporate diversity into how he or she thinks and works.

So, how can we as Scouters achieve it?

(Slides #18 & #19)

Den Exercise 5:

Note: List on flipchart or slide, as there are a lot of questions here.

Discuss the following among the den, with each den giving an example to the pack:

- What types of youth are served in your units?
- What types of youth might not be getting access to Scouting in your neighborhoods because they are not understood and may be overlooked?
- What added value could different youth bring to your program?

Note: Allow 1 minute for discussions and then ask each den to share one item they came up with. If they don't mention the items below, be sure to cover them.

1. We must actively recruit a diverse youth membership and adult leadership and develop plans for retention as well. If we recruit them, we need to make sure they are really welcomed and valued. We must let them know what we have to offer to them, as well as how they can be fulfilled by joining.
2. We can make accommodations for the youth who need it and not expect them to fit the program if they have different abilities or disabilities. Scouting has a process for adaptations.
3. A variety of people always makes things more interesting and fun for everyone.
4. We must immediately **identify and stop** unacceptable behavior or cultural representations that could be demeaning to others. (Ask for some subtle examples of how this occurs, which might often be overlooked, such as terms like mimicking accents, or sweeping "they" statements. Subtle unconscious behaviors may need a discussion to stop them from getting worse. Mention that teasing and bullying of any kind is never acceptable.)
5. We need to understand everyone's values and culture and allow them to be themselves. What a great opportunity to learn from others!
6. Encourage all members of teams, regardless of their backgrounds, to contribute their talents and strengths. Sometimes a leader must bring out those talents they see in others, which they don't always see in themselves. **This is one of the basic aspects of servant leadership—helping others find positive traits and talents within themselves. This applies to youth especially, since we are there to help them grow.**



WOOD BADGE

7. Serve as visible role models embracing differences and valuing others.
8. If our own communities are homogenous, we should not force artificial diversity; however, it is likely that our communities are not as homogenous as we think.

(Slide #20)

Group Activity: Who Do You Know?

Presenter: We're going to do a simple activity. If the statement applies to you, please raise your hand.

- You or someone you know is in a single-parent household.
- You know a child or adult with a physical disability.
- You or someone you know is religious.
- You or someone you know has a daughter who wants to be in Scouting.
- You or someone you know has a cognitive challenge.
- You or someone you know is blind or deaf.
- You or someone you know is in the LGBTQ community.
- You or someone you know enjoys sports.
- You or someone you know doesn't care about sports.
- You or someone you know enjoys music or the arts.
- You or someone you know has STEM expertise.
- You or someone you know loves Scouting! etc. (*be creative with valid elements of diversity*)

Did you notice the same people putting their hands up with you more than once through this exercise? This shows that even with our differences, we still have much in common. And we can use this common ground to our advantage; it is a starting place for knowing each other. If others are at ease with differences, there is no reason we can't be too.

Diversity can be as simple as remembering to "go outside." Go outside your regulars. Include everyone on the team! There will likely be something you have in common.

(Slide #21)

What happens when a group makes inclusion work?

We have an opportunity in Scouting to create cohesive teams that address the specific needs and challenges of the units, the districts, and the councils—and most of all, the youth!

One of the roles of a leader in any group is to engage the minds and ensure the commitment of all participants. To do this, awareness of and sensitivity to everyone's views of the world is critical.



WOOD BADGE

(Slide #22)

What happens if inclusion is not made to work as a strength?

Inclusion is not just putting someone on the team for the sake of calling it diverse. We need to also engage them in what is going on. Otherwise:

- Individuals and teams do not reach their full potential.
- We don't provide a good example for youth to follow.
- People who have skills are pushed out for those who might not want or will not do the job.

(Slide #23)

11 Steps to Incorporate Diversity into Your Leadership (What can I do?)

Remember, we are not talking only about traditional ideas of discrimination, which implies purposely not including certain groups or individuals. Discrimination can be as simple as always turning to your "in group" and not including others with whom you are not as familiar. Incorporating diversity into your leadership style starts with remembering to not go into that default mode.

1. Optimize the talent you find. It may be in unexpected individuals. When you lead, make sure everyone has challenging opportunities to contribute and from which to learn. Observe people. Listen. Look for those who might excel if asked to help.
2. Then ask them to join you!
3. Find ways to accommodate specific needs to enhance participation.
4. Be open to trial and error. Nobody is perfect, but most people are willing to try something new.
5. Be aware of your own behavior and how it affects others. (*Refer to upcoming session on "Apply Interpersonal Savvy."*)
6. Be prepared for change and to lead the change! Exceptional things can happen when we think outside the box. Be ready to defend changes as good.
7. Consider how your leadership behavior affects the team environment. We'll learn more about team development in an upcoming session.
8. Slick words don't engage people. Inclusiveness is not simply coexisting or tolerating those with differences. It means taking time to show you care, really listening to the ideas of others, and encouraging them to act on their good ideas.
9. Reach out and learn something from everyone, even those with whom you may disagree on some things. There are always new things to learn.
10. Focus on shared goals and experiences—those things you already have in common—and then grow from there.
11. Recognize individual and team achievements. Voice your appreciation to both youth and adults.



WOOD BADGE

(Slide #24)

Real-world Application (Team-solving Diversity Problem)

The differences among us can be reflected in many ways, including faith, gender, income level, severe allergies, verbal difficulties, etc. In this exercise, we'll look at ways to address those differences in a constructive, productive manner.

- Distribute the **scenarios-only exercise handout** after the instructions are given so they pay attention to the tasks requested.
- The assessment gives each den a team-solving diversity problem that depicts a challenging situation that may be due to differences in a unit and its potential for inclusion.
- Give each team only one challenge from the list—or provide a list with as many scenarios as there are dens—and have each address the scenario that matches their den number.)

Instructions: The den needs to do the following:

1. Determine if a diversity issue exists within a unit or committee.
2. If so, identify its nature.
3. Decide on the best course of action to address the diversity problem if there is one.
4. Share its findings with the pack.

Allow two minutes for problem-solving. Den chiefs may listen and give hints about how to team problem-solve to come up with the best solution. Potential ideas include but not limited to the following:

- **Don't share the title in bold.** Let them figure out where the challenge lies.
- Possibly word scenarios so that the reader is in the place of being in the group that is not yet included. This may have a deeper impact.

After two minutes, tell them to stop and call on each den to give their evaluation of the scenario.

#1 Communication/language barriers

Many of the new families in town have bilingual children, but their parents only speak their native language. How can we recruit and include them? (*Possible answer: Work on recruiting the youth, who can translate for their parents. Provide written information in their language(s).*)

#2 Gender barriers

Our entire unit committee does not believe that girls should be BSA members. How can we get them to accept girls in Scouting?" (*Possible answer: In addition to being BSA policy to serve girls, point out that all youth need the character development, personal fitness, citizenship training, and leadership development that Scouting can provide.*)



WOOD BADGE

#3 Disability barriers

Two third-graders in wheelchairs come to our pack meeting and want to join Cub Scouts. How can we best include them in a Bear den? *(Possible answer: Make sure the meeting areas are accessible. Ask them what accommodations work best for them.)*

#4 Ethnocentrism and xenophobia barriers

A local school is all Hispanic. The youth there have not been exposed to Scouting, nor do they understand it. How can you bring Scouting to them? *(Possible answer: Scouting is misunderstood in some cultures. Ask if you can present Scouting at a family-oriented event the school holds.)*

#5 Social integration issues

There are a number of kids with cognitive challenges in the middle school. These youth have not yet been invited to join Scouting. How can you bring them into Scouting? *(Possible answers: Send flyers home to their parents. Do research on how to get accommodations for some disabilities if necessary. Tell about the universal fun that Scouting offers.)*

#6 Culturally diverse Scouts avoid exposure to each other

Meridian Grade School is culturally diverse. In fact, there are three different packs there, each of a separate ethnic group. Is there a way to get them to be interactive? What would the benefit be? *(Possible answer: Hold a Cub Fair that involves all three packs. They will find that they have more in common than they have differences when they participate in the same activities.)*

#7 Generational points of view

The Scoutmaster and troop committee members of a new Scout troop want to ban cell phones and other electronic devices from troop campouts. How can you convince them that this might not be the best policy? *(Possible answer: Students can use their phones as resources in school, and Scouts use them for Scouting skills research, astronomy, alarm clocks, cameras, etc. It should not be assumed that they are using them inappropriately.)*

#8 Lifestyle differences

Your child tells you that a new Scout in your troop has acknowledged being gay. Will it have an effect on your troop? *(Possible answer: There should be no effect. All youth and adults are welcome, and conversations about sexuality are something to be had with family, not the Scouting unit.)*

Alternative team-solving diversity problem ideas:

I was recruited as a leader for my son's den right before the pack was making its Christmas parade float. They knew I had a talent for this from my other community work. I feel that perhaps they only brought me in because I can help them get first prize on their float.



WOOD BADGE

My family is new to the community, and I have heard about Scouting. We are Muslim, and our religious practices are foreign to my kids' schoolmates. I know that some of their classmates are in Scouting because I have seen them in uniform after school, but they have not asked us to join. They seem afraid of us.

James has a severe stutter, and the adults in his troop are impatient with his slow communication and often ignore him. The younger boys, however, are eager to ask him questions related to their rank advancement and skills, because he is patient, kind, and thorough with them. They don't see any problems. How can the senior patrol leader convince the adults that James perhaps should be given more responsibility and not less than other Scouts of his rank and age?

Food for Thought

- Does everyone understand and agree with what success looks like for your den at Wood Badge? (probably not just yet)
- Are you helping each other so all can more fully participate? Have you identified any specific needs or adaptations needed by your denmates?
- Does everyone feel like they are contributing something to and getting something from the larger group?

(Slide #25)

The Ticket

How can being inclusive help you accomplish the goals of your ticket? Not all goals lend themselves toward a broad or diverse nature, but your ticket is required to promote diversity in Scouting in some capacity.

(Slide #26)

The Tool

The tool for this session is a multi-tool. It might be like the most recognized brand, a Leatherman, but they can take many forms.

A multi-tool does not just make a job get done more easily. It brings the diversity of processes together in one place to achieve more and to show how many things and methods can come together to build a project through many connections that are all different, but also all useful. When you have those differences all together and ready to work, great things can happen.



WOOD BADGE

(Slide #27)

Summary

Offer an Analogy

Think of the threads that make up a fabric—the MacLaren tartan, for example. One thread alone is not so strong, but when woven together, the resulting fabric is strong and beautiful, and it represents something to us. If all the threads ran the same direction, it would not hold together. They support each other. Each color gives life to the pattern, and that pattern tells a story of unity and the strength that comes from working together.

We are stronger together than when we are separate.



Day One: Retire Colors/Flag Ceremony

Time Allowed

10 Minutes

Teaching Format

Den activity

Learning Objectives

As a result of the session, the den members should be able to do the following:

1. Identify that the quartermaster maintains the course materials.
2. Formulate a simple process for retiring the flags of the day.
3. Demonstrate a simple flag retirement ceremony.

This is a den activity and not for the total pack. The retiring of the colors (American flag, Pack 1 flag, and historic flag) should be simple and patriotic. Participants should be instructed to salute as the American flag is lowered.

Materials Needed

- American flag
- Pack 1 flag
- Historic flag

Recommended Presenter

The den chief (troop guide) of Den 1 will facilitate the retiring of the colors.

Recommended Location

Gilwell Field



WOOD BADGE

Day One: Blue and Gold Banquet

Time Allowed

65 Minutes

Teaching Format

Pack and Den participation

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Recognize the theme and parts of a Blue and Gold celebration banquet.
2. Demonstrate the progression from Cub Scouting into a Scout troop through a bridging ceremony.
3. Connect the responsibilities and emblems of service to the program and service patrol designations.
4. Understand the traditions and symbols of Wood Badge.
5. Recite the Gilwell Song.

Materials Needed

- Blue and Gold Banquet Staff Program (*Appendix: one per staff member*)
- Decorations for the Cub Scout theme
- Props for songs and skits
- Materials for bridging ceremony (i.e., bridge, candles, patrol flags, Troop 1 neckerchiefs, etc.)
- Materials for Wood Badge Traditions presentation
- Blue and Gold Banquet Program (*Appendix: one per participant*)
- Program and Service Patrol Responsibilities (*Appendix: one per Patrol Leader Notebook*)

Preparation Notes

- Staff do **not** have a head table. In keeping with servant leadership, they eat with the dens, mingling and getting to know them instead of setting themselves apart.
- Designate a staff member to teach “The Gilwell Song” using EDGE method and following instructions found below.

Recommended Presenter

Cubmaster will conduct the first part of the banquet. After the bridging ceremony, the Scoutmaster and senior patrol leader will take over.

Recommended Location

Dining hall, ideally with room in the front for the program and bridging ceremony.



WOOD BADGE

Course Connections

Key Wood Badge Themes	Growing; Connecting; Guiding
Connections to Other Sessions	Include and Optimize Diverse Talent; Know the Territory; Plan with a Bias for Action

PRESENTATION OUTLINE

Sample of Approximate Timing for Specific Sections:

Sample Theme: Building Our Future Together After Wood Badge

6:00 p.m.	Welcome	Cubmaster (CM below)
6:01 p.m.	Opening song—"Second Story Window"	Den Chiefs (DCs below)
6:04 p.m.	Invocation	Chaplain
6:05 p.m.	Announce feeding plan/den rotation to eat	Quartermaster
6:06 p.m.	Song—"The Quartermaster's Store"	Quartermaster Staff
6:09 p.m.	Eat dinner	
	Guest introductions (CD/SM is a guest)	Cubmaster
	Staff/guest introductions (not introduced at lunch)	Scoutmaster (SM below)
6:39 p.m.	Skit—"Spirit of Baden-Powell"	Den Chiefs
6:43 p.m.	Recognitions: Thank-you to QM staff, cooking crew, and DCs	Cubmaster
6:44 p.m.	Arrow of Light Scout Bridging Ceremony	CM, SM, SPL, DCs
	Ceremony—"Colors of the Four Winds"	CM, DCs
	Bridge entrance	DCs
	Bridging—all patrols (receive patrol flags)	SM/Senior Patrol Leader
	Bridge exit	DCs
6:57 p.m.	Program patrol and service patrol	Senior Patrol Leader
7:00 p.m.	Wood Badge Traditions	Senior Patrol Leader
7:04 p.m.	Closing song—"The Gilwell Song"	Staff Members
7:10 p.m.	Dismiss	Senior Patrol Leader



WOOD BADGE

The Cub Scout Blue and Gold Banquet

The Cub Scout Blue and Gold Banquet includes the numbered parts below.

1. **Before the Meeting:** Adult pack leaders gather to be sure the meeting place is prepared, the room is set up, exhibits and displays are prepared, equipment is ready, and the agenda is distributed.
2. **Gathering:** A gathering time provides interesting things for Scouts and families to do while waiting for everyone else to arrive (e.g., table games and songs).
3. **Opening:** A brief ceremony marks the beginning of the meeting. Pack ceremonies often consist of a flag presentation, a brief prayer, or a song. In the Wood Badge course, the flags have been presented at Gilwell, so they're just present at the banquet. Start with a rousing, fun skit or song for an opening, followed by a meal blessing.

For the Wood Badge Blue and Gold banquet opening, the Cubmaster invites den chiefs to lead the pack in a rousing song like "Second Story Window" where den chiefs can bring a lot of fun to the blue and gold gathering.

"Second-Story Window" (3 minutes)

Props:

- Window frame (no glass) held by den chief(s)
- Stuffed toys (e.g., lamb, Humpty Dumpty, pail, dog, mouse) carried by different den chiefs to toss through the window during the appropriate verse

Lyrics: *(Start with the chorus. Repeat the chorus between verses.)*

Chorus:

The window, the window, the second story window;
give me a rhyme, I'll sing it in time, and throw it out the window!

Verses:

Mary had a little lamb; its fleece was white as snow.
And everywhere that Mary went, she threw it out... *(chorus)*

Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall;
All the king's horses and all the king's men threw him out... *(chorus)*

Jack and Jill went up the hill to fetch a pail of water.
Jack fell down and broke his crown, so she threw him out... *(chorus)*

Hey diddle, diddle, the cat and the fiddle, the cow jumped over the moon.
The little dog laughed to see such fun, so they threw him out... *(chorus)*

Hickory dickory dock, the mouse ran up the clock.
The clock struck one, the mouse ran down, so we threw it out... *(chorus)*



WOOD BADGE

Next, the Cubmaster invites the guest Troop 1 chaplain to give the invocation.

Invocation for Blue and Gold Banquet (1 minute)

“Dear Lord, we gather here as loyal members of Cub Scout Pack 1 and thank you for many things: for daily bread, for family, for home, and for friends. On this special night, we especially thank you for bringing us together as we celebrate the accomplishments of the Arrow of Light Scouts in this Pack and their graduation into Troop 1. We ask you to give them the vision to see their path, guide their steps as they continue to grow and learn, and help them as they do their duty to you and to their country. We ask you to bless each Scout and Scouter here tonight and give each one of us the strength to do what is right in the service to others.”

4. Meal (*Note: There is no head table. Do not set staff apart.*)

Cubmaster invites the quartermaster to introduce the meal plan and the quartermaster team to lead their song.

“The Quartermaster’s Store” (3 minutes)

There are Beavers, Beavers, Beavers waving rusty cleavers
in the store, in the store.

There are Beavers, Beavers, Beavers waving rusty cleavers
in the quartermaster’s store.

Chorus:

My eyes are dim; I cannot see. I have not brought my specs with me,
I have not brought my specs with me.

Wood Badge Verses (repeat chorus after each verse):

Bobwhites, Bobwhites, Bobwhites running in their tights...

Eagles, Eagles, Eagles with beaks as big as beagles...

Foxes, Foxes, Foxes tearing up the boxes...

Owls, Owls, Owls shredding paper towels...

Bears, Bears, Bears with curlers in their hair...

Buff-a-los with mud between their toes...

Ant-e-lopes eating cantaloupes

5. Program: The Cubmaster welcomes and introduces new members and special guests. The program section of the meeting may include guest remarks or special presentations by the dens that demonstrate things the youth learned during the month, activities that involve the entire audience, or a featured event. The blue and gold program may have a theme and may include a special skit or song led by den chiefs.

The Wood Badge Blue and Gold Banquet may use a theme like “Building Our Future Together After Wood Badge” and feature assorted tools and tool kits as table decorations. At this time, the Cubmaster invites the den chiefs to present the “Spirit of Baden-Powell” skit.



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“Spirit of Baden-Powell” (4 minutes)

Characters: Eight den chiefs, carrying props described below. (If there are fewer than eight den chiefs, choose one item per den chief.)

Setting: Narrator stands in front of stage. Den chiefs stand one at a time at their tables and remain standing after reading their parts.

Script:

Cubmaster: Today, as our Arrow of Light Scouts prepare to bridge over to Scouts BSA, our den chiefs will help us remember the spirit of Lord Baden-Powell, the founder of Scouting, the spirit of Scouting past and present. Here is our future—the Cub Scouts of today who will soon be Scouts and the leaders of tomorrow.

(Beaver) Den Chief (*Hold replica of a church, Bible, etc.*): I like to wear my uniform to my place of worship on Scout Sunday or Sabbath in February. Many Cub Scout packs in the United States are chartered to religious organizations.

(Bobwhite) Den Chief (*Hold something blue and gold.*): The two colors of the Cub Scout uniform have special meaning. The blue stands for truth and loyalty; the gold represents good cheer and happiness.

(Eagle) Den Chief (*Hold a Cub Scouting book or Kipling’s The Jungle Book.*): When Cub Scouting began in England, it was based on Kipling’s jungle tales. When Cub Scouting began in the United States in 1930, Native American themes were used.

(Fox) Den Chief (*Hold a woodcraft project.*): Cub Scouting means fun, and we have lots of fun. I like making things that are useful or that match our monthly theme.

(Owl) Den Chief (*Hold a nature collection.*): I like to go on hikes and collect things for my nature collection. Cub Scout outdoor activities are fun! We learn about the things that live and grow in our area.

(Bear) Den Chief (*Hold a tin-can stove.*): I like to cook outdoors. **All** Cub Scouts like to eat! This is a cook stove we made as a den project.

(Buffalo) Den Chief (*Hold a small U.S. flag.*): I am proud to be an American, and I am proud of our flag. I also like our pack flag because it reminds me that I am part of ____ years of Cub Scouting.

(Antelope) Den Chief (*Hold portrait of Baden-Powell or something related.*): Yes, Baden-Powell represents the past and the present of Scouting, but these youth—the future of our country—prove that things will be in good hands. We wish them well as they continue their Scouting journey.

- 6. Recognition and Rank Advancement:** The Cubmaster should thank everyone for attending and working hard during the past year. An important part of a pack meeting is formal recognition given to the Cub Scouts who have earned badges, adventure loops, pins or other awards, and the leaders who have earned training awards, religious emblems, or other community awards.

Here, at Wood Badge, this would be an appropriate time for the Cubmaster to take a moment to recognize and thank the quartermaster team, cooking crew, and den chiefs for all their work in support of Pack 1. It is also a good time to reinforce that participants also are graduating as the Pack 1 Arrow of Light Scouts into Troop 1 Scouts.



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7. **Crossover:** Select an appropriate ceremony that involves the den chiefs, the senior patrol leader, and the Scoutmaster. Den chiefs will become troop guides after the bridging.

Cubmaster invites den chiefs to conduct the “**Colors of the Four Winds**” bridging ceremony.

“Colors of the Four Winds” Bridging Ceremony

Cubmaster: Arrow of Light Scouts, today you are taking a giant step—from Cub Scouting to Scouts BSA. 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.

Den Chief (front right): *(Lights blue candle)* Blue stands for the Cub Scout Spirit and the north wind. You are a true-blue Cub Scout and live up to the Scout Law. It brings you only the warmest of winds.

Den Chief (rear left): *(Lights 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.

Den Chief (rear right): *(Lights 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.

Den Chief (front left): *(Lights 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 Scouting, but now it is you who will lead the way.

Entrance of the Bridge: *If the bridge is portable, have den chiefs who are not engaged in the Colors of the Four Winds ceremony to dramatically bring in the bridge.*

Cubmaster: Arrow of Light Scouts, we are joined by Scoutmaster _____ from Troop 1.

The pack wishes you a great Scouting trail ahead. Pack, please stand.

Scoutmaster: Hello, Arrow of Light Scouts. What do you desire?

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

Cub Scouts: We desire to be Scouts.

Scoutmaster: Then prepare to cross the bridge.

Cubmaster: Congratulations! We have been proud to have you as members of Pack 1 and we wish you well as you graduate to Troop 1. As you cross the bridge, we’ll give you the Cub Scout **salute** one last time. Your Scoutmaster and Senior Patrol Leader await you on the other side. Please cross over by dens. *(Instruct how and in what order. Scoutmaster shakes left hand to welcome each new Scout, who next receives a Troop 1 neckerchief and may use the woggle made during the den meeting.)*



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After each den crosses over: *Senior patrol leader announces the new patrol name for each den, announces that the denner is now the patrol leader, and presents the patrol flag to the denner. (After all dens have crossed over into patrols, a cheer is appropriate.)*

Scoutmaster: Tomorrow, at our troop meeting, each of you will be inducted into membership in Gilwell Troop 1. Cubmaster, we would like you to join the troop 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.

Scoutmaster: Denners will serve as Patrol Leader until tomorrow's troop meeting.

8. Service Patrol and Program Patrol Responsibilities

The course director or senior patrol leader will explain the roles of the program and service patrols. Each day, one patrol will serve as the program patrol and one patrol as the service 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 program and service patrols assume their duties now.)

The patrol leader notebook contains information on what is expected of the program and service patrols, along with a roster with a daily listing of the assigned program and service patrols.

Program Patrol and Service Patrol Symbols

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

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

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 Scout troop. Though large troops may use service patrols, course participants should not expect to find similar patrols in their home units.*

9. Wood Badge Traditions

The course director should welcome the participants to Troop 1 and talk about the fact that while the uniforms the participants and staff are wearing depict their roles back home, their name tags 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



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by youth members in a troop. In addition, the course director should explain the relationship between the Scoutmaster and the troop's senior patrol leader. Some participants may not understand the way a troop operates, and that should be made clear at this point.

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

- **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 Scouting and where Wood Badge began. Today, wherever courses take place, the main assembly area is known as Gilwell Field.
- **Ax and log:** The ax and log are the camp emblem or totem of Gilwell Park.
- **MacLaren tartan:** In 1919, W. de Bois MacLaren, a district commissioner for Scouting in Scotland, purchased and gifted Gilwell Park to the British Boy Scout Association. One of his purposes was to “provide a training ground for the officers of the Scouting movement.” In appreciation for his generosity, Wood Badge adopted the tartan of the Clan McLaren 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 very first Wood Badge course, Baden-Powell gave each course graduate a bead from that necklace. The Wood Badge program takes its name from those beads. Since that first course, hundreds of thousands of Scouters worldwide have completed Wood Badge and are entitled to wear replicas of those original wooden beads on a leather strand.
- **Neckerchief and woggle:** Held in place by a leather Turk's head woggle, the Wood Badge neckerchief—tan with a patch of MacLaren tartan—may be won by course graduates. The Wood Badge beads, neckerchief, and woggle may be worn only with the official 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 one another. He brought a kudu horn back to England, and in the summer of 1907, for his first experimental camp on Brownsea Island, Baden-Powell sounded the horn to assemble the campers. The same horn was entrusted to Gilwell Park in 1920 for use in Scout training courses. The kudu horn has been a symbol of Wood Badge courses throughout the world since that time.
- **Wood Badge logo:** At the center of our Wood Badge logo is the Scout badge, with the fleur-de-lis that originally stood for north on a mariner's compass. The Scout badge is encircled by the Wood Badge: the leather cord with two wooden beads. These are surrounded by an unfinished pentagon. The colors of the pentagon—black, green, gold, blue, and red—represent the MacLaren tartan. The pentagon also represents the five themes of Wood Badge: Living the Values, Growing, Connecting, Guiding, and Empowering. The corners of the open pentagon are mitered, symbolizing that participants must internalize the content of the five themes and, by completing their tickets, join the corners together just as an artisan completes his or her work.



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- **Gilwell Song:** The Gilwell Song has been sung by generations of Wood Badge participants—always energetically but with wildly varying degrees of harmonic success.

10. Closing

Teaching “The Gilwell Song” (6 minutes)

When the time arrives to teach “The Gilwell Song” at the end of the Blue and Gold Banquet on Day One, select a capable song leader to do this. He or she should teach the song using the **EDGE** method.

- **Explain:** Like Gilwell Field, “The Gilwell Song” is used at Wood Badge courses throughout the world. There is historical evidence of the song having been sung as early as 1922, within about three years of the first Wood Badge course. Each country that offers Wood Badge training chooses its own set of patrol names. In the United States, we use patrol names that represent animals found in North America, and we always sing the verses in a particular order, starting with Beavers and running through Antelopes. Explain that each patrol sings its own verse in this sequence, and whenever a patrol sings its verse, members should stand or (if already standing) step forward and sing out loudly and proudly. Everyone stands in place and sings the chorus. Explain to the Beaver Patrol that as first among equals, they have the great privilege and responsibility to start the song whenever the senior patrol leader asks for it, so they should be prepared.
- **Demonstrate:** Sing the first verse (the Beaver patrol’s verse). Before you start, ask the staff members present to stand and join you in singing the chorus immediately following the first verse.
 - Sing the song loudly and enthusiastically with an upbeat tempo. Remember, “The Gilwell Song” is not a dirge!
 - Pitch the song in a range so that most people can manage to sing it.
- **Guide:** To guide the patrols as song leader, move among the patrols in patrol order and sing each verse with each patrol. Other staff members may help sing all the verses but should remain wherever they are seated or standing to avoid the confusion associated with staffers running around the room while people are trying to learn the song. Remind them that everyone stands and sings the chorus together.

Note: Staff should not sing a “staff” verse to distinguish themselves from participants in a course. In keeping with servant leadership, staff should not set themselves apart.

- **Enable:** If there is time, have participants sing the song with minimal guidance. If there is not time, the senior patrol leader and troop guides should be prepared to help the patrols again when it is next sung, perhaps at the next Gilwell Field Assembly.



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Summary/Conclusion

Scouting offers a continuous program that becomes progressively more challenging. The passage from Cub Scout pack to Scouts BSA troop should be smooth, with no time lost in between. The Arrow of Light Scout's graduation ceremony should clearly signify a transition to a new level of Scouting, and in the case of Wood Badge, the shift from adult-directed leadership to youth-led leadership. The key factor to improved Webelos-to-Scout transition is the ongoing working relationship of the leaders of a Cub Scout pack and a Scout troop.

Two items ought to be considered when planning a pack meeting:

- A point of the Scout Law is presented.
- A theme is often used to help make the pack meeting more fun! Carefully consider the appropriate selection of a theme. It should be fun for the Cub Scouts and present positive values and align with the point of the Scout Law being showcased.

Post-session Reflection

Note: A “pirate” is generally not a positive role model for Cub Scouts. Portraying Native Americans in a stereotypical role of “Cowboys and Indians” is also not appropriate.

What opportunities do you have within your Scouting position responsibilities to assist Scouts to continue advancing through the Scouting program?



Day One: "Getting to Know You" Game

Time Allowed

30 Minutes

Teaching Format

Patrol Discussion

Learning Objectives

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

1. Identify information about each patrol member.
2. Support patrol members through open communication.
3. List common connections and experiences shared by patrol members.

Materials Needed

- Wood Badge thumbball (*one per patrol*)
- Thumbball Questions (*Appendix: one per patrol*)



Recommended Presenter

Troop guide facilitates the discussion and good pace, ensuring that each patrol member feels comfortable participating.

Recommended Location

Patrol areas (*Patrol members should focus on each other and not be distracted by other groups' discussions.*)

Course Connections

Key Wood Badge Themes	Growing; Connecting; Living the Values
Connections to Other Sessions	Learn to Listen, Listen to Learn; Communicate Effectively; Include and Optimize Diverse Talent; Develop Individuals and Teams

PRESENTATION OUTLINE

The Purpose of this Activity

This activity is intended to provide time for patrol members to quickly share information about themselves, including personal beliefs, values, and experiences. It is not a forum for divulging confidential or sensitive information, nor is the discussion intended to become



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controversial or divisive. Patrol members need to feel confident that the information they share will be respected by other members in the group.

Troop guides take responsibility for setting boundaries, clarifying procedures, and moving the conversation forward when necessary.

How to Play

Patrol members stand or sit in a circle. The thumbball is tossed to a patrol member. The question to be answered is underneath or closest to the member's thumb (or printed on a list the troop guide can reference and read aloud).

Play at least two rounds or spend 12–15 minutes for each round. Use the “Getting to Know You” questions for the first and second rounds.

Proceed at a pace that gives patrol members a chance to answer a question or two in each round.

Variations to answering include:

- Ask another patrol member to answer the same question.
- Predict how you think another patrol member would respond to the question.

Summary/Conclusion

At the end of the allotted time, invite each patrol member to complete a **3-2-1 REFLECTION**:

- **3** things you learned about other members of your patrol that you didn't already know
- **2** things you have in common with members of your patrol
- **1** thing you learned about yourself as you listened and responded to the questions

Post-Session Reflection

- What boundaries/conditions were essential to you in order for you to share personal information with others?
- In what ways were these boundaries established? Or not established?
- How can you facilitate a team building environment within your Scouting responsibilities?



Day One: Leadership Connections 1

Time Allowed

15 Minutes

Teaching Format

Patrol discussion

Learning Objectives

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

1. Describe their understanding of the course concepts thus far.
2. Explain how effective leadership of others begins with knowing ourselves.
3. Relate vision and values as the basis of effective leadership.
4. Identify the importance of diversity to effective leadership.

Materials Needed

None

Recommended Presenter

Troop guide

Recommended Location

Since this takes place following the ice-breaker game entitled “Getting to Know You,” which takes place in the patrol areas, this should also be held in the patrol areas.

Course Connections

Key Wood Badge Themes	Growing; Connecting; Living the Values
Connections to Other Sessions	Drive Mission, Vision, and Values; Know Thyself; Communicate Effectively; Learn to Listen, Listen to Learn; Manage Conversations; and Include and Optimize Diverse Talent

PRESENTATION OUTLINE

The conversation should focus on the relationship between the leadership competencies and not attempt to restate any specific presentation. This Leadership Connection is given toward the end of a very busy day. Since the participants are tired and perhaps stressed, they may be reluctant to fully engage during this Leadership Connection session. Be prepared to follow the plan for this Leadership Connection and engage each participant!



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Setting the Stage

Review the “Rules of the Leadership Connections”:

- Speaking is optional, listening is encouraged, but independent thinking is essential.
- Be respectful of others.
- Disagreements are okay.
- Different opinions enrich the discussion.

Where Are We?

We have received presentations on “Drive Vision, Mission, and Values,” “Know Thyself,” “Communicate Effectively,” and “Include and Optimize Diverse Talent.” These leadership sessions relate to the Wood Badge themes of Living the Values, Growing, and Connecting. After you work on personal growth, as we learned in “Know Thyself,” we can start to connect with diverse groups of other people.

The Questions

- In addition to the sessions on “Drive Vision, Mission, and Values” and “Know Thyself,” you were asked to complete a Pre-course Assignment before you arrived. This challenged you to examine your personal values and vision in life and Scouting. In it, you were asked to identify your top three values. After this morning’s sessions on “Drive Vision, Mission, and Values” and “Know Thyself,” are your top three values the same? Why? If they’ve changed, how so?
- In what ways do your vision and values drive your leadership?
- Why should leaders care about knowing oneself?
- We have begun to learn specific leadership competencies, such as “Communicate Effectively.” Later, we will learn more leadership competencies, including “Learn to Listen, Listen to Learn” and “Manage Conversations.” How does understanding our vision, our values, and ourselves relate to those leadership competencies?
- What skill(s) have we learned that will help us connect with others who have diverse backgrounds?
- How can the leadership competencies you have learned so far be used to develop a one-of-a-kind Ticket?

Summary/Conclusion

Driven by an important vision and personal values, effective leaders first lead themselves. Once we begin to better understand ourselves, we grow as individuals. As our personal growth continues, we can begin to connect with others from every background using critical skills such as Communicate Effectively.



Day One: Opening Campfire

Time Allowed

40 minutes for campfire

Teaching Format

Troop presentations and activity

Learning Objectives

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

1. Demonstrate ways to present an appropriate and fun campfire program.
2. Identify the historical beginnings of the Scouting movement.
3. Have fun!

Materials Needed

- Campfire Leadership (*Appendix: one per Participant Notebook*)
- Campfire Program Planner (#33369A) (*Appendix: one per Participant Notebook*)
- Baden-Powell Story (*Appendix*)
- Campfire Program Options (*Appendix: one per Participant Notebook*)
- Materials for lighting and extinguishing a fire
- American flag
- Props as necessary to carry out skits and run-ons
- Participant Songbook

Recommended Presenter

Prior coordination with the patrols will be required, as they will each carry out a small part of the program at the campfire, such as a skit or a run-on, provided by the staff.

Recommended Location

An outdoor campfire setting is ideal, but the program can be conducted in any group setting large enough to accommodate all participants and staff comfortably. A fire is not essential to the success of the program. Where building a fire is appropriate, a wood fire can provide atmosphere.

Course Connections

Key Wood Badge Themes	Living the Values; Connecting
Connections to Other Sessions	Plan with a Bias for Action



PRESENTATION OUTLINE

Note: *Troop guides should use time during the Day One den meeting to prepare the den/patrol to participate in the evening campfire.*

The Opening Campfire takes place at the end of Day One, after participants have been organized as dens in Pack 1 for the entire day. It is intended to model a simple Cub Scout campfire. It is planned and coordinated by adult staff and den chiefs (troop guides)—who oversee and practice the simple skits, run-ons, and songs with each den earlier in the day—to ensure that the Cubs (participants) are prepared to perform in the campfire program.

With Cub Scouts, adult leaders and den chiefs play larger roles than with Scouts BSA-aged youth. Keep the songs, skits, and run-ons age appropriate, simple, and easy for our youngest Scouts to rehearse and perform.

The Opening Campfire is the final program on Day One, even though it takes place after the participants have crossed the bridge to Troop One during the Blue and Gold Banquet. For the remainder of the course, participants will be a part of a patrol in Troop One. A model Scouts BSA troop campfire will be conducted at the end of Day Two.

Four of the files in the Opening Campfire folder (1_15) are duplicated in the Troop Campfire folder (2_14). Feel free to distribute these campfire resources for participants if desired.

Suggested Day #1 Campfire Benediction

As we gather around this campfire, we are thankful for friendship and fellowship. May the Great Spirit which brought us together be with us this week as we grow in our understanding of leadership and the true meaning of service for others and, by his spirit led, may we forge ahead down the trail that leads to him.



Day Two: Breakfast Assessment

Time Allowed

10 Minutes

Learning Objectives

By the end of breakfast, each participant should be able to do the following:

1. Discuss how their patrol is doing as a team.
2. Evaluate what went well and what could improve.

Working through the patrol leaders, troop guides should ensure that each patrol discusses the first day and evaluates how the patrol is doing as a team and what could be even better. During the morning, participants will get additional information on the daily assessment tool.

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

Materials Needed

- Day Two Start, Stop, Continue Worksheet (*Appendix: one per Patrol Leader Notebook*)
- Day Two Participant Course Schedule (*Appendix: one per Patrol Leader Notebook. PDF is fillable so site-specific locations can be inserted.*)



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Day Two: Gilwell Field Assembly

Time Allowed

15 Minutes

Teaching Format

Troop assembly, preferably outdoors

Learning Objectives

As a result of this session, each participant should be able to:

1. Understand the significance of the Gilwell Field assembly as the opening for each day of a Wood Badge course.
2. Recognize that the senior patrol leader is leading the troop, sharing information, and conducting an informal survey of group morale.
3. Identify the change of responsibilities for service and program patrols as a part of the rotation of patrol leadership.
4. Recognize that the gathering of Troop 1, together with identifiable patrols, sets the tone for the events of the day.

Materials Needed

- Basic flag ceremony (*Songbook*)
- Day Two Gilwell Field Assembly Agenda (*Appendix*)
- System for flying flags at Gilwell Field
- American flag
- Gilwell Troop 1 flag
- Historic American flag (Serapis flag)
- Historic flag reading (*Songbook*)
- Safety Moment—<https://www.scouting.org/health-and-safety/safety-moments/>

Recommended Presenter

Senior patrol leader and Scoutmaster

Recommended Location

On Day Two, the setting is the Gilwell Field assembly, the same area used on Day One. The troop guides and patrols 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.



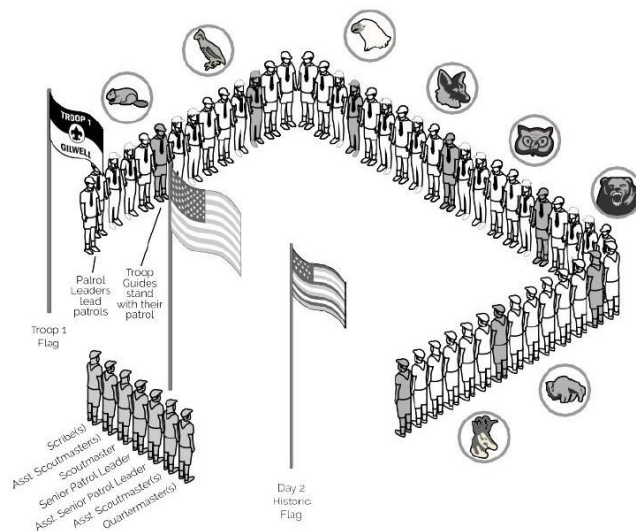
WOOD BADGE

Course Connections

Key Wood Badge Themes	Growing; Connecting; Guiding; Empowering; Living the Values
Connections to Other Sessions	Aims and Methods (Citizenship training)

PRESENTATION OUTLINE

Recommended Facility Layout



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

Pre-assembly Preparations

At its meeting 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 for the flag ceremony.

The Day One program patrol and service patrol should bring to the assembly the emblems of service they received at the Blue and Gold Banquet. Ideally, each patrol will have decorated the emblem with a totem or other symbol of the patrol.

On Day Two, the troop guide follows the patrol onto Gilwell Field and lines up at the end of the patrol.



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Presentation Procedure

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

Assembly Agenda

- Welcome
- Patrol reports (*roll call*)
- Flag ceremony (*program patrol*)

The senior patrol leader directs the program patrol to raise the colors.

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

- Invocation (*see end of lesson plan*)
- Program and service patrol transfer of responsibilities
- General announcements from senior patrol leader
- Instructions from quartermaster
- Safety moment
- Scribe announcements (such as *The Gilwell Gazette* requests)
- “The Gilwell Song”
- Dismissal by senior patrol leader to next activity

Note: *The Scout Oath and Law will be recited during the opening ceremony of the troop meeting that follows the Gilwell Field assembly. The Scoutmaster’s Minute will be given at the troop meeting, as well.*

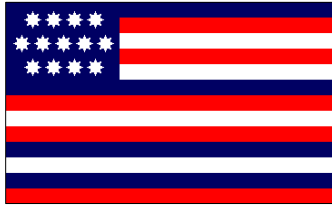
Invocation

“Lord, be with us today in all that we say and do. Help us to listen and communicate effectively with each other so that we can better serve one another and you. We ask that you keep our line of sight on the youth as we continue to develop our visions and Ticket goals. Guide us in becoming role models with a servant’s heart as we renew our commitment to the mission of Scouting in helping to prepare young people to make ethical and moral choices over their lifetime by instilling in them the values of the Scout Oath and Law. Enable us to better see the differences in every one of us and that by including everyone, optimizing diverse talents, and working together, we can accomplish so much more. May we always remember that we are stronger together than separate as we face the challenges of today.”



Day Two Historic Flag Reading and Patriotic Song

(Ensure that everyone has lyrics to the song.)



Serapis Flag

Designed with 13 stripes alternating red, white, and blue, this flag was raised by Captain John Paul Jones on the British frigate Serapis during the most famous Revolutionary War naval battle.

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 cannons 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.

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.



WOOD BADGE

Day Two: Troop Meeting

Time Allowed

90 Minutes

Teaching Format

Troop discussion and role play

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Connect the crossover from Cub Scouts to the induction into Troop 1.
2. Understand the elements of and the concepts for organizing, preparing, and running an effective meeting.
3. Compare and contrast group values to individual values.
4. Examine skills instruction as part of the troop meeting's purpose.
5. Predict the actions necessary to use correctly the patrol method in Scouting.

Materials Needed

- Troop Meeting Plan (*Appendix: one per Participant Notebook; one per staff member participating in session*)
- "What Are You Most Afraid Of?" worksheet handout (*Appendix: one per Participant Notebook*)
- Patrol Method First-aid Kit Game—Facilitator Guide (*Appendix*)
- Patrol Method First-aid Kit Game worksheet (*Appendix: one per Patrol Leader Notebook*)
- Patrol Meeting Agenda Recommendations (*Appendix: one per troop guide*)
- Patrol Meeting Agenda (*Appendix: one per Patrol Leader Notebook and troop guide*)
- Patrol Position Roster (*Appendix: see Session 1_08*)
- Roles and Responsibilities summary sheet (*Appendix: see Session 1_08*)
- Troop 1 flag on stand
- Posters (*hung around the meeting room, featuring the Scout Oath and Scout Law*)
- Badges of office (*per patrol: one badge each for patrol leader, assistant patrol leader, and patrol chaplain aide*)
- 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*)
- New-Scout induction ceremony materials:
 - 16 candles
 - One candleholder for 12 candles
 - One candleholder for three candles
 - One candleholder for a single candle
 - 12 points of the Scout Law on 12 index cards
- Materials for sanitation skills instruction module



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Recommended Presenter

Senior patrol leader and assistant senior patrol leader

Recommended Location

Troop meeting room

Course Connections

Key Wood Badge Themes	Empowering
Connections to Other Sessions	Day Three Troop Meeting and Patrol Leaders' Council

PRESENTATION OUTLINE

Delivery Method

- The Day Two troop meeting is facilitated by the senior patrol leader with the involvement of a narrator (*the assistant senior patrol leader is recommended*) and the assistant Scoutmasters, troop guides, Scoutmaster, and other course staff. (*On Day Three, the patrol leaders will assume responsibility for significant portions of the troop meetings.*)
- Troop guides will assume responsibility for the pre-opening for the "What Are You Most Afraid Of?" activity.
- A copy of the Day Two meeting plan is included in the patrol leader notebook and the participant 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.

Introduction

Role-play (1 minute or less): The senior patrol leader, troop guides, and other available staff members portray an unorganized, chaotic troop meeting. Afterwards, the facilitator asks the participants the following questions:

- Is this an effective learning environment?
- Is it a safe environment?
- Is it fun? For whom?
- Does it prepare the Scouts for advancement, facilitate patrols, or provide good leadership opportunities for the Scouts?

Day One Troop Meeting with Narration by Assistant Senior Patrol Leader (ASPL)

Assistant Senior Patrol Leader (ASPL) (Start of Session): "Welcome, everyone, to this Troop 1 meeting. As the narrator for this meeting, it is my job to point out, as we go along, the seven important parts of a normal Scout troop meeting. I will also describe the function of each of the seven parts. Their order may change. Sometimes the senior



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patrol leader may need to combine or eliminate a step. Each of the seven elements has a specific purpose and should be considered for every troop meeting.”

ASPL: “Step 1—Pre-opening. The pre-opening might be a game or skill activity that Scouts can join in as they arrive. While that is going on, the senior patrol leader, patrol leaders, and Scoutmaster quickly go over the plan for the meeting and make sure everything is in order.”

Pre-opening (20 minutes)

Senior Patrol Leader (SPL): “Troop guides, please lead your patrols to your assigned patrol corners for the “What Are You Most Afraid Of” pre-opening activity. Please be back in your seats in 20 minutes.”

Much of Day Two will be spent dealing with topics 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 “Getting to Know You” game experience of the previous evening.

Instructions

1. Give each participant a copy of the “What Are You Most Afraid Of?” worksheet.
2. Ask participants to act alone as they rank in order the items on the worksheet.
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 information below as a guide.

Read the results of a nationwide survey (Fearof.net 2019 Survey) and have participants compare their rankings, both those formulated as individuals and as a patrol.

Nationwide survey results:

1. Spiders
2. Snakes
3. Heights
4. Open or Crowded Spaces
5. Dogs
6. Thunder/Lightning
7. Small Spaces
8. Germs
9. Flying
10. Holes
11. Cancer
12. Death
13. Public Speaking
14. Being Alone

In most cases, the team scores will more closely match those of the national survey. The important point here is that teamwork is often more effective than working alone.



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Encourage patrol members to discuss their own teamwork experiences thus far in the course and 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.

Opening Ceremony (15 minutes):

Note: *The posting of the colors and presentation of the historic flag occurred during the Gilwell Field assembly. Saving the recitation of the Scout Oath and Scout Law until the troop meeting will avoid repetition.*

The time allotted for the opening ceremony of the Day Two 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.

ASPL: “**Step 2—Opening Narration.** The opening is the official beginning of the meeting. It sets the tone of the gathering with a flag ceremony—if there has not already been one that day—and the reciting of the Scout Oath and Scout Law.”

New-Scout Induction Ceremony

SPL: “Troop 1, please join me in the Scout Oath and Law.” (*all recite*)

SPL: “Scoutmaster, we are ready to begin our troop meeting.”

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, Scouts BSA, Venturing, Sea Scouting, STEM Scouting, Exploring, or in a combination of these programs. Senior patrol leader, will you begin the ceremony?”

SPL (*picks up a 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 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 Member 1: “A Scout is trustworthy.”



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“A Scout tells the truth, is honest, and keeps promises. People can depend on a Scout.”

Note: Staff members who are not troop guides are stationed around the room. Each will recite one point of the Scout Law while the SPL lights one of the candles for each point. If there are fewer than 12 staff available, each staff member can recite two or more points of the Scout Law. **OPTIONAL:** For diversity, the points of the Scout Law may be recited first in another language and then in English.

Staff Member 2: “A Scout is loyal.”

“A Scout is true to their family, friends, Scout leaders, school, and nation.”

Staff Member 3: “A Scout is helpful.”

“A Scout cares about other people. They willingly volunteer to help others without expecting payment or reward.”

Staff Member 4: “A Scout is friendly.”

“A Scout is a friend to all and is a brother or sister to other Scouts.”

Staff Member 5: “A Scout is courteous.”

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

Staff Member 6: “A Scout is kind.”

“A Scout knows there is strength in being gentle. A Scout treats others as they want to be treated.”

Staff Member 7: “A Scout is obedient.”

“A Scout follows the rules of the family, school, and troop. A Scout obeys the laws of the community and country. If they think the rules and laws are unfair, they try to have them changed in an orderly manner.”

Staff Member 8: “A Scout is cheerful.”

“A Scout looks for the bright side of life and cheerfully does tasks that come their way. A Scout tries to make others happy.”

Staff Member 9: “A Scout is thrifty.”

“A Scout works to pay their way and to help others. They save for the future. A Scout protects and conserves natural resources. A Scout carefully uses time and property.”

Staff Member 10: “A Scout is brave.”



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“A Scout can face danger even if afraid. They have the courage to stand for what they think is right, even if others laugh or threaten them.”

Staff Member 11: “A Scout is clean.”

“A Scout keeps his and her body and mind fit. They choose the company of those who live by high standards. Scouts help keep their home and community clean.”

Staff Member 12: “A Scout is reverent.”

“A Scout is reverent toward God and is faithful in their religious duties. They respect the beliefs of others.”

SPL: “Friends, you have heard the Scout Law. Will you do your best to live up to it? If so, please say, ‘I will.’”

Candidates (*in unison*): “I will.”

SPL: “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 SPL recites the Scout Oath with the candidates, the SPL 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 now an official member of Troop 1. Will each patrol leader please come forward with the patrol flag?”

The Scoutmaster awards to each patrol the Scout patch, which will be attached to the patrol flag.

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

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.



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Skills Instruction (10 minutes):

ASPL: “Step 3—Skills Instruction. The third step is skills instruction. The skills being taught should fit into other activities the troop is doing during the month, with an eye toward the troop’s monthly outing and what they will do on that outing. The skill can be taught at the patrol or troop level. After the skills instruction, we will transition into the fourth step—the patrol meeting.”

Skills Instruction: Sanitation

Facilitated by the quartermaster staff or an instructor, this skills instruction is a review of safe techniques for sanitizing equipment the participants will use during the outdoor experience later in the course.

This is also an opportunity for troop guides or instructors 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 (i.e., Teaching EDGE).

Preparations and Procedure

- Three plastic tubs or pots
- Biodegradable dish soap
- A dish brush/scrubber or two
- Hot-pot tongs for dipping plates and spoons into the hot rinse
- Bleach or sanitizing tablets
- Mesh bag for air-drying

Wash, sanitize, rinse. From BSA *Fieldbook* (pages 91–92) and either the *Scouts BSA Handbook for Boys* or the *Scouts BSA Handbook for Girls* (pages 307–309).

TEACHING NOTES: *Explain and demonstrate with a reminder that participants will be guided and enabled to do this when they have their outdoor experience.*

How to Sanitize

Before you begin, get your dishes as clean as you can before placing them into the wash pot. That way you won’t overwhelm Pot 1 with food particles. Note: This may involve scraping and literally licking your plate clean. At Scout camp, this is perfectly acceptable behavior.

Pot 1: Wash pot—Add a few drops of biodegradable soap to hot water. Your instinct will be to use more soap than you need, so use it sparingly.

Pot 2: Cold-rinse pot—Place a few drops of bleach or a sanitizing tablet (e.g., Steramine) into cold water.

Pot 3: Hot-rinse pot—Fill the final pot with clear, hot water.



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After you're done

1. Hang or place utensils and dishes to dry.
2. Dispose of soapy wash water 200 feet from any water sources. First, filter out food particles and put those in a plastic bag to throw away. Then spread the water over a wide area. Teach procedures to be used during the outdoor experience.

Worth noting: Though the *BSA Fieldbook* recommends the three-pot order above, an alternative acceptable sanitation practice involves a different order:

- **Pot 1:** Soapy wash pot
- **Pot 2:** Hot-rinse pot
- **Pot 3:** Cold-rinse sanitizing pot

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

- A section of every troop meeting is set aside for skills instruction. It is a very important part of Cub Scouting, Scouts BSA, Sea 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 the skill, and review the skill."
- Another way to characterize it is as the EDGE method: "**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 Meeting (20 minutes):

ASPL: "**Step 4—Patrol Meeting.** The fourth step of an effective troop meeting is the opportunity for each of the patrols to hold a patrol meeting. Patrol meetings are often devoted to activities that prepare the patrol for the upcoming troop events or work on patrol specific needs. These are sometimes called 'patrol corners.'"

SPL: "Troop guides, please lead your patrols to your assigned patrol corners to discuss patrol elections, evaluation using 'Start, Stop, Continue,' patrol totems, flags, and yells. Please be back in your seats in 20 minutes."

The Patrol Meeting

Each patrol's troop guide will facilitate the meeting of the patrol during the Day Two troop meeting. The agenda includes several important items.



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Patrol Meeting Agenda

Note: A copy of the agenda is included in the Patrol Leader Notebook. Each troop guide should also have a copy.

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 Patrol Position Roster for keeping track of elections and appointments can be found in the Appendix, as well as in the Patrol Leader Notebook.

- Each patrol member should have the opportunity to serve at least one day as patrol leader if possible. The person assigned to be assistant patrol leader will become the patrol leader the following day. The patrol will also select or appoint a chaplain aide and a scribe.
- On any given day of the course, each of these positions—patrol leader, chaplain aide, and scribe—should be held by three different members of the patrol. Every member of the patrol should have an opportunity to serve in one or two of these positions during the Wood Badge experience.
 - The chaplain aide and scribe may hold their positions for the duration of the course.
 - The chaplain aide should not serve as patrol leader on Days Three or Four, since the chaplain aide meetings and patrol leaders' council meetings are held at the same time on those days.
- On the day a person who is otherwise a chaplain aide or a scribe is serving as patrol leader, other patrol members will assume the duties of the appointed aide or scribe.
- Enter the names in the Patrol Position Roster. (Patrols may have started to fill this in at the Day One den meeting.)

Evaluation Using “Start, Stop, Continue”

The troop guides will coach their patrols to use the “Start, Stop, Continue” evaluation tool, introduced at breakfast, 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.



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- The daily patrol self-assessment measures the development and performance of the patrol over the preceding 24 hours.
- The patrol self-assessment should 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 Spirit

Patrol spirit is the glue that holds the patrol together and keeps it going. Building patrol spirit takes time because it is shaped by a patrol's experiences—good and bad. Often, misadventures such as enduring a thunderstorm or getting lost in the woods will contribute much in pulling a patrol together. Many other elements also will help build patrol spirit. Creating a patrol identity and traditions will help build each patrol member's sense of belonging. Elements that can help a patrol develop spirit follow.

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 then:

- 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 dinnertime on Day Two.

Patrol Flag

A patrol flag is the patrol's trademark, and it should be a good one. Each patrol is issued a standard patrol emblem flag at the crossover of the Blue and Gold Banquet. The patrol should create their own personalized version, using a heavy canvas, leather or cloth. The standard flags are course-issued and will be reused for future courses in most cases. Patrols create new flags.

Permanent markers can be used to decorate the new flag. In addition to the patrol name, the patrol flag might have the Troop 1 number on it as well as the names of all the patrol members. Mount the flag on a pole, which also can be decorated. Remember, the patrol flag should go wherever the patrol goes. The patrol flag stands for everything good about a patrol, and each member can call it their own.



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Patrol Yell/Call

Every patrol has a patrol yell, which should be short and snappy. Choose words that fit the patrol's goals. Use the yell to announce to other patrols that your patrol is ready for Gilwell Assembly, to eat, or has won a patrol competition. Some patrols also have a patrol song.

Patrol Spirit is a powerful way of building a unique patrol culture. You see, a real Scout patrol isn't simply a two-dimensional group of members with just a special name to set them apart. A real Scout patrol is a living and breathing team that develops on its own. Each patrol does things a little differently. They develop their own routines in setting up patrol camps and meetings; they create their own traditions that they carry on; and they have certain Scouting skills which they specialize in. Most importantly, each patrol develops a unique character that is grown out of the combination of individual personalities which make it up. The patrol flag, totem, and yell represent all of this.

Interpatrol Activity (20 minutes)

ASPL: “**Step Five** of the Troop Meeting Plan is an **Interpatrol Activity**. This is a fun, engaging way to use Scout skills and teamwork to complete a task and experience success.”

SPL: “Troop—we are now going to engage in an interpatrol activity. I'll need one person from each patrol to act as a judge. Once you've identified that person, please have that person come up here.”

Involve the patrols in the Patrol Method First-aid Kit Game to get them moving and interacting with one another.

SPL gives necessary instructions for playing the game, and the troop uses this time for the activity. The Patrol Method First-aid Kit Game—Facilitator Guide (Appendix) provides guidance for introducing, conducting, and debriefing the game.

Patrol Leader Installation—Day Two (5 minutes)

ASPL Narration: “Another important component of a troop meeting is the **installation of the newly elected patrol leaders**, which is Step 6 of the Troop Meeting Plan. Empowering youth to lead starts with giving them the authority. The installation of patrol leaders is a short, meaningful way to give the youth their charge.”

SPL: 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.*



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- The Scoutmaster asks the new patrol leaders to pin on the patrol leaders' patches and afterward joins the senior patrol leader in congratulating the new patrol leaders.

Closing (5 minutes)

ASPL: "The seventh step is the **closing**. Until now, the youth leaders of the troop have run the meeting. The Scoutmaster has been on the sidelines, ready to assist the youth leaders of the troop if they require some help but allowing them to lead the meeting to the fullest extent possible. The closing is the Scoutmaster's chance to step forward with a few meaningful words for the Scouts before the troop collectively dismisses themselves with some short ceremony."

SPL: "Scoutmaster, would you like to give us a Scoutmaster's Minute?"

Scoutmaster's Minute

The participants have completed Day One, attended their first Gilwell Field assembly as Scouts, participated in sessions on "**Communicate Effectively**" and "**Know Thyself**" had their first patrol meeting, learned about other patrol members during the "**Getting to Know You**" game, and attended the opening campfire. The Scoutmaster's Minute can consider the recent participant experience and remind them how important first impressions are.

Scoutmaster's Minute

Some time ago, a youth, in this case a young man, joined two organizations, grew to become an adult, and remains a member of one of those organizations to this day. When asked why he stayed with the one organization, he responded that he was made to feel welcome and important when he joined, his opinions seemed to count, and he learned while having fun. He liked being part of a group that seemed to always offer something to look forward to.

Will the youth in our units say the same several years from now? Remember: sparks from campfires will live in the eyes and hearts of young people for the rest of their lives.

Summary/Conclusion

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 Two: Patrol Leaders' Council Meeting

Time Allowed

60 Minutes

Teaching Formats

- Troop presentation (5 min)
- Patrol leaders' council (PLC) meeting (45 min)
- Troop debrief (10 min)

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Apply resources and guidance available to the patrol leaders to help patrols progress toward becoming productive teams.
2. Formulate a plan for an efficient patrol leaders' council meeting.
3. Evaluate recent activities.
4. Support the patrols with essential information about upcoming events.
5. Measure the progress of the patrols.
6. Show patrol leadership by the patrol leader instead of the troop guide, senior patrol leader, or Scoutmaster.

Materials Needed

- Day Two Patrol Leader's Council meeting agenda (*Appendix: one per Patrol Leader Notebook*)
- Sheet with **OMHIWDMB** printed in bold (*Appendix: one per Patrol Leader Notebook*)
- Start, Stop, Continue Worksheet (*Appendix: one per participant*)
- Campfire Program Planner (*Appendix: see Session 1_15*)
- Day Three Participant Course Schedule (*Appendix: one per Patrol Leader Notebook. Choose either 3 + 2 format or 5 x 1 format. PDF is fillable to add site-specific locations.*)
- Day Three Troop Meeting Plan (*Appendix: see session 2_03*)
- 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, daily participant schedules, etc. The notebook is also the storage place for copies of handouts, such as meeting agendas. Blank pages provide space for patrol leaders to write down ideas from meetings. The patrol leader notebook is passed along each morning to the newly inducted patrol leader.*)
- Information on "Front-end Alignment" game on Day Three

Recommended Presenter

Senior patrol leader with the assistant senior patrol leader serving as the co-presenter for the instruction



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Recommended Location

Troop presentation hall

Course Connections

Key Wood Badge Themes	Empowering
Connections to Other Sessions	

PRESENTATION OUTLINE

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. 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. These meetings are a key tool Scoutmasters use to develop youth-led troops by coaching, guiding, and supporting youth leaders and by giving them the responsibility and freedom to lead.

Note: Assistant Scoutmasters may attend the meetings of the patrol leaders' council but should remain in the background; troop guides are present but do not participate in the patrol leaders' council.

Delivery Method

The Day Two patrol leaders' council meeting starts off as a troop instruction. Once the 5-minute instruction is complete, the patrol leaders should be invited to join the PLC meeting table. The rest of the patrols remain at their patrol tables to watch the 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 instructor will present the lesson below.

Agenda

Have copies of the agenda ready to distribute at the beginning of the meeting/instruction to the patrol leaders and to their patrols, just for this first patrol leaders' council meeting.

Note: The Day Two patrol leaders' council meeting differs from other patrol leader council meetings during the course in that all non-involved participants can remain present as observers. At subsequent meetings, only the patrol leaders, assistant patrol leaders, and appropriate staff will receive copies of the agenda and attend the meetings.

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'



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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.

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. These 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.*

Troop Instruction

Senior patrol leader or assistant senior patrol leader (*please avoid using acronyms; this terminology is new to some Scouters*):

1. Introduction

- “Welcome to the Troop 1 patrol leaders' council meeting instruction session.”
- “Who has ever attended a patrol leaders' council meeting?” (*Expect to see many hands. It might seem like “old hat” to many of them. And remember, for those coming from Cub Scouting or some other parts of our program, the patrol leaders' council might be a new concept.*)

2. Our objectives are simple: answer a few basic questions about the patrol leaders' council—the who, what, when, how, and why.

3. **Who** attends the patrol leaders' council?

- Patrol leaders and senior patrol leader. Patrol leaders are the voting members, with the senior patrol leader casting the tie-breaker if necessary.
- Assistant patrol leaders may substitute for patrol leaders
- Scribe takes notes; others attend if needed
- Scoutmaster attends, but we'll explain his or her role in a few minutes
- Assistant Scoutmasters and quartermaster when relevant

4. **What** the patrol leaders' council does

- Plan, coordinate, evaluate, and problem-solve. Maybe a patrol is having trouble with getting some of their Scouts involved, or there's a conflict between a few Scouts. The youth can put their heads together and solve it.
- The patrol leaders will come prepared to represent their patrols in the patrol leaders' council discussions and decisions, as well as to take notes they can take back to their patrol meetings.



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5. **When** does the patrol leaders' council meet? *Look for the following answers:*

- After a troop meeting to evaluate it while it's fresh in your mind; coordinate for the next event
- For longer meetings to plan program in depth
- Any time it's needed (e.g., If something goes wrong or you need to change course, call a huddle and have the Scouts put their heads together to solve the problem.)
- Monthly meetings are suggested to give all patrol leaders a forum to communicate.

6. **How** the council meeting works:

- The patrol leader represents their patrol in two ways: sometimes you know the question and can consult your patrol in advance. But sometimes you're on the spot and need to vote the way you think your patrol members would want. It helps to know your patrol!
- **The patrol leader has a responsibility to report back to their patrol following the patrol leaders' council, so it is important to take notes.** Today, you will listen in, but starting tomorrow, it'll be up to your patrol leader to attend and report back to you.
- The senior patrol leader leads the meeting and follows an agenda. This is a youth-led meeting and a youth-led troop.
- The Scoutmaster meets with the senior patrol leader beforehand to make sure they're on the same page and to prepare for success. But limit coaching during the meeting: step in only if the discussion goes way off the rails and intervention is needed.
 - One of the Scoutmaster's roles in a youth-led troop is to help Scouts realize how far they are progressing and developing as good leaders, even if they have not yet reached the vision they have set for themselves. The Scoutmaster helps the senior patrol leader set the direction of the patrol leaders' council meetings so that the program of the troop is consistent with the values of Scouting.
- Re-introduce the "Start, Stop, Continue" evaluation tool.
 - Distribute the Day One "Start, Stop, Continue" assessment tool to the troop. Explain that the intent of the assessment is to secure a group's consensus on the answers to each of the three questions. Patrols will use this instrument daily to assess their progress as a patrol. **As a patrol, you should briefly discuss things that you, as a group, should start doing, stop doing, and continue doing.**
- It is important to repeat or summarize the proceedings to assure that everyone has heard the primary messages and can ask clarifying questions if they have misunderstood something. It is the patrol leader's responsibility to get clarification for questions.

7. **Why** are the meetings held?

- How does the patrol leaders' council relate to the aims and methods of Scouting? (*leadership development; patrol method*)
- How does the patrol leaders' council relate to Wood Badge themes? (*Via "Communicate Effectively"; "Develop Individuals and Teams; "Create a Culture," etc.)*)



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- Why do we show you how to run a meeting? To illustrate how youth leadership is empowered. This is a model of how you can run an effective meeting with youth. It's also an effective format that you can use with any type of committee or group.
- Throughout this course, we encourage all patrol leaders and assistant patrol leaders to attend the patrol leaders' council.

Question and Answers?

Summary

This concludes the instructional portion. To summarize, the patrol leaders' council is a meeting run by the unit's youth leadership to plan, coordinate, evaluate, and problem-solve. The patrol leader is responsible for attending the patrol leaders' council and reporting the information to the patrol.

Sample Template for Patrol Leaders' Council Meeting

Welcome

Senior patrol leader: Welcome to the patrol leaders' council. Patrol leaders, you need to take good notes during this meeting, so you can clearly communicate the troop expectations with the rest of your patrol:

- Almost everything you need for this patrol leaders' council is in your binder, including note paper. If you need anything else, please let me know.
- The agenda for today's patrol leaders' council is on page ____ in your binders. *(Hand out a copy of the agenda to the entire troop if it's not in their binders.)*
- The purpose of the meeting is to plan and coordinate, assign responsibilities, answer questions, and assess how we are doing.
- This meeting will end at (give time), so we will stick to the agenda and stay on topic.

*(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

Have each patrol leader and adult attendees, if any, introduce themselves and identify their patrol name and/or role or position in the troop.



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Announcements

- Make any announcements that are relevant to the group currently.
- Explain that each patrol leader has a responsibility to convey to his or her patrol information from the meetings of the patrol leaders' council, which should be kept in the patrol leader notebook.
- 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 patrol should decide if its chaplain aide is going to be a permanent or rotating position. In either case, the chaplain aides will meet on Day Three and Day Four at the same time as the patrol leaders' council. Therefore, the chaplain aide should not be patrol leader on Day Three, and another patrol member may substitute for the chaplain aide meeting on Day Four if necessary.

- Remind the patrol leaders that designs for patrol totems must be presented to the senior patrol leader no later than _____ (dinnertime) on Day Two.
- Patrol 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.

Distribute Agenda

Refer patrol leaders to the agenda (*previously distributed*)

Assessment of the Day Two Troop Meeting

Lead the patrol leaders in an assessment of the troop meeting that occurred earlier on Day Two. 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.

Using the Start, Stop, Continue Evaluation Tool

Refer to the tool, previously distributed, and provide them parameters of when to do their assessments.

Day Three Troop Meeting Assignments

The senior patrol leader will distribute copies of the plan for the Day Three troop meeting and 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



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successfully. **Reminder:** The Day Two assistant patrol leader will serve as patrol leader at the Day Three troop meeting.

The patrol leader responsibilities for the Day Three troop meeting include the following:

- Troop meeting/Patrol meeting—Planning for the outdoor experience
- 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 Three troop meeting.

Review Program Patrol Responsibilities

Direct the patrol leader of the program patrol for Day Three 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. The program patrol for Day Two is responsible for the Day Three flag ceremony.

Assign the Organizing of the Participants’ Troop Campfire

The Day Two program patrol will take the lead in organizing the participants’ troop campfire that will take place this evening.

- The patrol leaders should have received copies of the campfire program planner during Day One.
- To ensure that the campfire is well-planned, the patrol leader of the program patrol is expected to present the campfire planner to the senior patrol leader at dinner on Day Two.

The members of the patrol leaders’ council can take several minutes to discuss the way they will proceed with the planning of the campfire.

Course Schedule for Day Three

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

Note: The day’s schedule will appear for all to see each morning in The Gilwell Gazette.



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Final Comments to Patrol Leaders' Council

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.

Troop Debrief:

- What was the meeting's purpose?
- How was that purpose accomplished?
- Why is the meeting youth-led?
- What is the role of the adults in this meeting?



Day Two: Learn to Listen, Listen to Learn

Time Allowed

50 Minutes

Teaching Format

Patrol Presentation

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Explain how we listen.
2. Examine barriers to effective listening and how they affect communication.
3. Apply effective listening skills.
4. Evaluate a feedback scenario.

Materials Needed

- PowerPoint slides (laptop or flipbook)
- Tips on Giving and Receiving Feedback (*Appendix: one per Participant Notebook*)
- Learn to Listen, Listen to Learn—Summary (*Appendix: one per Participant Notebook*)
- Facilitator resources for role-plays (*Appendix*):
 - Role-play #1: Cards with listener instructions for the first role-play (*one per pair of participants—each card has a different instruction*)
 - Role-play #2: Cards with interview questions for the second role-play (*each pair receives a copy of the same card*)
 - Role-play #3: Script with a brief explanation for the person playing the role of the agitated Scout in the third role-play (*one copy*)
- Flip chart or whiteboard (*at the presenter's discretion*)
- Tool: Stethoscope

Recommended Presenter

Troop guide

Recommended Location

To be delivered in a comfortable area either indoors or outdoors, such as the patrol campsite. Electronic visual aids are not required.

Course Connections

Key Wood Badge Themes	Growing; Connecting
Connections to Other Sessions	Know Thyself; Communicate Effectively; Manage Conversations



PRESENTATION OUTLINE

Introduction

Prompt the participants to think back to the earlier session on Day One, “Know Thyself.” Ask open-ended questions to get them to think about how they listen and encourage them to begin opening about what they perceive as their strengths and weaknesses.

- **Ask:** “When you think about your skills, your strengths, and your tendencies, how many of you would say that one of your strengths is being a good listener?” Rate yourself on a scale of 1 to 10, with 10 being “best.”
- **Ask:** “When you think about how other people perceive you, how do you think they’d rate you as a good listener, on the worst/best scale of 1 to 10?”
- **Ask:** “What do you think it means to be a good listener?”

(Note: Explain that listening is an important skill of leadership, and this session will explore the answer to the last question in detail.)

Tool

(Slide #3)

“The tool for this session is a stethoscope. If you’re a medical caregiver, you know that to be able to help your patient, you need to listen to what they’re saying, and you also need to pay attention to other signals from their body. The stethoscope is a tool to amplify those signals so you can hear them, but it requires concentration and a conscious effort to listen carefully—the same way a good leader must listen carefully to the people around them. Like a stethoscope, the skill of effective listening helps you use the power of perception not only to hear the words from someone’s mouth but also to understand what’s in their heart.”

Role-play #1: Speaking and Listening

(Slide #4)

This brief role-play involves a short conversation where participants are instructed to use ineffective listening techniques. While the instructions are admittedly simplistic, and the acting is likely to be exaggerated, the goal of this role-play and the ensuing discussion is to lighten the mood, open participants’ minds, and get them to start thinking about how the way people listen (or don’t listen) affects other people and the outcome of a conversation. The role-play itself should only take **2 minutes**.

Directions

1. Pair off the participants. Appoint a speaker and a listener in each pair. If there is an odd number of participants, the troop guide can join as a speaker.



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2. Give each of the listeners one instruction card. The listener will keep the card's message hidden from the speaker. Instruct the speakers to talk to the listeners for one minute about a recent trip or vacation or a favorite hobby or pastime.
3. 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.

After the role-play, take a few minutes for an open discussion with the patrol as a whole.

- 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.

Listening as a Key Leadership Skill

(Slide #5)

Explain that listening is a critical part of effective two-way communication, which we talked about in the last session about communicating effectively. Listening is how we make sure that the receiver gets the message.

Listening is an important leadership skill because it helps us learn and connect with people. Sharing ideas and experiences with one another creates trust, understanding, and an awareness of one another's strengths and skills. These are the building blocks of friendships and teamwork.

Listening helps us work together to make decisions and find solutions. It's hard to move a conversation forward and make progress if you're not really listening.

Note how many of the participants in the patrol work directly with youth, and emphasize how important it is to listen to them. Young people may not be accustomed to adults truly listening to them. When you listen with care and understanding, it can be a meaningful experience for them and for you.

(Slide #6)

Share the following quotation from leadership expert Stephen Covey. In his book, *The 7 Habits of Highly Effective People*, one of the seven habits is:

“Seek first to understand, then to be understood.”

To understand, we need to listen. And effective listening is more than just hearing what somebody else is saying. That's what this session is all about: raising awareness of the importance of listening and how we do it.



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Two Parts of Effective Listening

Explain the two parts of effective listening with key words written on a whiteboard or flip chart for reinforcement.

(Slide #7)

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
- letting the speakers know that their messages are getting through.

(Slide #8)

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 complete “package”—the entire message the speaker is sending.

Empathetic listening requires you to

- put yourself in the speaker’s place,
- imagine things from the speaker’s point of view; and
- try to understand how the speaker feels. That doesn’t mean you have to agree with everything that’s being said, but it means you at least try to understand where they’re coming from.

To be effective, listening should be both active and empathetic. Both types are important but employ different methods.

Role-play #2: Effective Listening

(Slide #9)

This role-play will give every participant an opportunity to practice the skills of active and empathetic listening. This should only take 2 to 3 minutes for each interview. This can be time sensitive and should be monitored closely.

Directions

1. Pair off the participants. Appoint an interviewer and a person to be interviewed in each pair. If there is an odd number of participants, the Troop Guide can be part of a pair.



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2. **Ask** each interviewer to spend 2 to 3 minutes interviewing their colleague to get to know them in a Scouting context. Give them each a card with the following suggested questions:
 - What is your role (or roles) in Scouting?
 - What part of your Scouting job do you enjoy the most?
 - What is the biggest challenge you're currently facing in your Scouting job?
 - What is your goal or vision for how you see yourself giving back to Scouting?
3. **Ask** the interviewers to try different listening styles throughout the conversation. Put the suggested behaviors on a slide or other visual aid as a reference point:
 - Pay close attention and acknowledge what the speaker is simply conveying; "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.
 - Pay attention to the speaker's body language, tone of voice, facial expressions, and other spoken and silent signals that will help enhance understanding.
4. Have interviewers and speakers trade roles and repeat this exercise.

After everyone has had a chance to play both roles, reform the patrol. Go around the group and ask everyone to briefly introduce their conversation partner and say one interesting thing they learned about them.

Next, ask a few open-ended questions to get participants to reflect on the experience:

- **Ask:** "Think about when you were being interviewed. What's one thing your partner did that made you feel like they were listening to you?"
- **Ask:** "Now think about when you were the person asking the questions. How did it feel to listen **actively**? Did it feel forced? Or did you find a natural way to rephrase information and confirm that you got it right?"
- **Ask:** "What did you notice about the speaker's tone or body language that helped you understand their feelings and point of view?"

Monitoring Our Listening Level

(Slide #10)

Ask participants to think of circumstances where they might find it harder to listen effectively. Try to draw out examples such as the following:

- When the listener doesn't like what he or she is hearing (e.g., negative feedback).
- When the listener is uncomfortable, tired, hungry, distracted, preoccupied, or late for something else, etc.
- When the speaker is agitated.

"A key to effective listening is the ability to look inside and be aware of our current situation, energy level, and interest: in other words, to recognize how we're feeling at the moment."



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If someone wants to talk with you, but you recognize that something is preventing you from being an effective listener right now, you have a few options:

- Sometimes you can “call a time-out” and come back to the conversation at a better time after you’ve let your emotions cool down, you’ve taken care of the more pressing distractions on your mind, or you’ve eaten or rested and are in a better state of mind.
- Alternatively, even if you recognize that something else is on your mind or the situation isn’t ideal, it might be important to have this conversation now. For example, imagine that a Scout comes to you upset about an urgent problem. You can decide to tackle the other issues later, prioritize this conversation right now, and make a conscious effort to focus on being an effective listener.
- If the situation involves receiving feedback, remind yourself that even negative feedback can be valuable, whether you’re happy to hear it or not. We’ll say more about giving and receiving feedback in a few minutes.

Role-play #3: Listening in Adversarial Situations

We often find ourselves in situations with others that make communication difficult, like when the other person is agitated. We’re going to discuss this issue in more detail tomorrow in a session called “Manage Conversations,” but the key point right now is that effective listening can be very helpful in calming a tense situation and getting everyone focused on solving problems together.

Lead the following role-play activity: (*This section should only take no more than 10 minutes.*)

Directions

1. **Ask** for a volunteer to play the role of a Scout who is angry about mistreatment by other members of the unit. The volunteer can read or improvise using prompts from a script.
2. As the troop guide, you will play the part of a Scout leader, but ask the whole group for suggestions on how to respond to the angry Scout.
3. After the Scout has talked for about 15 seconds, ask the patrol a few questions and try to draw out the following points:
 - **Ask** the patrol to suggest an appropriate verbal response. “I got it” could be a good choice, or “This is what I hear you saying...”
 - **Ask** the patrol for suggestions about body language you should use or not use. Good responses will focus on being open and attentive, not crossing your arms over the chest (which makes you look closed-off), rolling your eyes, or looking away.
 - **Ask** the patrol if there is anything else you should **not** do at this point. (**Note:** *Make the point that you should not cut the Scout off at this juncture but, instead, encourage the Scout to continue talking until you have been given a complete explanation. You should not offer any judgment or feedback yet.*)
4. As the Scout continues talking, demonstrate the solutions that you just discussed with the patrol.



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5. After the Scout has spoken for a while longer, say to the Scout, “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.

Conduct a brief discussion after the demonstration, including the following questions and key points:

- **Ask:** “What do you think would have happened if I *had* interjected with my own judgment? For example, if I had cut the Scout off and said, ‘You just need to suck it up!’?” (**Note:** *Steer the participants toward a recognition that this approach doesn’t solve the problem.*)
 - “First of all, if I had done that, it means I didn’t even give the Scout a chance to fully explain his or her concern. It might take them a while to get to the point, but it might turn out that there really is a serious bullying problem going on—something we as leaders need to know about and stop. This approach also indicates I don’t really care about the Scout: now I’ve lost the Scout’s trust, and he or she might not come to me when something more serious happens in the future.”
- **Ask:** “What if I had immediately jumped in with the opposite judgment: ‘Oh my gosh, that’s awful! Those other Scouts are in big trouble now. What else have they done?’?” (**Note:** *Steer the participants toward a recognition that this approach doesn’t solve the problem either.*)
 - “Not only would I be jumping to a conclusion, but I would also be egging them on or getting them more riled up than they already are. When we do this, we’re enabling them, and it could just magnify the situation to them. If the listener doesn’t enable them, complaints may seem smaller and more manageable.”
- Conclude by pointing out that speakers respond to how others listen to them. In this role-play, we acknowledged the complaints, gave the Scout time to explain the problem, and then took the negative and flipped it around to a positive. (“I hear what you don’t want. Now tell me what you **do** want.”) You can do this as a listener. Flip the switch to positive, and you can create a more productive framework for finding solutions. In a positive conversation, there’s naturally more empathy and support, everyone’s body language becomes more open, and you’ll have a much greater chance of reaching a good resolution.

Present the following text on a flip chart or whiteboard:

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



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Giving and Receiving Feedback

(Slide #11)

Overview

Begin this section with a few questions:

- **Ask** participants to think to themselves about a time when someone gave them negative feedback on something they did, either in Scouting or outside of Scouting.
- **Ask:** “How did it make you feel?”
- **Ask:** “How do you usually feel and react when you get negative feedback?”

After participants share their responses, make the point that everyone handles feedback differently, and when we look back in hindsight, we realize that we don’t always handle negative situations as well as we should have.

Refer to the “Know Thyself” session on Day One and point out that no matter how strong we all seem on the surface, we all have buttons that we don’t like others to push, and we don’t like it when someone tells us something, we don’t want to hear about ourselves. Plus, it’s natural to take pride in your work—so it’s no surprise that we sometimes feel defensive when someone criticizes the job we did.

Emphasize that giving and receiving feedback is a basic part of team development, leadership, and friendships:

- It’s part of how we grow and improve, both as individuals and as teams.
- It’s another set of eyes. When we only see the world from our own perspectives, we don’t always see the whole picture. Feedback from others gives us a much more complete picture of our progress.
- As we grow as leaders, it helps to have feedback from all the people we work with: our fellow leaders, Scouts, parents, chartered organization partners, and others.
- To make it work, the giver and the receiver must both use the skills of effective listening.

(Slide #12)

Giving Feedback

Next, discuss how to give feedback:

- It is important to have empathy for the person to whom you’re giving feedback.
- That means you recognize and anticipate how they might feel.
- Ask the participants for ideas on how to give good feedback with all these considerations in mind. Write their answers on a whiteboard or a blank flip chart page.
- **(Note: Refer participants to the “How to Give Feedback” handout.)** Discuss any of these items that the participants have not already mentioned, using simple examples



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if they help to get the point across. Encourage participants to note these tips in their participant notebooks.

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.
3. Give feedback in a comfortable, private setting.
4. Give feedback in person, using body language that is non-threatening and conveys that you care.
5. Deal only with behavior that can be changed.
6. Deal with specifics, not generalities.
7. Describe the behavior; do not evaluate it.
8. Let the other person know the impact the behavior has on you.
9. Use an “I” statement to accept responsibility for your own perceptions and emotions.
10. Be constructive. Rather than dwelling on the negative, focus on opportunities for improvement.
11. Listen carefully to the other person’s response, and rephrase what they say to be sure you understand them.

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

Receiving Feedback

It is just as important to be open-minded and use effective listening when it’s your turn to receive feedback from someone else. Talk through the following list on a prepared slide or flip chart page, using simple examples if they help to get the point across. Encourage participants to note these tips in their participant notebooks.

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.** Allow the person giving feedback to speak.
3. **Listen carefully.** Receiving feedback requires a heightened awareness of yourself and the person offering the feedback.
4. **Listen actively.** Restate the feedback in your own words so the speaker knows that the message you are receiving is the same as the one s/he intended to send.
5. **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.
6. **Be self-aware.** Notice how you are feeling when someone offers you feedback. If you have a tendency to react negatively, take a deep breath and try your best to keep your emotions in check. Becoming angry or defensive can cloud your ability to listen effectively.

Remember, feedback is a gift.



Feedback Example and Discussion

Give the patrol the following scenario where feedback is needed. Ask the patrol to think about both sides of this conversation.

You are the Cubmaster of your pack. The Bear den leader in your pack has not been following through on planning and recently had to cancel some events that the Cubmaster was responsible for.

You're concerned about the lack of planning, and you need to give feedback on performance.

The den leader knows he or she is not fulfilling the Scouting role as well as it should be but is feeling overwhelmed by the job, isn't getting much support from the parents or other leaders, and has very little spare time for planning because of two jobs to make ends meet.

- **Ask:** "How should the Cubmaster approach this conversation?" Encourage participants to refer back to "Tips on Giving Feedback."
- **Ask:** "How should the den leader approach this conversation?" Encourage participants to refer back to "Tips on Receiving Feedback."

Scouting often forces us to have difficult conversations like this one. There will be a session on Day Three, called "Managing Conversations," which will explore examples like this one in more detail and offer more strategies for success.

(Slide #13)

Close the discussion on feedback by making the following points:

- Giving and receiving feedback is a crucial skill in Scouting and in the workplace.
- When working with youth, feedback can change our youth's entire attitude and determine how they will perceive themselves.
- Feedback is also crucial to helping with "continual improvement"—the idea that we can always strive for ways to make our program better, and each one of us can strive to improve ourselves, too. This emphasis on "Growing" is one of the five central themes of Wood Badge.



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Summary

(Slide #14)

Revisit the five learning objectives. Ask questions and discuss as follows:

- **Become** aware of how we listen.
 - **Ask:** “How do we listen?” (*actively and empathetically*)
- **Recognize** barriers to good listening and **explain** how these barriers affect communication.
 - **Ask:** “What prevents us from listening effectively?” (*lack of awareness or empathy, uncomfortable situations, personal feelings when receiving feedback*)
 - **Ask:** “How do these barriers affect communication?” (*message isn’t received; feelings are hurt, problems aren’t resolved, trust is lost*)
- **Apply** effective listening skills and **evaluate** a feedback scenario.
 - Explain that everyone had a chance to do this in simple examples today and encourage everyone to apply these skills to real-life situations, too.

(Slide #15)

Conclude with the following points:

- “As leaders, we can’t just be ‘all talk.’ Let this stethoscope remind us that we have to listen, too...and that we need to listen carefully to all the signals so we can hear what’s on someone’s mind as well as what’s in their heart.”
- Effective listening is a skill that each of us can learn and constantly improve upon.
- Good leaders constantly seek feedback because they want to learn more about where they are and how they can keep moving forward. Good leaders know that “feedback is a gift.”

Post-session Reflection

(Slide #16)

1. **Ask:** “Now that we’ve discussed all these details, I’d like you each to think about your own listening style. What do you do well, and what would you like to improve?”
2. **Ask:** “As you think about some of the projects you might do for your Wood Badge tickets, can you think of any cases where it will be especially important to use effective listening skills?”

If participants are not forthcoming with responses, encourage them to think about a situation where they might need to get someone else’s approval or input on a plan or where they might find themselves working with a group of people who have differences of opinion on how to get the job done.



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Day Two: Plan with a Bias for Action

Time Allowed

60 min, two-part session (Session 1: 40 min; Session 2: 20 min)

Teaching Format

Troop Presentation with Patrol Breakout

Learning Objectives

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

1. Describe the five steps of project planning.
2. Develop an event plan.
3. Describe leadership as it relates to planning:
 - a. Manage individual/team performance; and
 - b. Monitor progress.

Materials Needed

- PowerPoint slides with embedded video clips and projector
 - Two video clips: *First Man* (embedded in PPT and provided as MP4s)
 - Video clip: *Won't You Be My Neighbor* (embedded in PPT and provided as MP4)
- Plan with a Bias for Action—Summary (*Appendix: one per Participant Notebook*)
- Vision of Future Success worksheet for the patrol activity (*Appendix: one per Participant Notebook*)
- Campout Shopping List and Duty Roster (*Appendix: one per Participant Notebook*)
- Campfire Program Planner (*Appendix: one per Patrol Leader Notebook*)
- Den and Troop Meeting Program Planners (*Appendix: one per Participant Notebook*)
- Key points of the session, presented as PowerPoint® slides, large wall area, blackboard, or a second flip chart
- Troop meeting room with central video projector screen
- Tool: Blueprint

Recommended Presenter

This presentation should be delivered by the Scoutmaster, assistant Scoutmaster, quartermaster, or instructor.

Recommended Location

Troop meeting room or area with central video projector screen (indoors or outdoors)



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Course Connections

Key Wood Badge Themes	Guiding; Empowering
Connections to Other Sessions	Plan with a Bias for Action—Activity; Develop Individuals and Teams

PRESENTATION OUTLINE

Presentation Outline/Flow for Presenter Reference

You will guide and instruct the participants through learning two separate yet dependent parts of planning:

- The first part (Assess, Plan, and ACT) outlines the tactical steps and tasks that need to occur. This is the framework for planning any project.
- The second part (Manage and Monitor, and Celebrate) consists of the leadership activities the project leader needs to perform to keep the team and project moving forward in a positive way.

Part 1. Creating a Bias for Action—The Process: “Think before you Do”

1. **Assess:** Set goals thinking about the project/event, desired outcomes, and factors that could alter the outcomes. “**Single Points of Failure**”
2. **Plan:** Outline a plan that identifies and defines the tasks to be completed and the order in which they should be done. Assign responsibilities for specific activities or tasks to each project team member.
3. **ACT** (Action Changes Things)

Part 2. How to Manage and Lead a Project—The Leadership: “Lead your adventures with team empowerment”

4. **Manage Performance and Monitor Progress:** Keeping a pulse on your project team and the project itself ensures forward progress.
5. **Close/Celebrate:** Prepare a closeout report that compares the original goals and objectives to the outcome and that captures all the “lessons learned”—good and bad. This is the time to save the plan so it can be repeated. Celebrate your success!

Let's Get Started: General, Overall Introduction

Note: *Introduce this with something that makes it personal to the participants, with a focus on their needs and how they might use planning. A suggested introduction follows.*

“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, our personal, and now our volunteer lives. How many times have you been asked to serve on a committee



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or to plan or help with a special event for your pack or troop or community? Take a moment and think of an event or project you were recently involved with. (**Ask** for 1–2 people to share their answer.) Projects are everywhere, and their success depends on the team working together.”

(Slide #3)

These following two sections should help you understand the five steps to plan and lead a team-based event or project.

In **Part 1**, we will outline and discuss the steps in how to plan an event:

1. Assess
2. Plan
3. ACT

You will be able to relate how forming project goals is like forming your ticket goals. This is the process.

In **Part 2**, you will understand the importance of these steps in how to lead an event:

4. Using the right people for the right job, and your role in leading and guiding people throughout the various stages of the project.
5. Closing a project and celebrating.

(Slide #4)

Tool: Blueprint

The tool for this presentation is the blueprint. Like building a house or car, you need to have a plan or a blueprint to show what it is you are trying to build and the measurements to get it done. This is the framework. Event planning is no different: you need to use a planning tool to create your events’ framework. The blueprint exhibits the framework or outline of the desired result.”

Note: *Introduce the blueprint as the tool; place it on the tool board.*

Part 1: Creating a Bias for Action—The Process of Team-Based Project/Event Planning

Note: *Address Learning Objective 1 (the steps of project planning) in describing the steps of team-based project/event management.*

(Slide #5)

Most of what we do in Scouting can be considered team-based projects of a small to moderate size. A three-step approach has been shown to be particularly effective for such projects. These steps or stages include the following:



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1. **Assess** (“Think before you Do”): Set goals thinking about the project/event, desired outcomes, and factors that could alter the outcomes.
2. **Plan**: Outline a plan that identifies and defines the tasks to be completed and the order in which they should be done. Assign responsibilities for specific tasks to each project team member.
3. **ACT** (Action Changes Things).

We will now cover the first two steps, which revolve around how we create a project plan.

(Slide #6)

STEP 1: Assess the Opportunity or Problem—“Think before you Do”

Note: Lay these thought-provoking questions out to the group, but don’t go into detail.

- What is my vision of future success?
 - What are we trying to achieve, and what is the problem we must solve to do it?
- What is our approach?
- Do we have any constraints?

Exploring the Detail

Vision of Future Success: What does success look like?

You, as the leader, must envision what success looks like. What is it you are really trying to achieve?

Hint: “Keep it Simple!” Success is when kids, or kids and adults, are having fun or learning a new skill.

Approach: The “approach” is very simply the means by which we will tackle a project.

Approach is easily defined if you simply ask or consider: “How would you do it?”

Note: Let the project team challenge any past approach.

We all know the 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 gotten” isn’t always what we wanted. If a family campout has been poorly attended in the past, why would we want to keep utilizing the same methods? Even if evaluations are great, attendance is low. So why are people not attending? The solution? Challenge the effectiveness of what you are doing.

Think outside of the box! Brainstorm! If this is a new event, thinking outside of the box may come more naturally, but to keep evolving we need to think outside of the box even on events we have done before. We don’t necessarily have to change the approach or “reinvent the wheel.” But it can be good for the team to keep creative options



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open, especially if we are able to leverage our diversity. Challenging our imaginations develops interest and engagement in otherwise static events.

Constraints: It is important to consider risks and constraints. Often the successful approach or method chosen directly results from the team's solution to overcoming those roadblocks to success.

Constraints are things that could limit us, whether it involves money, weather, people, or facilities. Could any of these become roadblocks? If so, what is our "Plan B"? Do we have any single points of failure? Without these perspectives...we fail.

(Slide #7)

Let's 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 clip: Click Play arrow in slide to play. Will play full-screen.

Clip title: "The Interview"

Running time: 2 min., 45 sec.

Source: First Man (2018)

Movie content: The clip starts with Neil Armstrong awaiting the interview process for selecting astronauts for Project Gemini—the mission to the moon.

Debrief

Obviously, this team was dealing with a never-before-attempted project, although the members had experience with certain phases of the project. Consider the decision to forgo direct descent in favor of a lunar orbit rendezvous.

- Did they consider different approaches or risks? (*Possible answers include: direct ascent; Earth orbit rendezvous; lunar surface rendezvous.*)

It was not shown, but the interview panel asked Neil directly if the recent loss of his child would impact his performance. Neil said he would be surprised if it didn't. NASA chose to accept this risk.

- Were their challenges considered and listened to? (*Possible answers include: lunar orbit rendezvous; rendezvous and docking; lunar navigation.*)
- Did they consider other opinions? (*Possible answers include: They asked Neil his thoughts, and he offered pros/cons. We can assume they considered different opinions since others were waiting to interview.*)
- Did they address the importance or reason for the project? (*Possible answer includes: exploration.*)

While we aren't trying to send anyone to the moon, our task of trying to get families to attend a campout often seems just as difficult.

(Slide #8)



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STEP 2: Plan

Now that we know how to assess and think things through a bit, and we understand how a vision is just the beginning, let's explore what we need to do to bring our vision to life. We should consider:

- What actions do I need to take to have success?
- What are my goals and objectives?
- What are our boundaries?

Before focusing on the details of a project, it is important to establish straightforward goals and tasks. These define the project and influence how we measure success. This is no different than how you will be drafting your goals for your ticket.

1. **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. Who or what are you trying to impact? Set boundaries; lock in your goals. Boil down the goal to its most basic components.
2. **Tasks** are often more specific and easier to measure than goals. Tasks are the things that can be crossed off a list and/or handed off to an individual or team.
3. **Measures of Success** are the ways you know your goals and tasks are complete. They are usually definitive. Here's an example. You determine that an event will yield x amount of service hours, x amount of kids, x number of adults trained, and x amounts of youth recruited. The degrees to which you meet those desired results are your measures of success.

(Slide #9)

How to Create the Plan

Whether you noticed or not, you are almost always part of a plan or leading a plan. Whether it is organizing your family and household for "spring cleaning" or planning a recognition ceremony, you and your team are making and assigning tasks to your family, committee, or team. You and your team are identifying, defining, organizing, and assigning people and time to all the tasks that need to be completed in order to achieve your goal(s). Creating a plan offers some structure and puts it on paper so everyone can operate off the same page.

Reference: *The Campfire Program Planner, den and troop meeting program planners, camp menu plan, and duty rosters, are all planning tools commonly used in Scouting.*

Identify and Define Tasks

After you have thought through your goals, it is time to put them into workable tasks. This is where you break down each goal into separate tasks that are necessary to accomplish the goal. The tasks

- should pass the SMART test: specific, measurable, achievable, realistic, and timely;



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- need to have a definite start and stop time and/or deadline for completion;
- may be linked to one another and in some cases can have time overlap;
- should easily have cost defined where applicable; and
- should be assignable to a team member and easily accomplished by that team member.

(Slide #10)

Organize and Assign Tasks

Organize and assign all your tasks so that they fall into logical order and are sequenced if there are any dependent steps. Before you camp, for example, you need to make sure you have a tent, a campsite, equipment, and so on. For your project, give careful thought to the order of tasks. This step can be critical to your success.

- A random order of tasks often makes the project last too long and doesn't utilize the power of the team.
- While some things cannot start until another part of the project has been completed, several tasks often can be accomplished simultaneously.
- Consider the task that may have the longest duration or the greatest impact and whether that needs to start first.

When assigning tasks and time frames to team members, we need to keep the following things in mind:

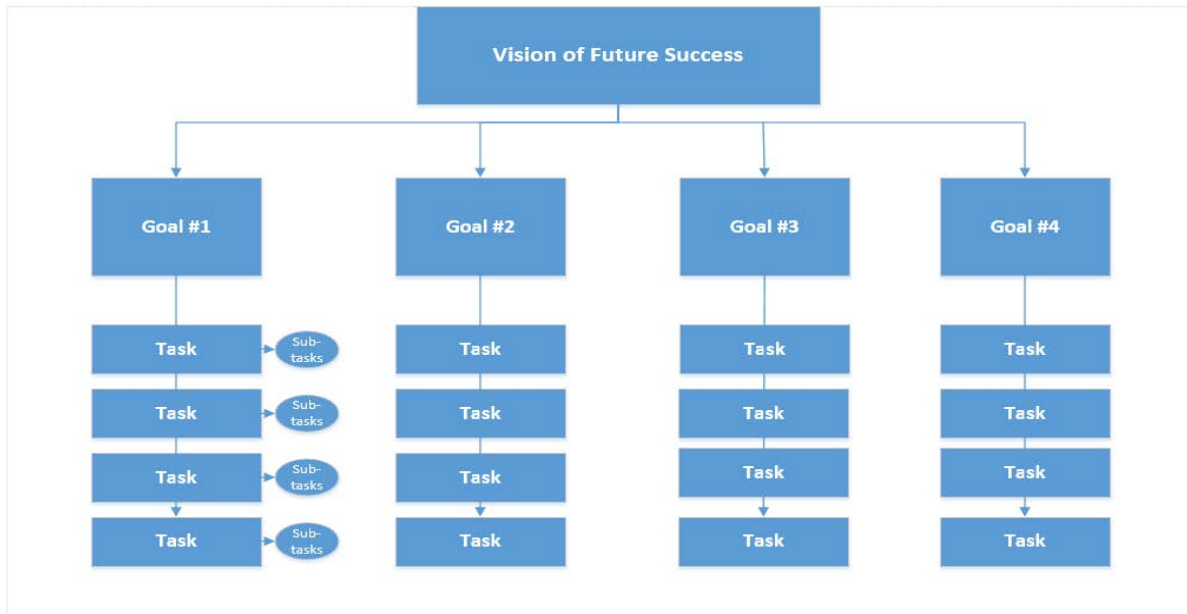
- Each team member must have a clear understanding of the following:
 - The goals (i.e., purpose) of the project
 - Exactly what their assignments are and the details of the task.
 - Their timeline, including the completion date and backdating of steps to reach the objective to complete the task
 - The availability of resources—human and physical, people and things
- Each team leader should know the team well enough to
 - best match each member's skill and the appropriate resources to the respective tasks.
 - know if the workload is distributed appropriately and that team members are committing to their tasks. In the words of Elizabethan poet John Heywood, "many hands make light work."

(Slide #11)



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Here is an example of a project blueprint:



Let's rejoin Project Gemini at NASA and see how they are doing at building a rocket to go to the moon. This clip illustrates the second step of project planning—breaking apart a large objective into smaller tasks or components. In this clip, the team has a good overview of the plan and has created tasks to meet their goals.

(Slide #12)

Show the video clip: Click Play arrow in slide to play. Will play full-screen.

Clip title: "The Plan"

Running time: 2 min., 18 sec.

Source: First Man (2018)

Movie content: The team has been selected, and now the vision is being put into action.

Debrief

- Did NASA restate the goal—the reason and purpose—for the project? (Possible answers include: exploration; competition with other countries, such as Russia)
- Did they communicate the mission clearly? How?
 - Cartoon view of the simulation
 - Why create a public-facing communication?
 - At the chalkboard with engineers
 - Did they start to lay out the tasks—the steps—to get to the moon? (Possible answers include: At the chalkboard, he said we first need to prove that two ships can find each other in orbit and dock without crashing. Only after we master these tasks do we move on to Apollo and we consider landing on the moon.)



(Slide #13)

STEP 3: ACT (Action Changes Things)

Finally, we are at a point where we get to bring our vision to life. The next section will go over your role now that the plan is in motion. If you built a good plan, putting this into action should be straight forward. There are a couple key things you need to do to get started.

ACT: Action Changes Things

- Communicate and share the plan with your team.
 - Restate the vision and goals.
 - Ensure team members receive the plan and understand their roles, the next steps, and timelines.
 - Make sure team members know how to contact each other.
- Be enthusiastic and kick it off with an official start date. Be encouraging and positive that this event/project will have a successful outcome.

Thoughts, initiatives, plans, designs, strategies—all are critically important, but none of them will make a difference without execution, and that is where action-oriented people come in. They make things happen, plans become reality, they get things done. They tackle challenges with a sense of urgency, energy, and enthusiasm.

"Vision is not enough. It must be combined with venture. It is not enough to stare up the steps; we must also step up the stairs."

—Václav Havel, Czech statesman,
writer, and political leader

(Slide #14)

Pitfalls of Event Planning

The most significant benefits of a project plan are that it helps ensure success by enabling us to avoid the big traps in project planning, to ensure the continuity of the work, and make sure the workload is evenly distributed. Those traps include the following:

- **"Ready, fire, aim" trap:** where the team jumps in, begins action, and assumes that it can figure things out as they go. This often wastes time and resources, and results in team members feeling frustrated and disappointed.
- **Scope creep:** where the original scope/boundaries of the project are 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 waste other resources. A clearly defined project helps the team determine when add-ons are not a part of the project.
- **Encountering a single point of failure:** Do you have one person who, if they don't show up, means you will fail? Review your plan and talk through options if the individual in that critical position becomes unavailable. Have a backup person working with the lead as an assistant just in case.



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- **There is too much work on one person:** We have all seen it, and it isn't always fair—too much work on one person. This can also lead to someone doing the minimum needed to skate by. Let's right-size the work and share it. Remember Heywood's proverb, "many hands make light work."

(Slide #15)

Patrol Activity: "Think before you Do" and "Create a Plan"

Let's put together a blueprint.

Scenario: Let's assume that we are on a pack subcommittee for "outdoor program," and we have determined that there is a need for a family campout.

Note: Have each patrol do this independently as a breakout. Put this scenario and deliverables bulleted below on the slide for them to see during the activity. Give them approximately 10 minutes to complete it.

Hand out the "Vision of Future Success" worksheet for activity planning, which should also be in the Participant Notebook.

On the worksheet for each patrol, ask members based on the scenario, to do the following:

- Write a vision statement.
- Think through your project needs, approach, and constraints.
- Write 1–2 goals for the event.
- Create high-level measures of success.
- Break it down into written tasks.
- Organize by priority, and assign each task to a person.

After the 10 minutes, conduct a debrief by having one or two patrols share their plan. Then ask them, "**With this plan, are you ready to ACT?**"

You can also show the Summary below as reminders of the material just presented.

Part 1: Summary

(Slide #16)

1. Assess

Assess the problem to solve, the opportunity at hand, or the event to be held.

- **Vision of future success:** statement somewhat broad in nature, no specifics
- **Think before you Do:**
 - Approach or method
 - Constraints



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(Slide #17)

2. Plan

- **Project goals:** purpose or result toward which some effort is directed
- **Tasks:**
 - Identify: What are the specific tasks needed to achieve the goal?
 - Organize: In what order do the tasks need to be worked?
 - Assign: Who is going to do it?
- **Measures of success**

(Slide #18)

3. ACT—Action Changes Things

- Communicate and share the plan with your team.
- Restate the vision and goals.
 - Make sure team members receive the plan, and understand their role, next steps, and timelines.
 - Make sure team members know how to contact each other.
- Be enthusiastic and kick off the project with an official start date. Be encouraging and positive about the successful outcome of event.

Break: Two-minute stretch

Part 2: How to Manage and Lead a Project—The Leadership

(Slide #19)

“Lead your adventures with team empowerment”

In this section we will learn about your role as a leader. There are two functions you have as a leader once the project begins. Put on your leadership cap as soon as the team starts the process of planning.

1. **Manage performance** of the individual and team, and **monitor progress** of the project.
2. **Close** the project and **celebrate!**

(Slide #20)

As a leader you are charged with a bit of legwork in order to get your team ready to start. During the first two steps—assess and plan—your role as a leader is to do the following:

- Give direction
- Share information
- Guide the conversations
- Facilitate delegation of work
- Build the blueprint



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(Slide #21)

Let's take a step back in time and see if there is anything we can learn from "Mister Rogers' Neighborhood." Fred Rogers was an ordained minister who simply thought kids needed more from television and acted upon that belief.

Show the video clip: Click Play arrow in slide to play. Will play full-screen.

Clip title: "Introduction"

Running time: 1 min., 55 sec.

Source: Won't You Be My Neighbor? (2018)

Movie content: The team has been selected, and now the vision is being put into action.

Debrief

- What do you think Mr. Rogers' vision was?
- What message was being conveyed? (*"Love is at the root of everything...love or the lack of it."*)
- How does that pertain to Scouting? (*In creating a community of people acting to change things*)
- How does this tie to project planning? (*As a leader or a team member, people need to be invested in each other's wellness*)
- What does he do that is encouraging/engaging? (*The singing of "Please, won't you be my neighbor?" gets people to repeat the call to action.*)

"Love is the root of everything."



(Slide #22)

You as a leader will be most successful if:

- **You Care:** First and foremost, you must care. No project or event will be successful if you don't care about the people or the outcome of the project.
- **They Care:**
 - Take the time to make sure the team gets to know each other, that they establish relationships with each other. They don't have to like the person they work with, but at some level they need to care about the person.
 - Help them care about the project, the outcome, and the mission. Once you have someone with buy-in or some socio-emotional investment, odds are the quality of their work will increase.
- **Create a Space** that is welcoming for them to share ideas and thoughts openly. Encourage communication, and make sure you are approachable. Once your team gets to know each other, they should be more engaged with each other and more likely to share their views and opinions more openly and deeply.



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Manage Performance and Monitor Progress

(Slide #23)

“Lead your adventures with team empowerment”

This is the fun part as a leader. This is where you can exercise all your leadership skills to keep the project moving forward in a positive and fun way.

- The team leader should realize:
 - That with each new project or change within an existing project, the team will change even if it has been together before.
 - People may be taking on tasks they have never done before and may not be as confident about the task at hand.
- To address this change, the team leader should:
 - Focus on the tasks that are the top priority.
 - Provide additional resources when needed to help ensure timely completion.

(Slide #24)

- The team is aligned when members:
 - Know, accept, and care for each other.
 - Know and understand their respective roles and the work they need to do.
 - Trust each other.
 - Are productive and feel good about their work.

If you can check off all the above, performance as a team should be high.

Trust is one of the most important characteristics of a successful, high-performance team. The team leader and the team should all trust each other. Therefore, while the team leader should monitor the team's performance, the team members should have the freedom to work within their own boundaries. A leader who is micromanaging or over-monitoring the work method implies that the team member is not trusted.

(Slide #25)

Evaluating and Managing the Performance of the Individual and Team

It's All about the People: When evaluating and managing the performance of the team, the leader checks in with his or her team individually on how they are doing.

This stage starts at the onset of the project but is at its height after the project is launched. The leader should ask the following questions when evaluating both the individual and team.

- Is the individual or team struggling, or frustrated, or happy?
- Is the work overwhelming to anyone or all?
- Are they running into any new constraints or obstacles?



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- Do they need a reset on goals and tasks?
- Do they need a confidence boost?
- Is anyone in a position to help others?
- Are they completing what they committed to?
- Are they working individually or together? What should they be doing?

Based on your evaluation, you should adjust your leadership style to meet their needs. What does the person or team need? More explaining and coaching? Or perhaps a demonstration? Mentoring? Guidance? Or are they enabled, and you just need to stay out of the way?

(Slide #26)

Evaluating and Monitoring the Progress and Performance of the Project

It's All about the Project: After/during your team evaluation, the leader should revisit the project plan and timelines for an overall progress check.

- Review the plan for areas that are on track, or not on track, and evaluate whether at this point it matters or if you need to act.
- Look at the broader picture of whether there are any challenges to achieving your goals. This is not about checking off the boxes for individual completion. It is reviewing whether all the pieces are coming together in an appropriate way.
- Evaluate whether you have real progress. A project can be progressing but performing poorly. For example, you could be building your rocket perfectly according to the plan, but in test runs the rocket is not aerodynamic enough to match your desired outcome.
- Evaluate early and often. This is an ongoing view the leader must have, to constantly check on people, progress, and effectiveness. The sooner you identify an issue that needs attention, the better.

When you are in this stage of the plan, it is important to realize that change may need to happen.

(Slide #27)

Change, Failure...whatever it takes. Iterations are OK!

We have all heard it before: “change happens.” When executing a plan, it is important to realize that changes in plans may happen or need to happen. Realize that change can impact cost, time, effectiveness, and group dynamics. Your role as event leader is to referee the change, evaluate the change, and make the call.

- A random change with no reason can cause your event or project to have poor performance.
- If you need to change up your team members, increase or shorten the timeline, or add in additional tasks, make sure the changes are well thought out.
- Evaluate the change needed, or requested, for impact before implementing. We referenced “scope creep” earlier. This is not the stage to introduce any



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new objectives or goals; it is the stage in which we modify the plan, if needed, to achieve the original goal.

- If the change improves the project and helps you get to your desired result, then go for it.
- Failure, while not ideal, is not the end. It offers a beginning with lots of learnings to lean on.
- Iterations are revisions that offer improvement...we have all heard it before: "third time is a charm."
- Iterations of improvement are ok. Maybe you can't get it all done, but can you get the key things done.

Note: *The later that changes are made in the project, the harder they are to absorb, which is why it is critical to evaluate early and often and why we spend so much time on creating the framework and plan: to avoid the need for change.*

(Slide #28)

Leadership Role Throughout a Project	
Steps of Project Management	Role as a Leader
1. Assess	<ul style="list-style-type: none">• Explain and direct• Guide their thinking
2. Plan	<ul style="list-style-type: none">• Lead from within• Demonstrate• Gain agreement
3. ACT (Action Changes Things)	<ul style="list-style-type: none">• Guide and enable• Manage performance and monitor progress• Coach• Mentor• Encourage• Celebrate success

(Slide #29)

Project Closeout—Celebrate!

When the project is complete, there are still three important things to do.

1. **Recognize your team members.** Remember, celebration is an important part of a high-performance team. Yes, do this at the end, but make sure you recognize them on their efforts on an ongoing basis during the project, too.
2. **Create a "lessons learned" report,** similar to "Stop, Start, Continue," for your project/event. Give people a chance to share what went well and what they thought could have been better or different.



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This lesson-learned evaluation should be written and include an analysis of several things:

- Were the goals and objectives met?
- How did we do on budget?
- Was the project completed on time?
- What went well?
- What did not go well?
- How might we make things run better next time?
- What unknowns did we encounter that impacted our project?

This written report will enable you or your successor to remember what happened, how to avoid some of the pitfalls you may have encountered and give your team closure.

3. **Clean up your project plan** and save it along with the lessons learned report for your successor.

Summary/Conclusion

Summary Statement: “If we take the time to create our blueprint for our event, we have an opportunity to engage more people in the right ways. We have a higher chance for success and team happiness. You, as the leader, will have the tool you need to create a path for your team to achieve success.”

(Slide #30)

“Individual commitment to a group effort—that is what makes a team work, a company work, a society work, a civilization work.”

— Vince Lombardi, legendary Green Bay Packers
head football coach

“You are what you do, not what you say you'll do.”

— Carl Jung, Swiss psychiatrist,
founder of analytical psychology

(Slide #31)



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Creating a Bias for Action—The Process

3 Steps of Planning

1. **Assess:** Set the goals, thinking about the project/event, desired outcomes, and factors that could alter the outcomes.
2. **Plan:** Outline a plan that identifies and defines the tasks to be completed and the order in which they should be done. Assign responsibilities for specific tasks to each project team member.
3. **ACT** (Action Changes Things)

How to Manage and Lead a Project—The Leadership

“Lead your adventures with team empowerment”

- **Manage Performance and Monitor Progress:** Keep a pulse on your project team and the project itself to ensure forward progress.
- **Close/Celebrate:** Prepare a closeout report that compares the original goals to the outcome and captures the “lessons learned,” both good and bad. This is the time to save the plan so it can be repeated. Celebrate your success!

Your role as a leader should match the team’s needs:

Leadership Role Throughout a Project	
Steps of Project Management	Role as a Leader
1. Assess	<ul style="list-style-type: none">• Explain and direct• Guide their thinking
2. Plan	<ul style="list-style-type: none">• Lead from within• Demonstrate• Gain agreement
3. ACT (Action Changes Things)	<ul style="list-style-type: none">• Guide and enable• Manage performance and monitor progress• Coach• Mentor• Encourage• Celebrate success

Post-session Reflection

Participants should reflect on an event they participated in that went either well or poorly. Participants should take a few minutes to think about how utilizing the “3 Steps of Planning” can be applied to an upcoming event or could have improved a past project or event. Participants should think about any upcoming events/project that they could lead or offer support on. Let them know failure is OK, and that learning is a repetitive process, sometimes of trial and error. Have them jot down ticket ideas, based on learnings or inspiration from this session. Remind the participants that the tool for this session is the blueprint.



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Day Two: Rockets or Newton Rocket Cars

Time Allowed

60 mins to Plan, Build, and Launch: 10 (plan); 25 (build); 25 (launch).

Teaching Format

Patrol and troop activity

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Use the knowledge of the team members to create a project plan.
2. Use the steps of effective planning to determine how to reach that goal.
3. Create a project overview.
4. Test their plan by putting it into action.
5. Evaluate and celebrate their achievement.
6. Have fun.

Materials Needed

- Rockets or Newton Car Activity Planning worksheet (*Appendix: one per Patrol Leader Notebook*)
- Equipment and materials for either Rocket activity or Newton Cars activity (see *below*)

Equipment and materials for Rocket Activity

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; website: www.pitsco.com. The launcher is called "BackYard Blaster," and the rocket kit is called "Hydro Blaster."

Each patrol needs:

- Planning worksheet describing the project
- Plastic soft-drink bottle (16–20 oz.)
- Scissors
- Craft knife
- Materials for decorating rockets
- 8-by-8-inch square of corrugated cardboard
- Duct tape
- Bobby pins
- Ruler
- Safety goggles



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For Wood Badge staff serving as facilitators:

- Scoring sheet
- Launch pad
- Safety goggles
- Bicycle pump with pressure gauge
- One award for each patrol

Equipment and Materials for Newton Cars Activity

Newton cars website:

www.teachengineering.org/activities/view/cub_rockets_lesson02_activity1

To prepare the wooden weight blocks, you will need:

- Drill and drill bit (the bit size is determined by the diameter of the fishing sinkers or weights and screws)
- Vice
- Screwdriver

Each patrol needs:

- Planning worksheet describing the project
- 1 wooden block ~10 x 20 x 2.5 cm; **Note:** any size block works if it is bigger than the fuel block, described next
- 1 wooden block ~7.5 x 5 x 2.5 cm, as shown in Figures 1 and 3 (the smaller wooden piece with holes drilled into it)
- 1 3-inch, no. 10 wood screw (round head)
- 2 1-inch, no. 10 wood screws (round head)
- 3 rubber bands, all the same size and thickness
- Several pieces of 3–5-inch cotton string
- 2 lead fishing sinkers or similar weights, about ½-ounce each
- 1 pair of scissors
- 1-meter stick
- Masking tape
- Building toys with wheels, such as LEGO or Tinker toy; each group needs 4 wheels. **Alternative:** If toy blocks and wheels are not available, simply place the Newton rocket car on four or five short cylindrical wooden dowels that are roughly ½–¾-inches in diameter and the same length as the car width; lining up these dowels under and in front of the car creates a relatively low-friction rolling surface for the Newton rocket car, allowing it to slide smoothly across the floor or desk

For Wood Badge staff serving as facilitators:

- Scoring sheet
- Racing site marked off with masking tape starting and finish lines
- Measuring tape
- One award for each patrol



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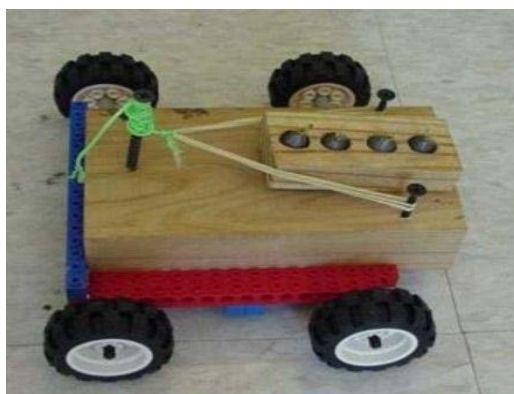


Figure 1. An example Newton rocket car.

Recommended Presenter

Same person that facilitated the planning session. 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.

Recommended Locations

- Planning and construction: the patrol meeting areas or in any other setting the patrols wish to use
- Launch activity: an open field large enough to accommodate all the participants and provide for easy recovery of the rockets after their flights
- Racing activity: indoors or outdoors on a smooth, flat surface

Course Connections

Key Wood Badge Themes	Empowering; Guiding
Connections to Other Sessions	Plan with a Bias for Action; Develop Individuals and Teams

PRESENTATION OUTLINE

Introduction

Each patrol is to use effective planning to design, build, and launch a patrol rocket/car and give their rocket/car a name associated with your patrol name.

Each patrol will see the materials they have to create the rocket/car and draft a project. **The Planning Framework worksheet needs to be approved by a designated staff member prior to construction.**

It is important that the staff facilitating this event ensure that it is conducted in an enjoyable and safe manner. The rocket 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.



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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 can be displayed on patrol tables or attached to the staves of patrol flags.

Safety Notes: Rockets

- 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.

Review

Let's review the five stages of project planning:

1. Assess: initiate project, create the framework
2. Plan: identify, define, organize, and assign
3. ACT: Launch the Plan!
4. Manage Performance and Monitor Progress
5. Project Closeout/Celebrate

Summary/Conclusion/Reflection

At the end of the exercise, patrols should Reflect and celebrate.

- Did the job get done?
- Was it done right?
- Did everybody take part?
- Did they enjoy themselves?
- Did they want more?
- Celebrate the success!

Rockets/Newton Car Project Assignment

1. Your challenge is to apply the five stages of effective planning to build and launch a rocket/Newton car.
2. You must create a project overview and submit it for approval before starting to build.
3. You may design and decorate your patrol rocket/car in any way that you wish.
4. Use the construction materials provided to your patrol.
5. You will have one hour to plan, build, and decorate your rocket/car.
6. Launching of the rockets/ car will occur at the Gilwell Science Center immediately after the construction period.
7. Rockets/cars will be judged, and awards given, based on performance, appearance, and originality of the design.



WOOD BADGE

Five stages of project planning:

1. **Assess:** initiate project, create the framework
2. **Plan:** identify, define, organize, and assign
3. **ACT:** Launch the Plan!
4. Manage Performance and Monitor Progress
5. Project Closeout/Celebrate

Newton Car Instructions:

Before the Activity

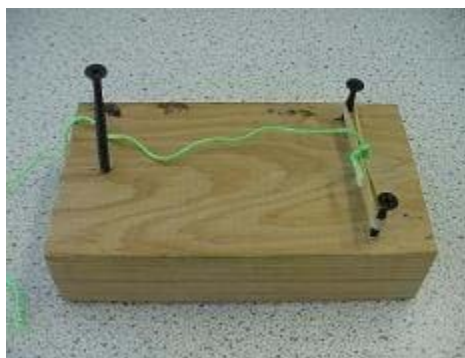


Figure 2. Construction phase 1.

- Prepare the blocks and string (*one set per patrol*):
 - Screw two 1-inch screws into each side of one end of the larger wood block, leaving enough room for the smaller block to slide between them. See Figure 2.
 - Screw one 3-inch screw into the center of the other end of the larger wood block, as shown in Figure 2. Try to keep the distance between screws equal.
 - Place the smaller block into a vice and drill 3–4 holes so that sinkers (or other small weights) fit in the holes, as shown in Figures 1 and 3.
 - Cut many ~3-inch pieces of cotton string. For the full activity, you will need 6 strings per group plus some extras. Ideally, make all the strings the same length. If the strings begin to fray, tie knots at the ends.
- On the floor/table make a masking tape starting line and finish line.

With the Participants

1. Divide the troop into patrols and give each a Planning Framework worksheet.
2. Once their Planning Framework worksheet is approved, they can proceed.
3. Give each group a large block of wood with the screws attached, a small block of wood with the holes drilled in it (do not hand out sinkers/weights until it is time for that portion of the activity), 3 rubber bands, 1 piece of string, and a meter stick.



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Give each patrol instructions as follows:

1. Place a rubber band over the two shorter screws on the end of the large wood block. Tie one end of the string to the center of the stretched rubber band. Using the string, pull the rubber band back, like a slingshot, and wrap the string around the third (larger) screw, stretching the rubber band tightly (see Figure 3). Wrap the string up high on the third screw.

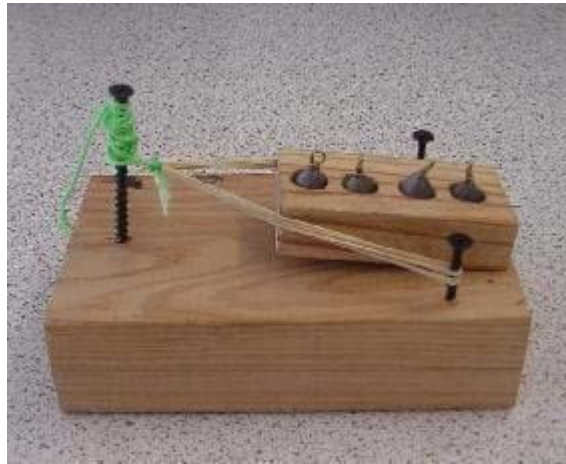


Figure 3. A finished Newton car body.

2. Create a wheel frame for the wooden platform to rest on. A simple example is shown in Figure 4. The lighter the frame, the faster the cars will go. An alternative to toy blocks and wheels is lining up four or five dowels under and in front of the car so it smoothly slides across the floor/table.

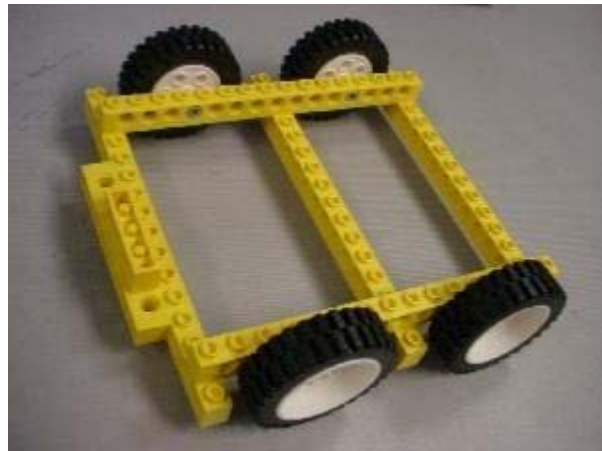


Figure 4. A finished Newton car chassis.



WOOD BADGE

Launch the Newton Cars

Place the car on the starting line with its back wheel on the tape line. (**Note:** Make sure all cars are oriented the same direction and placed at the same distance from the line.)

1. Place the platform (the larger block) onto the wheel frame.
2. Next, carefully place the smaller block into the slingshot.
3. Using scissors, cut the string and quickly pull the scissors away. When the string is cut, the rubber band throws the fuel block off the car and the car rolls in the other direction. Use the meter stick to measure how far the car travels along the tabletop or floor, and record this on the data sheet.
4. Add a second rubber band and attach a new string as before. Again, cut the string and record how far the car travels.
5. Reset the equipment, and try again with 3 rubber bands. Then try again with one rubber band and one sinker, two rubber bands and 1 sinker, etc.

Note: To shorten the length of the activity, use fewer variations of the Newton car (e.g., test the car using only one rubber band or only two different weight setups).



Day Two: Develop Individuals and Teams

Time Allowed

65 Minutes

Teaching Format

Troop presentation and discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Explain why leaders need to be facilitators of learning.
2. Illustrate the Teaching EDGE model.
3. Recognize the stages of team development.
4. Apply appropriate leadership styles to support individuals and teams in various stages of team development.

Materials Needed

- PowerPoint slides with embedded video clips and projector
 - Four video clips: *Remember the Titans* (embedded in PPT and provided as MP4s)
- Develop Individuals and Teams—Summary (*Appendix: one per Participant Notebook*)
- Develop Individuals and Teams Matrix (*Appendix: one per Participant Notebook*)
- Teaching Edge Model (*Appendix: one per Participant Notebook*)
- Tool: tire iron

Recommended Presenter

Experienced presenter

Recommended Location

Troop setting in Gilwell Hall

Course Connections

Key Wood Badge Themes	Growing; Guiding; Empowering
Connections to Other Sessions	Learn to Listen, Listen to Learn; Communicate Effectively; Coach and Mentor



PRESENTATION OUTLINE

Introduction

This session discusses three models that leaders can use to understand their group and lead their members while developing their skills and offering direction in accomplishing the mission of the team.

(Slide #3)

The Tool

The tool for this session on the development of individuals and teams is the tire iron. What does that have to do with the development of individuals and teams? The tire iron has differently sized lug wrenches to fit matching-sized lug bolts. We use the different sides of the tire iron to fit different bolts to accomplish the same goal, to remove or fix a tire. Like the tire iron, teams have different characteristics that may be leveraged in different circumstances that arise along the path toward the team's goal. Those who use the tire iron must know how to match the tire iron to the bolt. Similarly, leaders of teams need to know how to match their leadership style to the different situations the team faces.

MODEL I: TEACHING EDGE

Ask for a show of hands from anyone who is familiar with the EDGE method.

Ask: When is the EDGE method used? *(Desired Answer: The EDGE method is usually used when teaching a skill.)*

(Slide #4)

"Teaching EDGE" and "Leading EDGE" have been a part of Scouting for a decade or more. Both are found in the Scouts BSA handbooks, the Patrol Leader Handbook, and the Senior Patrol Leader Handbook. In this session, we'll review the Teaching EDGE model and expand our knowledge and understanding of various leadership styles well beyond the concepts presented in EDGE.

This Scout learning model is called "experiential," meaning learning by doing, not just by studying and testing. After we set learning objectives, our goal is to teach something, give the person being trained time to practice, and then check their understanding and skill level.

Ask: What do the letters E, D, G, and E stand for? *(Answer: Explain, Demonstrate, Guide, and Enable)*

Ask: During the Wood Badge course so far, when has the EDGE method been used? *(Desired Answer: The EDGE method was used for the woggle-making activity during the den meeting on Day One. Ask additional leading questions if needed to guide participants to this answer.)*



WOOD BADGE

EDGE Deep Dive

(Slide #5)

Explain

Ask: How did your troop guide (then den chiefs) accomplish the first step of the EDGE method? Additional leading questions include the following:

- In addition to explaining how to make a woggle, did your troop guide explain anything else?
- What else might your troop guide have been doing during this stage?

Possible answers include the following:

- Explain the value of the subject.
- Evaluate the skill level of the group.
- Assess previous knowledge of the subject.
- Catch the interest of and motivate learners.

(Slide #6)

Demonstrate

What happened during the **Demonstrate** phase?

Possible answers include the following:

- The facilitator shares information with and/or shows skills to the group.
- Individuals with previous knowledge of the subject may provide input or ask questions.

Optional follow-up question: What are some different ways to demonstrate? (*Possible Answers: lecture, video, game, role play, coaching*)

Toward the end of this phase, depending on the subject, the learners are likely to begin to try the skill and interact with each other and the teacher as they start to practice the skill. This leads right into the next phase.

(Slide #7)

Guide

Ask: What happens in the Guide phase?

Answers might include the following:

- The learners begin to try the skill.
- They may need support or coaching and guiding by the facilitator or other members of the group who have knowledge of the subject.



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This phase is an application attempt by the learners in which they gradually demonstrate the ability to do the skill unaided. For instance, they demonstrate they can tie the square knot without any help.

By the end of the Guide phase, both teacher and learners should be reasonably sure the skill has been learned.

(Slide #8)

Enable

- The Enable phase is the point at which a final evaluation takes place about the skill.
- The learner makes a judgment that he has learned the skill, shows that he or she has, and typically feels good about the new knowledge.
- The facilitator also determines that the skill has been learned and knows that the group members now have increased knowledge and skill in the subject area. This allows the facilitator to conclude that the group is more capable.

(Slide #9)

Tips and Techniques *(Optional content. Presenters may share if there is time to do so.)*

Because learning can be challenging, facilitators need to cover the nuances of this learning method.

- **Recycling:** During any phase of the EDGE method, if learning is not taking place, it may be necessary to move back a phase to do more practice or explain the skill more completely to the participants.
- **Continuous evaluation:** Ongoing by the learners and the facilitator as the group moves between the four phases.
- **Reverse the order:** The **Demonstrate** and **Explain** phases may work better in reverse order or by conducting them simultaneously.
- **Teachable moments:** Sometimes a learning opportunity arises which is not planned. If youth are putting up a tent incorrectly, it might be the time to use the EDGE method to teach them the skill again.
- **Questions:** Using questions throughout the EDGE process is valuable as it allows the group members to participate and helps everyone know who has expertise in this subject area.
- **Gauge your audience:** Using questions or a simple test at the beginning of the **Explain** phase may also avoid dragging the session out if it is apparent that the group is generally skilled or familiar with the subject.
- **Learning objectives:** This structure is crucial in establishing a standard against which to evaluate the success of the learning experience.
- **Re-order:** The four phases of the EDGE model do not have to be sequential and happen all in the same learning session. The **Explain** and **Demonstrate** stages might happen one day, but the **Guide** and **Enable** phases happen later, when there is a real-world opportunity to show the skill.



WOOD BADGE

Reflection

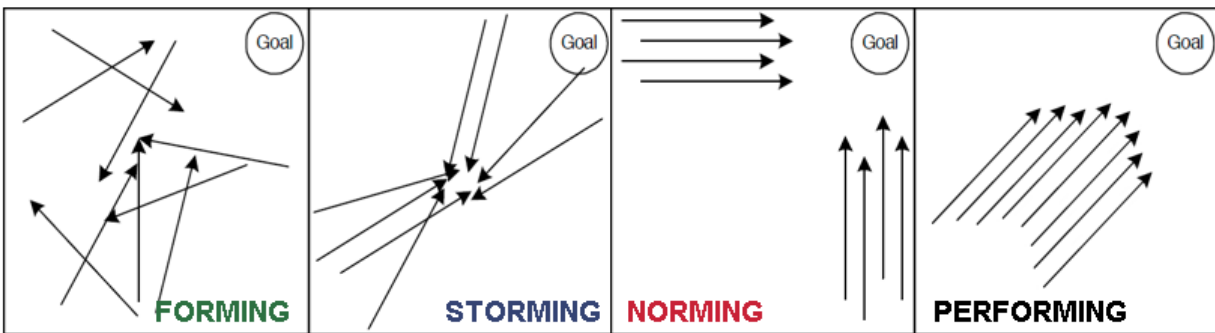
Ask them to write down one or two examples when they might use the EDGE method to teach new information or skills in their Scouting job. This could become a part of their ticket.

(Slide #10)

MODEL II: FOUR* STAGES OF TEAM DEVELOPMENT

This model describes typical stages of team development. Under this idea, teams often build their abilities and teamwork over time. A fifth Stage of Team Development, **Adjourning**, has been added to the first four (see below).

Stages of Team Development



(Slide #11)

Movie Clips—*Remember the Titans*

Note: Play all embedded video clips by clicking Play button on slide. Videos will play full-screen.

Example: We are now going to show you some clips from the film *Remember the Titans*. It is based on a true story from 1971. The details are:

- Alexandria, Virginia; 1971
- T.C. Williams High School
- Segregation is ending, and all students are going to one high school.
- Watch for differences in the stages of team development.

(Slides #12–#14)

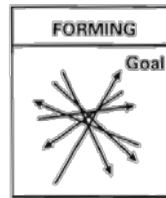
Stage 1: Forming

(Show Stage 1 clip and then review what it shows about a stage of team development.)

The group is getting to know each other, is reasonably cooperative and enthusiastic, but is not yet very skilled.



WOOD BADGE



(Slides #15–#17)

Stage 2: Storming

(Show Stage 2 clip and then review what it shows about a stage of team development.)

Roles are being explored, but perhaps everyone is not yet comfortable with the group. The group is experiencing less motivation or enthusiasm and probably a low set of skills.

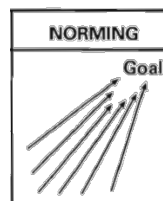


(Slides #18–#20)

Stage 3: Norming

(Show Stage 3 clip and then review what it shows about a stage of team development.)

The group is learning to work together, so enthusiasm is growing, and so is the skill set of the group.



(Slides #21–#23)

Stage 4: Performing

(Show Stage 4 clip and then review what it shows about a stage of team development.)

The group has both high motivation and high skills for the task at hand and is working together to achieve a goal or complete a task.



WOOD BADGE

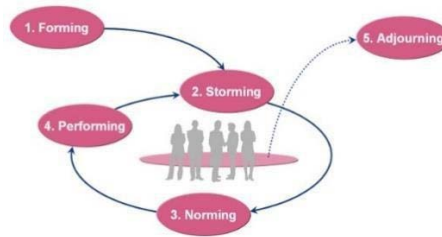


(Slide #24)

Stage 5: Adjourning

Adjourning is not an evolutionary phase as are Stages 1–4, but it's the final phase. The team will celebrate the completion of their task and have closure.

This is really seen with short-term, event- or project-like tasks in mind.



Ask: What are some examples of Scouting tasks that might end up in **adjourning**? (Allow for discussion. Possible examples would be camporee staff, blue and gold banquets, etc.)

Patrol Activity

Brainstorm: Now let's consider some Scouting examples of each of these phases.

- Assign two patrols each to consider the stages of forming, storming, norming and performing—e.g., Beaver and Bobwhites discuss **forming**; Eagles and Foxes discuss **storming**; Owls and Bears discuss **norming**; and Buffalos and Antelopes discuss **performing**.
- Each patrol has three minutes to come up with one example from Scouting that illustrates the stage assigned.
- Have each patrol share its example.

Ask: What are some variable factors that might influence a group to go from **performing** back to **storming** (or some other stage)? Accept answers from the troop, and look for the following responses (**Note:** Project Slide #25 once you start to get the responses you are looking for.)

- Skills the group needs for the task aren't there yet.
- The group's motivation and enthusiasm for the task have changed.
- Change happened, and they regressed.
- Resources for the task are being challenged (e.g., manpower, money, time).
- Current status of the group has regressed (e.g., tired, hungry, unhappy).

(Slide #26)



WOOD BADGE

Jobs of A Leader

Before we go on to discuss the third model, **Ask**: What are the “big rocks” of the leader job?

Wait for a response from the group. You are looking for the following answers:

- The task
- The group

You may need to lead the group to responses by further asking:

- Why are groups/teams formed? What do they need to do? (*Answer: Groups form to complete a mission or task.*)
- Beyond that, what is the other big focus of a leader? Who does the leader rely on to carry out the mission? (*Answer: The leader relies on the group or team.*)

MODEL III: SITUATIONAL LEADERSHIP

(Slide #27)

In the early 1960s, Robert Blake and Helen Mouton developed a precursor model to our next leadership focus. They called it the **Managerial Grid** and said all leaders must focus on

- the task (often called **directive behavior**); and
- the group (referred to as **supportive behavior**).

Later Paul Hersey and Ken Blanchard suggested a more sophisticated model that they called **situational leadership**. It was based on two variables:

- the **skill** of the group for the current task; and
- the **will** (motivation or enthusiasm) for the current task.

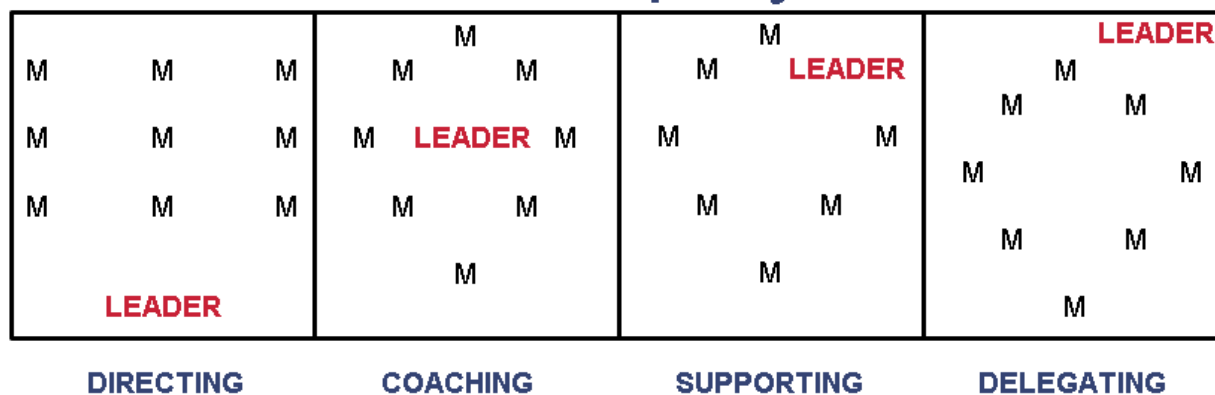
Because several of these authors and leadership experts wrote about and used different names to describe their various methodologies, we now refer to this approach as simply “Leadership Styles” and we’ve merged them all together in a simple chart, which I will share with you shortly.

(Slide #28)



Here is what their model looks like:

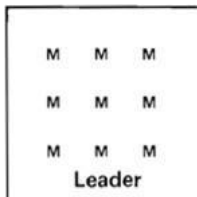
Leadership Styles



Note that the model ranges from left to right.

Stage 1: The first behavior is called **directing**:

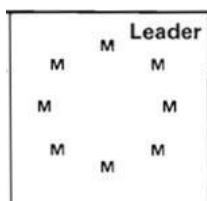
- This is something we are all familiar with.
- There are times when the leader must give strong direction due to health and safety considerations or lack of skill or motivation by his group.



DIRECTING

Stage 4: Now note that the final stage, on the far right, is **delegating**. This, too, is behavior that we all understand.

- Good leaders use their time wisely by giving up authority to their group when it is clear they are well trained and motivated to carry out the task.



DELEGATING

Ask: Do we all understand the difference between authority and responsibility? What do you think is the difference? (*Accept input from the group.*)



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Leaders inherently bear responsibilities in their jobs to carry it out **and** the authority from their superiors to do so.

- A leader is always held accountable. If you do the job well, you get a lot of the credit. If you do it poorly, you are probably going to be judged accordingly. But in either case, the leader is always responsible.
- Authority, however, is something the leader can delegate. So, if your group is skilled and motivated to carry out the current task, then the good leader will delegate the task to the group and not micromanage them when they are perfectly capable of doing the job.

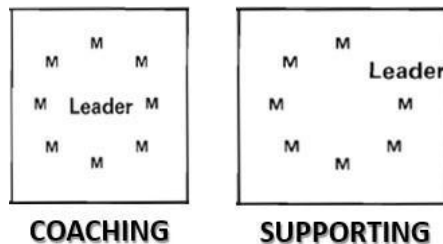
Stages 2 and 3—the ones between **directing** and **delegating**

This is the part of leadership that is difficult and is often more of an art.

- It is based on experience and style.

Ask: When should you use the **coaching** style? (*Answer: Employ coaching when the group is somewhat capable but still closer to the “needs **directing**” than it is to **delegating**.*)

Ask: When should the **supporting** stage be used? (*Answer: Use supporting when the group is getting close to the **delegating** stage but is not quite there yet.*)



The leader should evaluate and determine when **directing** is appropriate and when **delegating** is appropriate. The decision is based on the following question:

How much authority does the leader feel he or she is ready to give to the group?

- If it is not much, then the leader is still close to directing.
- If the leader is getting close to delegating, then he is probably doing more of what we would call supporting.

Incorporating the Stages of the Team Development Model and the Leadership Styles Model together into a new Chart

(Slide #29)

Now we have looked at three models, Let's see how the last two models might work together. We will compare the four evolutionary stages of team development to the leadership styles.



WOOD BADGE

Ask: Do you suppose they might fit together?

Ask: **Forming** might match with which leadership style? (Answer: **Directing**)

Ask: **Storming** might match with which? (Answer: **Coaching**)

Ask: **Norming** would need which style to succeed? (Answer: **Supporting**) And finally,





Ask: **Performing** would find the leader using which style? (Answer: **Delegating**)

Note: Distribute the chart and review it for individual and team development in detail, as follows:

(Slide #30)

Let's look at one way to see the models together. Note that the position of the leader is different in each stage.

Develop Individuals and Teams

Stages of Team Development by Bruce Tuckman (1965) Phases most teams experience to grow, face challenges, tackle problems, find solutions, plan work, and deliver results	Forming "Pick-up Sticks" 	Storming "At Odds" 	Norming "Coming Around" 	Performing "As One" 	Adjourning/ Celebrating Success
Leadership Styles Based on work by Fiedler, Blake/Mouton, and situational leadership by Hersey/Blanchard (approximately 1958 to present)	Directing Low Competence High Commitment	Coaching Some Competence Low Commitment	Supporting Rising Competence Variable Commitment	Delegating High Competence High Commitment	"Different strokes for the same folks!"
Competence (Skill) The measure of a person's or team's knowledge, training, skills, education and experience	High Not ready Low			High Ready Low	Selecting a Leadership Style Step 1: Determine the leader or team, and the task to be accomplished. Step 2: Determine the (readiness) level of the individual and/or team, based on competence (skill) and commitment (will). Step 3: Determine and use the leadership style that best matches the individual and/or team needs in that time and circumstance. Repeat the process as time and circumstances evolve.
Commitment (Will) The person's or team's attitude, motivation, or level of confidence	High Low			High Low	
Descriptions of Leadership Styles "Understanding how individuals and teams develop can help leaders match their leadership style to best meet the needs of those they serve."	Telling Explaining Establishing Leaders provide specific instructions, what must be done, how to do it, what success looks like and closely supervise performance.	Selling Demonstrating Persuading Leaders clarify decisions, answer questions, show how, and model the expected task and/or behavior.	Participating Guiding Collaborating Leaders allow follower(s) the opportunity to act on their own. Share ideas, offer support, and facilitate decisions if needed.	Monitoring Enabling Fulfilling Leaders empower followers with responsibility for the task, and turn over accountability for decisions and implementation.	

The model combines the **Stages of Team Development** and **Leadership Styles** into one chart, including Explain, Demonstrate, Guide and Enable (EDGE). Note the following steps in selecting the appropriate leadership style.



WOOD BADGE

Selecting a Leadership Style

- **Step 1:** Determine the leader or team and the task to be accomplished.
- **Step 2:** Determine the (readiness) level of the individual and/or team, based on competence (skill) and commitment (will).
- **Step 3:** Determine and use the leadership style that best matches the individual and/or team needs in that time and circumstance.
- Repeat the process as time and circumstances evolve.

Note: Ask for and answer any questions about the chart, including the rows on “skill” and “will.”

(Slide #30)

Summary

- All leaders must be teachers, and incorporating the Teaching EDGE style helps in that objective.
- All teams typically go through five stages of team development.
- Observing team behavior—skill and will—provides clues about the stage a team is experiencing.
- Leadership styles (directing, coaching, supporting, and delegating) can be matched to the stage of team development.
- When coaching youth leaders, use the Teaching EDGE (explain, demonstrate, guide, and enable) method for teaching or imparting a skill.

(Slide #31)

Conclusion

Our first chief Scout executive, James E. West, is quoted as once having answered the question “What are the three most important things we need to do to succeed in Scouting?” with “Training, training, training.” That is why you are here taking Wood Badge.

The better we are at leading and guiding our youth members in leadership, the more they will grow in character, leadership, citizenship, and personal fitness.

Like the tool for this presentation—the tire iron—leaders of teams need to know how to match their leadership style to the different situations the team faces. Understanding your group and using an appropriate leadership style for its current task or challenge will help ensure that our youth are prepared to lead our communities and our nation in the future. Effective leaders understand the four stages of team development: forming, storming, norming and performing. Understanding the stages of team development enables effective leaders to tailor their leadership styles and teaching methods to each stage.

Direct participants to the Lesson Summary handout.



Additional Support for Presenters on “Leadership Styles”

Background Information for Session: Develop Individuals and Teams

In this presentation, Wood Badge is using the term “leadership styles” to describe how a leader might have best success in working with a group by adjusting the leadership style being utilized, depending on the task at hand and the needs of the group being led.

This is not new to Wood Badge. Beginning with the Leadership Development (LD) Wood Badge of the early 1970s, and continuing with Wood Badge for the 21st Century, lesson plans for the course have included adjusting one’s leadership style to best meet the needs of an individual or a group in a given situation.

Background

The study of leadership styles in the academic world can be traced to the late 1950s and early 1960s. These early theories were often called “contingency” theories of leadership. Fred Fiedler, a leading researcher in industrial and organizational psychology, helped pioneer and move the research from traits and personal characteristics of leaders, to leadership styles and behaviors.

By 1964, Robert Blake and Helen Mouton had published their Managerial Grid, which asserted that leaders focus on two main things: the goal or task, and the relationships within the group. Sometimes a heavy focus on task is clearly needed, and other times support of the group is more important. Most leaders strive to achieve a healthy balance between the two—the task and the group.

Psychologist Bruce Tuckman first came up with the memorable phrase “forming, storming, norming, and performing” to describe the stages of team development in his 1965 article, “Developmental Sequence in Small Groups.” Tuckman used it to describe the stages that most teams follow on their way to developing “high” performance. Later, he added a fifth stage, adjourning.*

There is evidence that the BSA LD experimental courses (held in five councils, one per year from 1967 to 1972) first started considering the notion of “sharing leadership” as a topic in the LD Wood Badge of the early 1970s, when it was called “Styles of Leadership” and consisted of five styles—telling, persuading, consulting, delegating, and joining.

In developing the LD curriculum, several models by writers on leadership were considered for possible use, as documented in a chart in the Administrative Guide of that time comparing Wood Badge to existing courses such as those offered by the American Management Association. Beginning in 1973, those models touched on included

- Warren H. Schmidt and Robert Tannenbaum’s “leadership continuum”;
- Kurt Lewin’s “change management theory”;
- Abraham Maslow’s “hierarchy of needs”;
- Douglas McGregor’s “theory X and theory Y”;
- Carl Rogers’ and Richard E. Farson’s “active listening”; and
- Robert Blake’s and Jane Mouton’s “managerial grid.”



WOOD BADGE

The BSA first used the Hersey/Blanchard (H/B) Situational Leadership Model with professional Scouters in coursework at the BSA's Center for Professional Development in the 1980s and early 1990s using the terms directing, coaching, supporting, and delegating.* This model took shape as part of the research Hersey and Blanchard did for their book "Management of Organizational Behavior," published in 1969.

Scouts and Scouters attending the Order of the Arrow's National Leadership Seminar were exposed to this model starting in 1993, well before its roll-out in 21st Century Wood Badge. Today, situational leadership is arguably the most recognized, utilized, and effective leadership and influence tool in the history of the behavioral sciences.

The situational leadership model was licensed for use in the first few years of the Wood Badge for the 21st Century course as well, before the introduction of the BSA's "Leading EDGE" concept and its related terms: explain, demonstrate, guide, and enable.*

Use of "Leadership Styles"

Most successful leaders today find effective ways to use different styles in leading and guiding an individual (or a group), based on the competence (skill) and commitment (will) of an individual (or a group) for the current task. If the individual or group has a high skill level and enthusiasm for the task due to previous experience, then the leader will probably delegate most of the task to them without close oversight. If, on the other hand, the leader recognizes that the task is an unfamiliar one to the individual or group, and the group is not highly motivated, the leader will likely provide closer direction and oversight to the individual or the group.

Between these two styles—directing and delegating—a leader must decide when to give up some authority. The leader who is not sure about the skill and motivation level of an individual or a team will err initially on the side of giving up only a little authority and use a style best referred to as coaching or guiding. At this point the individual or group is not very competent or committed.

As the individual or group develops and acquires more skill and more confidence, the leader should give the individual or group more authority to carry out the work. At this stage of development, the individual or group is entering a state of harmony, or norming. This most appropriate leadership style for this stage is supporting.

Summary

These four leadership styles—directing, coaching, supporting and delegating—match nicely with the Stages of Team Development wherein the group at first is less skilled and goes through some development until reaching full competence.

With the pursuit of competence (skill), practice and experience eventually pay off. The more you have, the better you do.

With commitment (will), it does not work that way. Enthusiasm typically wanes a bit once learners realize that not everything comes easily. Learners must stick with a task long enough to become proficient at it to finally succeed.



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The steps for leaders to follow in assessing the competence (skill) and commitment (will) of the follower or group and the leadership style best suited for their stage of development is shown on the four columns on the accompanying chart entitled “Develop Individuals and Teams.”

** See Wood Badge chart entitled “Develop Individuals and Teams”*



Day Two: Retire Colors/Flag Ceremony

Time Allowed

10 Minutes

Teaching Format

Patrol activity

Learning Objectives

As a result of the session, the patrol members should be able to do the following:

1. Formulate a simple process for retiring the flags of the day.
2. Demonstrate a simple flag retirement ceremony.

The patrol leader of the Day Two Program Patrol will facilitate the retiring of the colors. This is a patrol activity, not one for the total troop. The retiring of the colors (American flag, Troop 1 flag, and historic flag) should be simple and patriotic. Participants should be instructed to salute as the American flag is lowered.

Materials Needed

- American Flag
- Troop 1 Flag
- Historic Flag

Recommended Presenter

Patrol leader of the program patrol

Recommended Location

Gilwell Field



Day Two: Leadership Connections 2

Time Allowed

15 Minutes

Teaching Format

Patrol Discussion

Learning Objectives

As a result of this discussion, each participant should be able to do the following:

1. Discover that effective leadership is developed through a sequence of learning skills.
2. Evaluate the connection between the sequential leadership competencies and the course themes.

Materials Needed

None

Recommended Presenter

Troop guide

Recommended Location

This leadership connection follows the troop presentation “Develop Individuals and Teams.” Since there is no break before this presentation, this leadership connection should be held at the patrol tables in the troop learning area.

Course Connections

Key Wood Badge Themes	Connecting; Guiding
Connections to Other Sessions	Plan with a Bias for Action; Develop Individuals and Teams

PRESENTATION OUTLINE

Notes

This conversation should connect the leadership competencies received thus far without summarizing the presentations.



WOOD BADGE

Setting the Stage

Review the “Rules of the Leadership Connections”:

- Speaking is optional, listening is encouraged, but independent thinking is essential.
- Be respectful of others.
- Disagreements are OK.
- Different opinions enrich the discussion.

Where Are We?

Under the theme of **Growing**, we have discussed “Drive Vision, Mission, and Values” and “Know Thyself.” The theme of **Connecting** is reflected in our discussions of “Include and Optimize Diverse Talent,” “Communicate Effectively,” and “Learn to Listen, Listen to Learn.” Within the theme of **Guiding**, we learned about “Plan with a Bias for Action” and “Develop Individuals and Teams,” which includes a discussion of situational leadership.

The Questions

- **Can you see a sequence to the leadership competencies?**

The sequence to the leadership competencies is:

1. *Leading one’s self (using “Know Thyself” and “Drive Vision, Mission, and Values”); to*
2. *Leading others (using skills of “Communicate Effectively,” “Learn to Listen, Listen to Learn,” “Include and Optimize Diverse Talent,” and “Plan with a Bias for Action”); to*
3. *Understanding how individuals and teams develop (using “Develop Individuals and Teams”).*

- **How do these sequential leadership skills relate to the Wood Badge course themes?**

The sequential leadership skills relate to the following Wood Badge course themes:

- **Growing** (which includes “Know Thyself” and “Drive Vision, Mission, and Values”)
- **Connecting** (which includes “Communicate Effectively,” “Learn to Listen, Listen to Learn,” and “Include and Optimize Diverse Talent”)
- **Guiding** (which includes “Plan with a Bias for Action” and “Develop Individuals and Teams”)

Summary/Conclusion

Effective leadership is based on a personal vision. Effective leadership begins with learning to lead yourself and develops as you learn to lead others. Learning to lead others requires us to learn how individuals and teams develop.



Day Two: Know the Territory

Time Allowed

50 Minutes (**Part 1:** 30 minutes; **Part 2:** 20 minutes)

Teaching Format

Troop activity followed by a group discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Review and identify key facts about the various programs of the BSA.
2. Correlate the BSA mission with the values-based product that is the Scouting program.
3. Explore how Scouting and personal values relate to leadership success.
4. Have fun!

Materials Needed

Each round has specific requirements. Refer to the individual descriptions below. In addition, the following materials will be needed:

- PowerPoint slides with embedded video clips and projector
 - Video clip: *The Music Man* (embedded in PPT and provided as MP4)
 - Video clip: *One Human Family, Food for All* (embedded in PPT and provided as MP4)
- A stopwatch or other timing device
- A flip chart or board to record the scores for each round
- Round 1: Method Madness Game Cards (*Appendix: one set per patrol*)
- Round 2: Merit Badge Mix-up Game Cards (*Appendix: one set per patrol*)
- Round 3: Lightning Round Answer Sheets (*Appendix: one set per patrol*)
- Round 4: Marble Movers supplies (*preparation instructions in Appendix*)
- Round 5: Extreme Tic-Tac-Toe Blank Sheets (*Appendix: three sets per participant*)
- Round 6: The Buildup supplies (*20 cups per patrol*)
- Know the Territory—Summary (*Appendix: one per Participant Notebook*)
- Tool: Compass

Recommended Presenter

This presentation should be delivered by members of the Wood Badge staff.

Recommended Location

The troop hall or other indoor location with sufficient space for the activities



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Course Connections

Key Wood Badge Themes	Living the Values
Connections to Other Sessions	Drive Vision, Mission and Values; Know Thyself

PRESENTATION OUTLINE

Part 1: The Game Show (30 min)

Introduction

This session is delivered in a game show format.

(Slide #2)

Facilitator may wish to start the session using the “Know the Territory” video clip from *The Music Man* (1962). The facilitator (game host) must keep the pace quick and energetic for the session to be most successful.

The game consists of six rounds of approximately five minutes each, followed by a 15–20-minute discussion. This is an experiential learning activity. The first three rounds plus the scorekeeping should create an atmosphere of a competitive game. The last three rounds create opportunities for the participants to apply their ethical values (their moral compass) to the challenges presented. In each round, participants have the choice to cooperate—“to help other people at all times” and in doing so earn more points for their team—or not. The host and other staff members should allow participants to fully experience the activity without giving hints or guidance beyond the parameters provided. The debrief provides an opportunity for participants to explore how they addressed each round of the game and reflect on how their behavior relates to their own ethical values as well as the values of Scouting. The host should keep the debrief a positive experience and use a non-judgmental manner to avoid having anyone feel bad about their actions.

It is likely that the competitive spirit fostered earlier in the day will come out during the game. Staff should neither encourage nor discourage a competitive spirit, as this will help emphasize the learning points later. The debrief will stress cooperation over competition. Although points are recorded, the facilitator and staff should avoid references to “winning.”

To avoid confusion, and delays between rounds, staff should practice each of the games during staff development and be familiar with the rules and setup for each round. Troop guides should be ready to assist the host with a fast-paced setup of materials for each round.

At the start of the game, patrols may be encouraged to show their enthusiasm with a patrol cheer. The cheers should be revisited periodically throughout the game to keep the energy high.

The Facilitator: The host will introduce each round and explain the rules for that round. Allow each round to take its natural course. The learning points will be drawn out at the end.



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Keep it fast-paced, light-hearted and fun. At the conclusion of Round 6, the host will lead the group discussion.

Scorekeeper: The scorekeeper will be the official timer for each round and may keep track of the score. Alternatively, patrols may be asked to keep track of their own scores. The scorekeeper will assist the host in keeping the pace of the game moving but will not emphasize the ranking of scores.

Troop Guides: Troop guides should assist the host in distributing materials, setting up each round, and adding patrol scores for each round.

The Game

There are six rounds of play. Each round should take about five minutes. The facilitator/host should deliver specific instructions for each round. If questions are asked, repeat the original instructions. The objective is for patrols to reach their own solution to these activities. At the end of each round, the scorekeeper (with the assistance of troop guides) may tally and report the scores. The debrief at the end will explore the dynamics of the game.

The first three rounds are intended to be played quickly with minimal delay between rounds. The last three rounds may take a little longer to set up and play, but the overall pace of each round should be kept quick and energetic.

(Slide #3)

Round 1: Method Madness

This round is played with the whole patrol. Patrols will have one minute to correctly match the methods of each of the three Scouting programs (Cub Scouting, Scouts BSA, and Venturing) to its respective program.

Equipment

- 1 set of cards containing the methods of Cub Scouting, Scouts BSA, and Venturing (one method per card) for each patrol. Cards should be shuffled together and not easily identified with the program they belong to.
- 3 additional cards with the headings “Cub Scouting,” “Scouts BSA,” and “Venturing” for each patrol.

Setup

Place each deck face down on each patrol’s table. Place the three heading cards face up on the table.

Objectives and Scoring

At the appropriate starting signal, patrols have one minute to organize the method cards under their appropriate headings. They will receive one point for each correctly matched card. Troop guides may help tally scores for their patrols and report scores to the scorekeeper.



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Methods of Scouting by Program:

Cub Scouting <i>(Slide #4)</i>	Scouts BSA <i>(Slide #5)</i>	Venturing <i>(Slide #6)</i>
Ideals	Ideals	Ideals
The den	Patrols	Group identity
Advancement	Advancement	Recognition
Family involvement	Adult association	Adult association
Activities	Outdoor programs	Group activities and adventure
Serving the neighborhood	Personal growth	Service
Uniform	Leadership development	Leadership and mentoring
	Uniform	

(Slide #7)

Round 2: Merit Badge Mix-up

This round is played with the whole patrol. Patrols will have one minute to correctly identify as many merit badges as possible.

Equipment

- 1 deck of 135 merit badge patch cards
- 1 deck of 135 merit badge name cards

Instructor Preparations

Divide the merit badge patch image cards and their corresponding name cards evenly between the patrols. Leftover cards may be set aside.

# Patrols	# Cards per Patrol
8	16
7	19
6	22

Objectives and Scoring

Patrols will have one minute to correctly match the merit badge patch image with the correct merit badge name and will receive one point for each correct match. Troop guides may help tally scores for their patrols and report scores to the scorekeeper.

(Slide #8)



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Round 3: Lightning Round

All members of the patrol will participate in this round. Patrols will have one minute to list as many items as possible in the categories provided.

Equipment

- 3 answer sheets for each patrol.

Setup

None

Objectives and Scoring

- The presenter will present each question below, one at a time. Patrols will have one minute to list as many answers as possible.
- At the end of one minute, the presenter will reveal the next question. The presenter should be punctual and reveal the next question at exactly the one-minute mark. Answers will be revealed at the end of the round after all three questions have been answered.
- Patrols will receive one point for each correct item. Troop guides may assist patrols to tally scores.

Questions

(Slide #9)

Question 1: What are the nine Webelos and Arrow of Light required adventures?

(Slide #10)

Question 2: What are the ten Venturing Youth Awards?

(Slide #11)

Question 3: What are the nine positions that make up the Key 3 in the unit, district, and council?

Note: The host will reveal the answers to the questions only after all answer sheets have been collected.



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Answers

(Slide #12)

Question 1: What are the nine Webelos and Arrow of Light required adventures?

- | | |
|-----------------------------|----------------------------|
| 1. Cast Iron Chef | 6. Building a Better World |
| 2. Duty to God and You | 7. Duty to God in Action |
| 3. First Responder | 8. Outdoor Adventurer |
| 4. Stronger, Faster, Higher | 9. Scouting Adventure |
| 5. Webelos Walkabout | |

(Slide #13)

Question 2: What are the ten Venturing Youth Awards?

- | | |
|---------------------|--------------------------------|
| 1. Venturing Award | 6. TRUST Award |
| 2. Discovery Award | 7. Ranger Award |
| 3. Pathfinder Award | 8. NOVA Award |
| 4. Summit Award | 9. Venturing Leadership Award |
| 5. Quest Award | 10. Unit Leader Award of Merit |

(Slide #14)

Question 3: What are the nine positions that make up the Key 3 in the unit, district, and council?

- | | |
|--|-------------------------|
| 1. Chartered Organization Representative | 6. District Executive |
| 2. Unit Committee Chair | 7. Council President |
| 3. Unit Leader | 8. Council Commissioner |
| 4. District Chair | 9. Scout Executive |
| 5. District Commissioner | |

(Slide #15)



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Round 4: Marble Movers

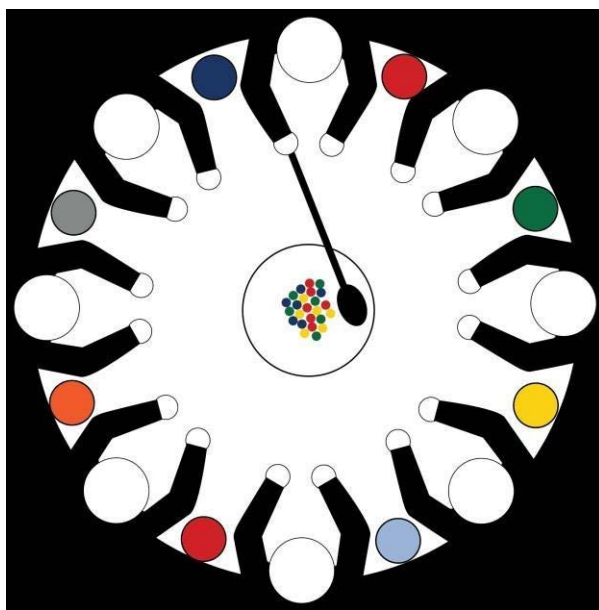
For this round, patrol leaders will play for their patrols. Players will have two minutes to get as many marbles as possible into their cups.

Equipment

- Large round table (or add large round table top over rectangle table)
- At least 80 marbles or gumballs
- 1 “marble mover” for each player—a 3-foot long, 1/4-inch wooden dowel with a metal spoon taped to one end, and a tape mark 3 inches from the opposite end (see *Appendix for assembly instructions*)
- 1 small bowl or cup for each player
- 1 large bowl or platter with a low lip

Instructor Preparations

Place the large bowl in the center of the round table top and fill it with marbles. Players sit in a circle with the front of their torsos against the table and elbows kept alongside their torsos. They must stay in that spot throughout the activity. Each player will place a cup or small bowl near the side of his or her chest on the same side as the hand with which they will hold the marble mover (i.e., if they’re left handed, the cup will be placed on their left side).



Objectives and Scoring

Deliver the following instructions to patrols and players:

“There will be one timeout called during this game. Patrol members should observe the game and come up with alternative strategies to share with their patrol leaders during the timeout. Players, holding the marble mover with only one hand—which must remain behind the tape mark—you will have two minutes to gather as many marbles as possible with the spoon and place the marbles in the cup (or bowl).”

Note: *The host and staff should avoid saying “your” cup.*

- Patrols will receive one point for each marble in the cup (or bowl). Troop guides may help tally scores for their patrols.

It is likely that the initial attempts will be less successful, and the patrol leaders may not figure out the cooperative nature of the game. If any patrol leaders have not figured out a cooperative strategy on their own, the facilitator should call a timeout and give



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patrol leaders one minute to consult with their patrols about alternative strategies to come up with a more successful outcome.

At the conclusion of Round 4, acknowledge and commend any patrols who figured out that assisting each other and working together to serve each other was more effective than working alone. This should be a brief acknowledgment; don't dwell on it too long. The idea is to provide a subtle hint to the patrols before the last two rounds.

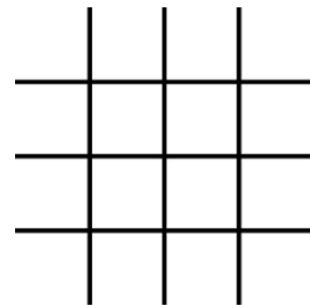
(Slide #16)

Round 5: Extreme Tic-Tac-Toe

This game illustrates how cooperation can create wins for everybody. Participants will likely play very competitively at first, but they may eventually realize that they can earn more points when they cooperate. Participants will pair off with a member of another patrol to play Extreme Tic-Tac-Toe.

Equipment

- Extreme Tic-Tac-Toe game board
 - Each game board contains four Extreme Tic-Tac-Toe 4 x 4 square grids.
 - Provide 3–4 game board pages for each pair of players. Have extra pages on hand.



Setup

Host should pair patrols in advance and allow patrol leaders to take charge of their patrols. Patrol leaders should coordinate pairing patrol members with members from the other patrol. This pairing should be done quickly. It doesn't make any difference who the pairs are as long as every patrol member has a partner. If there is an odd number of patrol members, a troop guide may be used to balance the pairs. Each pairing will remain the same for the duration of Round 5.

Objectives and Scoring

This round consists of three one-minute games of Extreme Tic-Tac-Toe, which is played similarly to the standard tic-tac-toe except on a 4 x 4 square grid instead of the usual 3 x 3 square grid. Players will mark each square with an "X" or an "O." The objective is to earn as many points as possible for your team. Every four-in-a-row that a player achieves earns one point for their patrol. Troop guides may assist in tallying scores.

Game 1: Start right away. Play as many games of Extreme Tic-Tac-Toe as possible in 60 seconds. Players will score one point for their patrol for every four-in-a-row they achieve.

Game 2: Allow 30 seconds for pairs to strategize. Play as many games of Extreme Tic-Tac-Toe as possible in 60 seconds. Players will score one point for their patrol for every four-in-a-row they achieve.

Game 3: Allow 30 seconds for pairs to strategize. Play as many games of Extreme Tic-Tac-Toe as possible in 60 seconds. Players will score one point for their patrol for every four-in-a-row they achieve.



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At the end of three rounds of game play, tally and report the scores accumulated for each patrol. At the end of Round 5, players should return to their own patrols.

(Slide #17)

Round 6: The Buildup (3 min)

For this round, all patrol members may participate. The objective is to build the tallest tower of stacked cups.

Equipment

- 20 paper or plastic cups (any size) per patrol

Setup

Give each patrol a set of 20 cups. Each patrol will require a flat, level surface (tabletop or floor will work) on which to build its tower.

Objectives and Scoring

- Patrols have three minutes to build the tallest tower possible. No other materials may be used.
- Patrols will be awarded five points per level.

At the conclusion of Round 6, the host can review the scores and then move into the debrief.

Part 2: The Debrief (20 min)

(Slide #18)

The debrief is a critical part of this activity. It serves to guide the participants to the learning objectives. The debrief should be a moderated, participatory, guided, self-discovery. It should not be a lecture. The host should use leading questions and open discussion to draw out the learning points. The host will also need to keep the discussion moving to keep the session within its allotted time. Participants may draw many conclusions from this activity, and that's OK. There are two key messages that must be conveyed through the debrief:

1. While being knowledgeable about the program is important, a leader who really “knows the territory” also understands that the bigger picture—the values-based BSA mission—is at the heart of everything we do.
2. At the heart of the concept of servant leadership is the Scouting ideal to “Help other people at all times.”

Setting the Stage

Tell participants: “In Wood Badge, we don’t do anything, including play games, without a reason. Having fun is always a good reason, but, in the limited time we have together, we must use these opportunities to illustrate the leadership skills that we hope you will be able to apply in your service to Scouting. So, we’re going to spend a few minutes



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talking about this activity in the context of how we make decisions and how we may choose to serve others.”

To Compete or Not to Compete? That is the question.

Note: Guide the participants in exploring their perceptions of the activity.

- Was this activity a competition? The first three rounds may have suggested that it was. It certainly has all the elements of a competitive environment: challenges, scores, and time limits.
- Did anyone ever say that patrols were competing against each other? Did any patrols assume that they were competing?
- Discuss Rounds 4–6 (**Note:** You are particularly trying to draw out the following points, but the group may have insight into other dynamics that happened during play):
 - Did this sense of competition continue through Rounds 4, 5 and 6?
 - **Marble Movers:** Did the patrols work together to mutual benefit or was everyone looking out for their own scores? The activity is very difficult to accomplish if you look only to your personal gain. When the teams serve one another, deposit marbles in another team’s bowl, and work together, everyone can realize significant gains.

(Slide #19)

- Show video clip: *One Human Family, Food for All*. **Note:** Click Play button on slide to show video clip full screen.
- **Extreme Tic-Tac-Toe:** Points are awarded for each four-in-a-row that a player achieves. What did you do to get more points? For each game played, was there a winner and loser? Did there need to be? Was that part of the instructions, or did you just assume that it was competitive? When we work together and serve one another, everyone can realize significant gains.
- **The Buildup:** The instructions were to build the tallest tower of stacked cups. Did you build individual patrol towers, or did you collaborate as a collective “we” to build a tall tower? Did anyone realize that was an option? Did they speak up? If not, why? Did they offer to help another team?

These are all simple activities that asked participants to make quick decisions in an environment that seemed to be competitive.

Ask: “Was it competitive? Did you spot the opportunity to serve others and work together to succeed together?”



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Ask: “Have you ever found yourself in a situation that seemed competitive but really wasn’t? At work, in Scouting, among family or friends? How does your perception of those situations affect how you react to, and interact with, others?”

The first three rounds explore some of the things we expect leaders in Scouting to know about: awards, uniforms, the methods we use. But it is important to recognize that these are tools in service of a greater goal. “Knowing the Territory” doesn’t just mean memorizing all the merit badges or having the sharpest uniform. It’s one step beyond. Leaders who really “Know the Territory” understand, and always remember, that our mission is at the core of everything we do. Everything we do is in support of that mission.

(Slide #20)

Remind participants of the mission of the Boy Scouts of America: “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.”

Let’s Talk About Ethics

The mission talks about “ethical choices?” What are ethics?

According to Merriam-Webster, here is how ethics is defined:

ethics:

1. *the discipline dealing with what is good and bad and with moral duty and obligation*
 2.
 - a. *a set of moral principles; a theory or system of moral values*
 - b. *the principles of conduct governing an individual or a group*
 - c. *a guiding philosophy*
 - d. *a consciousness of moral importance*
-

Codes of ethics or codes of conduct are often used to enumerate the values of an organization.

What’s the major difference between ethics and rules? Rules, laws, and regulations are externally enforced. We obey them because there is some external penalty for disobeying. Ethics are internally enforced. We abide by them because we **believe** it is the right thing to do.

On the first day of this course, participants were asked to identify those values that they most closely identify with. We also discussed how those values are critical in forming our personal vision and mission. Think back to those values that you identified with. Were you applying those values as you played these games tonight?

(Slide #21)



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In the Boy Scouts of America, we have a code of ethics, a set of moral principles that guide our conduct. We call it the Scout Oath and Law. How do the values enumerated in the Scout Oath and Law align with the values you most identified with (i.e., your moral compass)?

We make decisions every day, in all sorts of situations. Many of those decisions are made under pressure of deadlines (time limits) or a demand for results (scoring points). Our values equip us with tools to help evaluate whether we're making the right decisions.

Under pressure to win, or deliver results, or meet a deadline, we may be tempted to take a shortcut, to compromise our values for a short-term benefit. That's normal human nature. We need to learn to recognize that temptation when we encounter it. If we compromise our values, we can lose the trust and confidence of those we lead. Without trust, leaders can't lead for very long. Once lost, trust is **very** difficult to regain.

Conclusion

As leaders, we have the unique opportunity to set the best example we can for those we lead and others who may be watching us. As leaders in Scouting, we have a particular responsibility to give our young people an example by which to set their own moral compass to guide them in the future.

The tool for this session is a compass. Baden-Powell borrowed the *fleur-de-lis*, as the emblem of Scouting, from the compass rose, where it was used to indicate north and to help navigators find the right direction. Similarly, the Scout Oath and Law help provide direction in our lives. When we really **understand the mission of Scouting**, when we truly **know the territory**, we realize that everything we do comes back to the Scout Oath and Law. We remember that, as leaders, how we embody those values, the example we set, is the moral compass that helps those we serve to find and stay on the right path.

The best way to do that is to put others first—the group, the team, those we lead. Leaders are the servants of those they lead. The Scout Oath puts it simply: "To help other people at all times." The best leaders know this.



WOOD BADGE

Day Two: Troop Campfire

Time Allowed

50 Minutes

Teaching Format

Troop presentations and activity

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Demonstrate ways to present an appropriate and fun campfire program.
2. Have fun!

Materials Needed

- Campfire Program Planner (*Appendix: see session 1_15*)
- Campfire Program Options (*Appendix: see session 1_15*)

Recommended Presenter

Day Two's program patrol facilitates the campfire program.

Recommended Location

An outdoor campfire setting is ideal, but the program can be conducted in any group setting large enough to accommodate all participants and staff comfortably. A fire is not essential to the success of the program. Where building a fire is appropriate, a wood fire can provide atmosphere.

Course Connections

Key Wood Badge Themes	Living the Values; Connecting
Connections to Other Sessions	Plan with a Bias for Action

PRESENTATION OUTLINE

Note: *Patrols should use time during the day to prepare the patrol to participate in the evening campfire.*

The troop campfire program takes place at the end of Day Two, after participants have been organized as patrols in Troop 1. It is intended to model a simple Scouts BSA campfire program. It is planned and coordinated by the Day Two program patrol, which coordinates the skits, songs, and run-ons with each patrol earlier in the day to ensure that the Scouts (participants) are prepared to perform in the campfire program.



Day Three: Breakfast Assessment

Time Allowed

10 Minutes

Learning Objectives

By the end of breakfast, each participant should be able to do the following:

1. Discuss how their patrol is doing as a team.
2. Evaluate what went well and what could improve.

During the patrol meeting section of the Day Two troop meeting, 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 to evaluate 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 as patrols become accustomed to completing self-assessments, the troop guide’s role in this regard will diminish.

Materials Needed

- Day Three Start, Stop, Continue Worksheet (*Appendix: one per Patrol Leader Notebook*)



WOOD BADGE

Day Three: Gilwell Field Assembly

Time Allowed

15 Minutes

Teaching Format

Troop assembly, preferably outdoors

Learning Objectives

As a result of this session, each participant should be able to:

1. Understand the significance of the Gilwell Field assembly as the opening for each day of a Wood Badge course.
2. Recognize that the senior patrol leader is leading the troop, sharing information, and is conducting an informal survey of group morale.
3. Identify the change of responsibilities for service and program patrols as a part of the rotation of patrol leadership.
4. Recognize that the gathering of Troop 1, together with identifiable patrols, sets the tone for the events of the day.

Materials Needed

- Day Three Gilwell Field Assembly Agenda (*Appendix*)
- System for flying flags at Gilwell Field
- American flag
- Gilwell Troop 1 flag
- Historic American flag (Star-Spangled Banner)
- Historic flag reading (*Songbook*)
- Safety Moment—<https://www.scouting.org/health-and-safety/safety-moments/>

Recommended Presenter

The troop's senior patrol leader and Scoutmaster facilitate the Day Three Gilwell Field assembly.

Recommended Location

On Day Three, the setting for the Gilwell Field assembly will be the same area used on Days One and Two. The 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.



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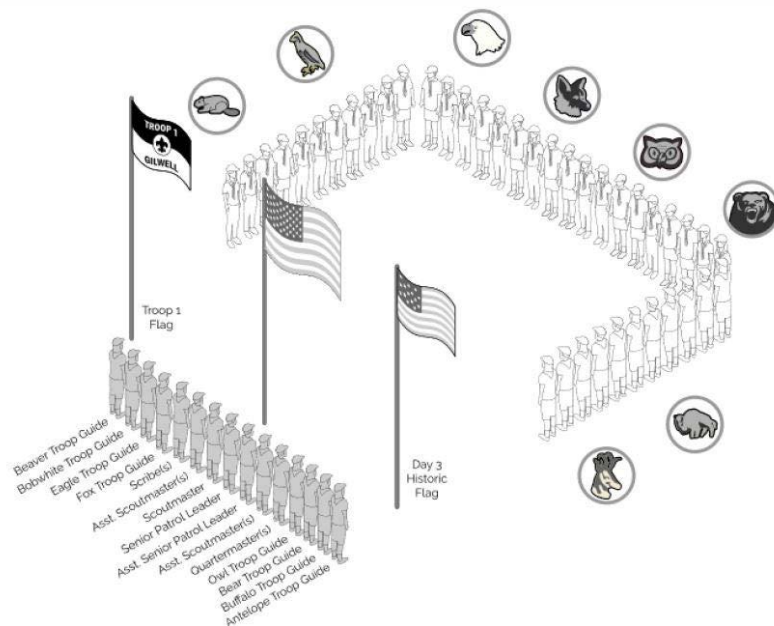
Course Connections

Key Wood Badge Themes	Growing; Connecting; Guiding; Empowering; Living the Values
Connections to Other Sessions	Aims and Methods (Citizenship Training); Communicate Effectively; Develop Individuals and Teams

PRESENTATION OUTLINE

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

Recommended Facility Layout



Pre-assembly Preparations

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

- Flag ceremony
- Presentation of the historic flag and song

The patrols that served on Day Two as the program patrol and service patrol should bring to the assembly the emblems of service they received at the Day Two Gilwell Field assembly.



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Ideally, each patrol will have decorated the emblem in its keeping with a totem or other symbol of their patrol.

Presentation Procedure

Refer to the Gilwell Field Assemblies Overview for more information.

On Days Two and Three, the troop guides stand at the end of their patrols. On Day Three, the senior patrol leader should recognize and congratulate them on their service, note that the patrols have progressed to the point where they no longer rely on their Troop Guide always to be on hand, and ask the troop guides to join the rest of the troop leadership for the assembly. The First Class badges can be presented to the patrol leaders at that time.

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

Assembly Agenda

- Welcome
- Patrol reports
- Flag ceremony (program patrol)
- Invocation (*see end of Lesson Plan*)
- Program and Service Patrol transfer of responsibilities
- Patrol leader installation
- Announcements
- Safety moment
- Scribe announcements
- “The Gilwell Song”
- Dismissal by senior patrol leader to next activity

Note: *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.*

The Scoutmaster’s Minute will be part of the troop meeting.

Invocation

“Lord, let us remember, that in a Scout’s eyes, what we do speaks louder than what we say. Let us have the patience to let the Scouts lead, fail, and succeed. Let us have the attentiveness to listen and respond completely. Let us keep true to the principles of Scouting and our mission, and enable us to live by the Scout Oath and Law so that we can be examples of servant leaders, helping our youth to grow in leadership skills and preparing them to make ethical and moral choices over their lifetimes. Open our hearts that we may listen to hear your will, and open our minds that we may listen to hear what is being taught so that we may reflect truth, knowledge, and understanding to better serve the youth, our units, our districts, our council, and our fellow Scouters. In serving one another, we serve you.”



Day Three Historic Flag Reading and Patriotic Song

(Ensure that everyone has lyrics to the song.)



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 hailed at the twilight's last gleaming?
Whose broad stripes and bright stars through the perilous fight,
O'er the ramparts we watched, were so gallantly streaming?

And the rocket's red glare, the bombs bursting in air,
Gave proof through 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?



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Day Three: Instructional Interfaith Worship Service

Time Allowed

45 Minutes: Instruction (15 minutes) followed by model Interfaith Worship Service (30 minutes)

Teaching Format

Troop presentation

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Understand the importance of religious duties to Scouting.
2. Know the meaning of interfaith as it relates to Scouting observances.
3. Model an effective interfaith service that may fulfill the requirement of religious observance.
4. Learn to draw upon a diversity of resources.
5. Reinforce the concept of servant leadership.
6. Observe the 12th point of the Scout Law: A Scout is Reverent.

Materials Needed

- Religiously oriented resource materials (e.g., *A Scout Is Reverent: A Resource for Interfaith, Christian, Jewish, and Muslim Worship at Scouting Events* (No. 34248))
- BSA Adult Leader Application (No. 28-501)
- Venturing Trust Award www.venturing.org/trust-award.html
- Building Faith in Youth Award www.praypub.org/
- Script for Interfaith Worship Service by Staff (*Appendix*)
- Interfaith Worship Service program (*Appendix: one per participant*)
- World Friendship Fund Transmittal Form (*Appendix C*)

Recommended Presenter

Chaplain or religious coordinator

Recommended Location

A quiet setting where all participants can be comfortably seated and able to view the proceedings.

Course Connections

Key Wood Badge Themes	Living the Values
Connections to Other Sessions	Day Five Interfaith Service; Chaplain Aides' Meetings; Drive Mission, Vision, and Values



PRESENTATION OUTLINE

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 interfaith worship service:** staff members set the example and conduct an interfaith worship service with songs, readings, and other presentations that illustrate the instructional concepts.

Discussion of Key Points

The session facilitator can lead a discussion of key points surrounding religious observance in Scouting. The nature of the discussion may vary with different courses depending on the backgrounds and information needs of the participants.

Among the points 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 responsibilities of its members. The BSA, however, is nonsectarian in its attitude toward that religious training, meaning the BSA is not affiliated with any religion. The expectation of a religious element is stated on the application for membership. Religious instruction is ultimately the responsibility of the home (family) and the religious institution, so including a “Scout’s Own” or interfaith service in troop or other scouting settings is optional. It is an opportunity to teach servant leadership.

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*, 13th edition (2016):

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



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defend the rights of others to their religious beliefs even when they differ from your own. Indeed, it is the 12th point of the Scout Law.

What Is an Interfaith Worship Service?

An interfaith worship service recognizes and respects the differences among individual religious beliefs and observances and among faith traditions. The service should be a learning opportunity for all Scouters and conducted in a manner that offends no religion or faith.

Interfaith worship should be relevant for youth and meaningful and uplifting for all who attend the service.

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. It can be at a designated chapel area at camp.
- Everything must be in good taste.
- The service should be planned, timed, and rehearsed (generally, 30 minutes maximum; shorter is acceptable).
- It should go without saying that those attending an interfaith worship service will be courteous, kind, and reverent, following the Scout Law. 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 to, through responsive readings, silent and group prayer, singing, etc.

Recognizing Diversity in an Interfaith Worship Service

BSA itself is a secular organization, not affiliated with nor preferring any religion. Scouts practice many faiths, and many units are composed of Scouts from a variety of faiths. When this is the case during a Scout outing, **ask them** to suggest materials, to participate in the planning, and to assist in leading the service.

Key Points

- “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.
- While we encourage voluntary participation, no unit, even one chartered by a religious organization, can require participation in a religious ceremony or service.
- Because different faiths observe different religious practices and have a variety of holy days, it is not always possible to conduct an interfaith service in a time frame that fully recognizes individual religious obligations. This should be acknowledged and explained. If needed, other time may be built into the schedule to allow individuals to meet their obligations.
- If you know that all people attending a service are of a particular faith, you can tailor the service to that faith if desired.

Encourage Scouts and Scouters to participate in religious services. Let them know ahead of time the nature of a service so that those anticipating a multifaith experience do not



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find themselves surprised by a service that only espouses the beliefs of one particular faith or religious tradition. If there are multiple faiths present, a group can provide a truly interfaith service, provide individual services for each faith, or simply use inspirational readings that are nonsectarian. It is important to remember that there are simple things that might violate someone's religious principles, such as saying the Pledge of Allegiance, removing one's hat during a meal, attending a program on a Saturday, etc.

The BSA offers recognition through the religious emblems programs and encourages Scouts to earn these. These are not Scouting awards, but instead are offered by Programs of Religious Activities with Youth (PRAY). Each group develops and administers their own program and requirements.

If an offering is collected, it will be used to make a donation to the World Friendship Fund. This fund was started after World War II, and it benefits Scouts and their programs in underprivileged areas of the world. All those contributing need to know this is the beneficiary. **No other beneficiary may receive these funds.**

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. The best way to become knowledgeable about the religious beliefs of others is to inquire about them. By sharing religious beliefs with others, we add to our program and help everyone appreciate religious diversity. People of all faiths need to know they are safe and will not be criticized for their faith.

Planning and carrying out religious activities can be as simple or complex as the planners choose to make them, but the effect is not necessarily increased with complexity.

Care must be taken to support and respect all the faiths represented in the group. For example, certain hymns and songs, as well as certain scriptures, are not appropriate for everyone. Also, the concept of an offering is foreign to some religions; to others, carrying money on the Sabbath is forbidden.

If services for each faith are not possible, then an interfaith or nonsectarian service is recommended. **Scout leaders can be positive in their religious influence without promoting a particular faith.**



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The Interfaith Worship Service

One of the more traditional frameworks is developed in the following plan.

Key Elements of an Interfaith Worship Service

1. Call to worship
2. Hymns or songs
3. Scripture(s) or readings from a variety of religious or inspirational sources
4. Responsive reading
5. Personal prayer
6. Group prayer
7. Inspirational reading or message (ideally reinforcing servant leadership)
8. Offering (World Friendship Fund)
9. An act of friendship
10. Benediction or closing

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.*



Day Three: Troop Meeting

Time Allowed

80 Minutes

Teaching Format

Troop discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Recognize how a troop meeting uses the BSA Troop Program Resources plan.
2. Identify the purpose of each segment of the troop meeting.

Materials Needed

- Day Three Troop Meeting Plan (*Appendix: one per Patrol Leader Notebook*)
- Handout: How to Pack for the Outdoor Experience (*varies by venue*)
- See Lesson Plan: Pre-opening Activity—LNT Model Campsite
- See Lesson Plan: Skills Instruction on BSA Outdoor Ethics
- See Lesson Plan: Front-end Alignment Interpatrol Activity

Recommended Presenter

The senior patrol leader facilitates the troop meeting with the involvement of the assistant Scoutmasters, troop guides, Scoutmaster, and other course staff. Patrol leaders will assume responsibility for the pre-opening activity and the interpatrol activity. The program patrol will conduct the opening ceremony.

Recommended Location

Troop meeting room; an outdoor location may be most appropriate for the interpatrol activity.

Course Connections

Key Wood Badge Themes	Empowering
Connections to Other Sessions	Day Two Troop Meeting; Patrol Leaders' Council



Day Three: Troop Meeting Plan

(Include copies of the meeting plan in the patrol leader notebooks.
Distribute copies to staff involved in the troop meeting.)

Activity	Description	Run By	Time	Total Time
Pre-opening 20 min	"Leave No Trace" Model Campsite <i>Refer to lesson plan for Day Three: Troop Meeting Pre-opening Activity—Leave No Trace Model Campsite</i>	Troop guides and patrol leaders	20 min	20 min
Opening Ceremony 5 min	Outdoor Code <i>Refer to lesson plan for Day Three: Troop Meeting Skills Instruction—Outdoor Ethics</i>	Program patrol	5 min	25 min
Skills Instruction 15 min	BSA Outdoor Ethics <i>Refer to lesson plan for Day Three: Troop Meeting Skills Instruction—Outdoor Ethics</i>	Troop guides or instructor	15 min	40 min
Patrol Meetings 15 min	Planning for the upcoming outdoor experience. How to pack for the outdoor experience. <i>Refer to this lesson plan for Day Three: Troop Meeting</i>	Patrol leaders	15 min	55 min
Interpatrol Activity 20 min	Front-end Alignment Game <i>Refer to lesson plan for Day Three: Front-end Alignment (Troop Meeting: Interpatrol Activity)</i>	Patrol leaders	20 min	75 min
Closing 5 min Total: 80 min	Scoutmaster's Minute (relating to the outdoor experience) <i>Refer to this lesson plan for Day Three: Troop Meeting</i>	Scoutmaster	5 min	80 min



PRESENTATION OUTLINE

Pre-opening Activity—Leave No Trace Model Campsite

The members of each Wood Badge patrol represent a wide range of skills and backgrounds.

The goal of the Day Three troop meeting pre-opening activity is for patrol members to see a model campsite to gain knowledge and understanding of how they should plan their own patrol campsites.

Note: *The lesson plan for the model campsite pre-opening activity immediately follows this section.*

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

In this 15-minute skills instruction, each patrol's troop guide may facilitate it in the patrol setting, or an instructor can lead the presentation to the whole troop.

Note: *The lesson plan for the skills instruction follows the model campsite lesson plan in the curriculum.*

Patrol Meetings

Patrol leaders can use the patrol meeting portion of this troop meeting to begin planning the details of the upcoming outdoor experience. Provide a list of what will be provided to participants and what they will need to bring. Among the topics to consider are the following:

- Group gear
 - For camping
 - For cooking
- Personal Gear
- Food—On a week-long course, food will be provided by the course, but participants will prepare their lunch, dinner, and cracker barrel using these supplies on Day Four and breakfast on Day Five. On a two-weekend course, the ASM-Logistics may allocate a budget per person per meal for patrols to do their own meal planning.



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Interpatrol Activity—Front-end Alignment

The Wood Badge staff member responsible for the game explains that the Front-end Alignment game is a competition among all the patrols.

Note: *The lesson plan for this game follows the skills instruction lesson plan in the curriculum. The rules, leadership style explanations, and scorecard are provided in the Appendix.*

Closing

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 or Newton cars, had fun in the “Know the Territory” session, and learned about the interfaith worship service. They are likely to be in the “storming” stage of team development and may be struggling to work together.*

Scoutmaster’s Minute

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: Troop Meeting Pre-opening Activity— “Leave No Trace” Model Campsite

Time Allowed

20 Minutes

Teaching Format

This is a static display with teaching points at each area. The troop guides will talk the participants through each area and discuss the teaching points shown at each site.

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Recognize the principles of Leave No Trace.
2. Describe the appropriate campsite for their outdoor experience.

Materials Needed

- Leave No Trace reference sheet or hang tag (*make one available to each patrol*)
- Tent
- Camp stove and fuel
- Tarp/pop-up cover for eating area
- Cooking material
- Coolers for food
- Local special requirements (e.g., bear rope/bags)
- Other equipment deemed necessary by the quartermaster
- LNT posters of each element, in appropriate place in the campsite (www.LNT.org)

Recommended Presenter

Troop guide

Recommended Location

The Model Campsite serves as the pre-opening to the Day Three troop meeting, so it should be located near the troop meeting area. Participants will be coming from the interfaith worship service immediately prior.

Course Connections

Key Wood Badge Themes	Living the Values
Connections to Other Sessions	This session ties into the preceding troop meeting, patrol meeting, and PLC as the jumping-off point of the outdoor experience planning. Living an ethical life is a fundamental part of being a successful leader. This session opens participants up to the idea of LNT and outdoor ethics, something they will practice during the outdoor experience.



Day Three: Troop Meeting Plan

(Include copies of the meeting plan in the patrol leader notebooks.
Distribute copies to staff involved in the troop meeting.)

Activity	Description	Run By	Time	Total Time
Pre-opening 20 min	"Leave No Trace" Model Campsite <i>Refer to this lesson plan for Day Three: Troop Meeting Pre-opening Activity—Leave No Trace Model Campsite</i>	Troop guides and patrol leaders	20 min	20 min
Opening Ceremony 5 min	Outdoor Code <i>Refer to lesson plan for Day Three: Troop Meeting Skills Instruction—Outdoor Ethics</i>	Program patrol	5 min	25 min
Skills Instruction 15 min	BSA Outdoor Ethics <i>Refer to lesson plan for Day Three: Troop Meeting Skills Instruction—Outdoor Ethics</i>	Troop guides or instructor	15 min	40 min
Patrol Meetings 15 min	Planning for the upcoming outdoor experience. How to pack for the outdoor experience. <i>Refer to lesson plan for Day Three: Troop Meeting</i>	Patrol leaders	15 min	55 min
Interpatrol Activity 20 min	Front-end Alignment Game <i>Refer to lesson plan for Day Three: Front-end Alignment (Troop Meeting: Interpatrol Activity)</i>	Patrol leaders	20 min	75 min
Closing 5 min Total: 80 min	Scoutmaster's Minute (relating to the outdoor experience) <i>Refer to lesson plan for Day Three: Troop Meeting</i>	Scoutmaster	5 min	80 min



PRESENTATION OUTLINE

Setting Up

The quartermaster is responsible for making sure the troop has everything it needs to have a model campsite and facilitate its set-up. He or she should enlist the help of other staff members to set up the equipment the evening of Day Two or before breakfast on Day Three. The campsite should be big enough that all patrols can walk through the area, see the set-up, and read the signs for each area.

The following areas should be demonstrated:

- Sleeping area
- Patrol sitting area
- Food preparation area
- Cooking area
- Cleaning area
- Patrol campfire area

Depending on the course location, there may be special precautions that need to be discussed (e.g., bear precautions, other wildlife precautions, poison ivy locations, etc.). These should also be addressed during this time.

Note: One of the LNT principles is to “minimize campfire impact.” Including a campfire ring in the model campsite could therefore be viewed as hypocritical. We are in established camp areas with established fire rings, however, so using the same area for a campfire would fall within the LNT principles. It is important that we discuss this with participants, especially because we expect them to have a patrol campfire on the night of Day Four.

Introduction

At the conclusion of the interfaith service, the senior patrol leader or a designated staff member will dismiss the troop to head to the troop meeting area for the day’s troop meeting. The troop guide will accompany their patrol along the way and inform them that they will be stopping to see a model campsite to use as a reference as they plan for their outdoor experience on Days Four and Five.

The Model Campsite

As the patrols enter the model campsite, it will be busy with multiple patrols walking through at the same time. Each of the seven LNT principles will be listed on a poster that should be hanging near an area that it relates to. Troop guides should walk through to each of the seven posters and discuss the key points with the patrol and answer their questions. An eighth poster (not a LNT principle) will be open for course-specific information about the outdoor experience (e.g., bear bags, bear containers, central food storage area).

At each site, the troop guide will use the posted points to lead a discussion and point out how the staff is adhering to the LNT principle with their design of the site. The troop guide



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should guide the patrols through the site at a leisurely pace but not take more than the 20 allotted minutes so that the troop meeting may start on time.

“Leave No Trace” Signage

1. Plan Ahead and Prepare	2. Travel and Camp on Durable Surfaces
<ul style="list-style-type: none">• Helps accomplish trip goals safely.• Minimizes damage to natural and cultural resources.• Obtain permits or permission to use the area.• Facilitates comfortable and fun camping.	<ul style="list-style-type: none">• In high-use areas, concentrate activities to designated areas.• In remote areas, spread out to minimize impact.• Avoids destroying vegetation and causing erosion.• Durable surfaces: rock, sand, compacted soil, dry grass, snow.
3. Dispose of Waste Properly	4. Leave What You Find
<ul style="list-style-type: none">• Pack It In, Pack It Out!• Pack out all trash, leftover food, and litter.• Gray water: strain food particles; disburse 200 feet from water sources.• Use biodegradable soap.• Human waste: follow local regulations.	<ul style="list-style-type: none">• Allow others a sense of discovery.• Leave objects as you find them.• Minimize site alterations.• Good campsites are found, not made.
5. Minimize Campfire Impacts	6. Respect Wildlife
<ul style="list-style-type: none">• Use an existing campfire ring.• True LNT fires are small.• Use dead, downed wood that can be broken easily by hand.• Burn all wood to ash; remove all unburned trash from the ring.• If a site has more than one ring, you may dismantle all but one.	<ul style="list-style-type: none">• Observe wildlife from afar to avoid disturbing them.• Store food securely.• Keep garbage and food scraps away.• Never feed wildlife.
7. Be Considerate of Other Visitors	
<ul style="list-style-type: none">• Travel and camp in small groups.• Keep the noise down and leave speakers at home.• Select campsites away from others.• Clothing and gear colors should blend in.• Respect private property.• Leave gates as found.	



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Principle	Recommended Location
1	Sleeping area
2	Campsite Entrance
3	Patrol cleaning area
4	At the woods surrounding the campsite
5	Patrol campfire ring
6	Patrol cooking area
7	Patrol sitting area/picnic table

Summary/Conclusion

During the following troop meeting, patrols will use what they learn here to help them plan for their overnight experience. The model campsite should remain up and available throughout the day to allow patrols to reference the material again.

Post-session Reflection

None at this time. Proceed to the troop meeting.



Day Three: Troop Meeting Skills Instruction—Outdoor Ethics

Time Allowed

15 Minutes

Teaching Format

Troop presentation during the Day Three troop meeting.

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Recognize the possible impacts associated with recreating in the outdoors.
2. Know and understand the Outdoor Code.
3. Apply the seven principles of Leave No Trace and the five principles of Tread Lightly!
4. Explain the relationship of Scouting to Leave No Trace, Tread Lightly!, and the Land Ethic.
5. Describe the BSA Outdoor Ethics awards program.

Materials Needed

- The Leave No Trace Seven Principles (*Appendix: one per Participant Notebook; one hang tag per patrol, if possible*)
- The Land Ethic (*Appendix: one per Participant Notebook*)
- The Principles of Tread Lightly! (*Appendix: one per Participant Notebook*)
- The Outdoor Code & Outdoor Ethics (*Appendix: one per Participant Notebook*)

Recommended Presenter

This presentation should be delivered by members of the Wood Badge staff.

Recommended Location

The location of the troop meeting

Course Connections

Key Wood Badge Themes	Living the Values
Connections to Other Sessions	This session ties into the preceding troop meeting, patrol meeting, and PLC as the jumping-off point of the outdoor experience planning. Living an ethical life is a fundamental part of being a successful leader. This session opens participants up to the idea of LNT and outdoor ethics, something they will practice during the outdoor experience.



Day Three: Troop Meeting Plan

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Distribute copies to staff involved in the troop meeting.)

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Interpatrol Activity 20 min	Front-end Alignment Game <i>Refer to lesson plan for Day Three: Front-end Alignment (Troop Meeting: Interpatrol Activity)</i>	Patrol leaders	20 min	75 min
Closing 5 min Total: 80 min	Scoutmaster's Minute (relating to the outdoor experience) <i>Refer to lesson plan for Day Three: Troop Meeting</i>	Scoutmaster	5 min	80 min



PRESENTATION OUTLINE

Introduction

This 15-minute troop presentation serves as the skills instruction portion of the Day Three troop meeting. This is an overview of outdoor ethics and ways to apply them in a Scouting context. 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 Leave No Trace Seven Principles, Tread Lightly!, the Outdoor Code, and The Land Ethic for each patrol member.

Outdoor Ethics and the BSA

Since Baden Powell's first experiment on Brownsea Island, outdoor adventures have been an important part of Scouting. From summer camps, to backcountry adventures, Scouts love being outdoors.

All outdoor activities have impacts. Groups in the outdoors have the potential for even greater impact, including:

- **Vegetation impacts:** vegetation loss, trampling, tree damage, spread of invasive species
- **Soil impacts:** compaction, soil erosion, loss of organic litter
- **Wildlife impacts:** wildlife disturbances, altered behavior, reduced health, and reproduction
- **Water resource impacts:** turbidity and sedimentation, dirty water, no animal access
- **Social impacts:** overcrowding; conflicts; noise
- **Cultural impacts:** theft of artifacts; damage to archaeological sites
- **Scouting impacts:** wild behavior; large groups; poor skills; inappropriate play; noise

Scouting has a long history of caring about the outdoors and emphasizing that Scouts should be respectful of the outdoors. Discuss briefly the evolution of outdoor ethics in Scouting:

- 1919: Lord Robert Baden-Powell wrote in his monthly column, "On breaking camp two things you leave: (1) Nothing; and (2) Your thanks."
- Since 1948, versions of the Outdoor Code have reminded Scouts in America:
"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."
- In 1949, Aldo Leopold wrote *A Sand County Almanac*, in which he introduced the idea of a "land ethic"—a new definition for the relationship between people and nature.
- BSA introduced merit badges such as Fish and Wildlife Management, Soil and Water Conservation, and Environmental Science.
- The World Conservation and Hornaday awards have been part of our program for decades.



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- In the 1990s, the slogan-based educational programs of the federal land agencies evolved into the program now known as Leave No Trace under the Center for Outdoor Ethics.
- In 1998, BSA partnered with the Center for Outdoor Ethics, and Leave No Trace was included in the Boy Scout Handbook (now *Scouts BSA Handbook for Boys* and *Scouts BSA Handbook for Girls*).
- In 2010, BSA added new Leave No Trace requirements to advancement, training, and camp standards.
- In 2016, Tread Lightly! was expanded to address negative impact on the environment from vehicle use.

Today the BSA Outdoor Ethics program comprises four parts:

- The Outdoor Code
- The Leave No Trace Seven Principles
- Tread Lightly!
- The Land Ethic

Leave No Trace and Tread Lightly!

Outdoor ethics are attitudes, not a set of rules, for protecting the environment. They preserve the quality of our natural resources, and the experiences of other visitors by providing a method for preventing avoidable impacts and minimizing unavoidable impacts.

The Outdoor Code provides BSA's vision for our relationship with and commitment to the natural world.

The Leave No Trace Seven Principles can help Scouts achieve the goals of the Outdoor Code by guiding how we think about our actions in the outdoors. The primary goal of Leave No Trace is to prevent the avoidable impacts and to minimize the unavoidable impacts.

Explain that more can be learned about Leave No Trace, including obtaining materials for activities, at www.lnt.org. The Leave No Trace Seven Principles are:

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.

Explain that in some cases, the Outdoor Code and Leave No Trace Seven Principles may not provide as much guidance as Scouts may need. In those cases, Scouting looks 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.



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Outdoor Ethics Resources and Awards

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 Leave No Trace Seven Principles. In teaching and guiding discussion, the emphasis should be on:

- Reaching the best decision by thinking through the issues rather than mechanically applying the code or the principles to determine what is acceptable and what is not.
- Finding ways to reduce impact. Several excellent tools are at <https://www.scouting.org/outdoor-programs/outdoor-ethics/>.

Scouts who wish to learn more about outdoor ethics should consider earning the Outdoor Ethics Awareness Award, which is available for Scouts, Venturers, and adult Scouters. The award encourages exploration of the Outdoor Code and the Leave No Trace Seven Principles 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 Scouting program.

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.

The Outdoor Ethics Guide is a troop leadership position for Scouts interested in helping train other Scouts in these concepts.

Making a Difference

Note: Bring this session to a close with the following challenges.

- Ask participants to offer ideas for ensuring the use of outdoor ethics principles in their home units, districts, and councils.
- Encourage participants to consider ways in which their choices of equipment, clothing, and activities may be affected by outdoor ethics.
- Remind participants that we can all embrace an ethic that deals with our relationship to the land and to all that live and grow upon it.

"A thing is right when it tends to preserve the integrity, stability and beauty of the biotic community. It is wrong when it tends otherwise."

—Aldo Leopold,
The Sand County Almanac (1949)



Day Three: Troop Meeting Interpatrol Activity— Front-end Alignment

Time Allowed

20 Minutes

Teaching Format

Patrol leaders lead the exercise with their patrol

Learning Objectives

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

1. Distinguish different styles of leadership.
2. Apply a variety of methods to achieve a goal as a team.
3. Relate an experience that will align with the “Develop Individuals and Teams” session.
4. Have fun!

Materials Needed

- Front-end Alignment Game rules (*Appendix: one copy for each patrol leader and each observer*)
- Leadership Style “A” (*Appendix: one each for half the patrol leaders*)
- Leadership Style “B” (*Appendix: one each for the other half of the patrol leaders*)
- Front-end Alignment Game score sheet (*Appendix: one copy for each observer*)
- Marking pens - *one for each observer*
- Plastic cans or bowls, 6–8 inches in diameter and 3–6 inches deep (*one per patrol*)
- Hard candies, individually wrapped (*10 per participant*)
- Masking tape
- Measuring tape
- Scoring chart, prepared in advance

Recommended Presenter

Senior patrol leader

Recommended Location

Near the troop meeting room; may be outdoors, allowing all patrols to play at the same time in separate areas.

Course Connections

Key Wood Badge Themes	Empowering; Living the Values
Connections to Other Sessions	Know Thyself; Apply Interpersonal Savvy



Day Three: Troop Meeting Plan

(Include copies of the meeting plan in the patrol leader notebooks.
Distribute copies to staff involved in the troop meeting.)

Activity	Description	Run By	Time	Total Time
Pre-opening 20 min	"Leave No Trace" Model Campsite <i>Refer to lesson plan for Day Three: Troop Meeting Pre-opening Activity—Leave No Trace Model Campsite</i>	Troop guides and patrol leaders	20 min	20 min
Opening Ceremony 5 min	Outdoor Code <i>Refer to lesson plan for Day Three: Troop Meeting Skills Instruction—Outdoor Ethics</i>	Program patrol	5 min	25 min
Skills Instruction 15 min	BSA Outdoor Ethics <i>Refer to lesson plan for Day Three: Troop Meeting Skills Instruction—Outdoor Ethics</i>	Troop guides or instructor	15 min	40 min
Patrol Meetings 15 min	Planning for the upcoming outdoor experience. How to pack for the outdoor experience. <i>Refer to lesson plan for Day Three: Troop Meeting</i>	Patrol leaders	15 min	55 min
Interpatrol Activity 20 min	Front-end Alignment Game <i>Refer to this lesson plan for Day Three: Front-end Alignment (Troop Meeting: Interpatrol Activity)</i>	Patrol leaders	20 min	75 min
Closing 5 min Total: 80 min	Scoutmaster's Minute (relating to the outdoor experience) <i>Refer to lesson plan for Day Three: Troop Meeting</i>	Scoutmaster	5 min	80 min



PRESENTATION OUTLINE

Introduction

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.)**

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.
 - i. Half of the patrol leaders are given Leadership Style "A" handouts. The other half receive Leadership Style "B" handouts.
 - ii. 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 scoresheets 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.



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Post-session Debrief (led by senior patrol leader)

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 by leading the entire group in a discussion using the following questions:

- Did your patrol know the purpose or have a goal for the game?
- 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?
- What was your relationship with your leader?
 - How did he or she communicate with you during the game?
 - Was it effective?
 - Consider the concepts of listening skills, valuing group members and diversity of opinion, and mutual respect.
- 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?
- 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?
- 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?
- 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 scoresheet 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 regarding 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 Three: Apply Interpersonal Savvy

The Language of DISC

Time Allowed

50 Minutes

Teaching Format

Troop Presentation and Group Discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Identify your personal behavioral style and explain how it affects the way you work with and interact with others.
2. Identify and appreciate other people's behavior styles.
3. Adapt your behavioral style to improve communication and enhance your ability to work with others and with teams.
4. Create more collaborative and meaningful relationships.
5. Apply knowledge of behavioral styles to defuse misunderstandings.

Materials Needed

- Apply Interpersonal Savvy—Summary (*Appendix: one per Participant Notebook*)
- DISC Behavioral Styles Worksheet (*Appendix: one per Participant Notebook*)
- DISC Behavioral Characteristics (*Appendix: one per Participant Notebook*)
- PowerPoint slides and projector
- Tool: sanding disk

Recommended Presenter

Any Wood Badge staff member who is not a troop guide

Recommended Location

Troop learning area

Course Connections

Key Wood Badge Themes	Connecting; Growing
Connections to Other Sessions	Know Thyself; Communicate Effectively; Learn to Listen, Listen to Learn



PRESENTATION OUTLINE

Introduction

(Slide #3)

Tool: The tool for this session is a sanding disk, a refining tool. Similarly, we have been on a journey during Wood Badge to refine our leadership skills. At an earlier stop, we expanded our self-awareness, identifying the personal values that are most important to us and those values we most admire in others. At another stop on our journey of refinement, we sharpened our listening skills. Good listening skills is a cornerstone of communicating effectively, yet another leadership skill discussed during the course.

Behavioral Style Indicator: In this session, we will explore behavioral styles. To begin, please take five minutes to complete the survey entitled “Behavioral Style Indicator.” Please don’t overthink it. When completed, please don’t share the results—treat it like a part of a personal journal.

People You Know:

Think back to when you were a student in elementary school. Can you remember that some of your classmates probably always had a hand up in class, waving it around, always wanting to respond to the teacher's questions? And do you remember other classmates that never raised their hands, and perhaps preferred that the teacher did not ever call on them? Ever! Why are people different in that way?

Think about the people you find easy to work with in Scouting, your workplace, or in the community. What are some of the characteristics of their behavior? Without commenting aloud, look at your survey. Have you circled some of the same characteristics on your DISC Behavioral Style Indicator survey?

Now, think about the people you find difficult or challenging to work with in Scouting, your workplace, or in the community. What are the characteristics of their behavior you find challenging? Have you circled some of the same behavioral characteristics on your survey?

Indeed, interpersonal relationships can be challenging. Wouldn’t it be nice to have a tool, like this sanding disk, to navigate those sometimes-difficult waters?

Well, welcome to the language of DISC, a powerful tool to help us be smarter about interpersonal relationships!

DISC Theory

(Slide #4)

DISC was first presented in 1929 by William Marston in his book *The Emotions of Normal People*.



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(Slide #5)

DISC describes observable behavior, such as how we work, how we play, and how we go about the everyday living of life. DISC essentially reflects the “how” of our lives.

Now, let’s look at each of the four DISC behavioral styles more specifically. *(Distribute and use the DISC Behavior Characteristics handout and (Slides #6–#9) to discuss each behavior style more thoroughly.)* The four behavioral styles are summarized on the handout and on four separate slides: Dominance, Influence, Steadiness, and Compliance.

Also, each slide depicts a character from *Star Wars*: Princess Leia, Han Solo, Luke Skywalker, and C3PO, each of whose personalities, in the movies, fit these behavioral styles.

DISC describes four styles of behavior. The four behavioral styles are:

- | | | |
|---------------|-----|--------------------------|
| 1. Dominance | “D” | How we handle challenges |
| 2. Influence | “I” | How we handle people |
| 3. Steadiness | “S” | How we handle change |
| 4. Compliance | “C” | How we handle rules |

(Slide #10)

DISC suggests everyone reflects each of these behavioral styles sometimes, but most people tend to strongly favor one or two of these behavioral styles. There is good news though! The good news is that there are strengths and weaknesses in each DISC behavioral style and no behavioral style is right or wrong. In fact, DISC is non-judgmental. It merely reports what is, not what ought to be.

Have you ever considered:

- How your behavior affects others?
- How others’ behavior affects you?
- How behavior impacts decision-making or navigating conflict and challenges?
- That sometimes leaders are more focused on “getting the job done” than on “taking care of the people doing all the work?”

DISC attempts to answer these and other questions about interpersonal relationships.

Exercise—Get to Know Us

(Slide #11)

The facilitator should have the patrol members share their DISC Behavioral Style Indicator survey results. Ask the patrols to discuss these various behavioral styles in their patrols and answer the following questions:

1. How do members of your patrol handle conflict or problems?
2. Do members of your patrol prefer to work in a team setting or solo?
3. Do members of your patrol prefer to work on long-term or short-term projects?
4. Would members of your patrol ignore established procedures to pursue a more efficient way? **Note:** There are only two choices here—follow procedure or pursue a more efficient way.



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The facilitator should invite different patrols to answer one of these questions for the troop. Then, ask other members of the troop to guess the behavioral styles in the reporting patrol based on the answer to the question.

“So What?” Question: Now that you better understand behavioral styles, we need to answer this question: “So What?” In other words, how does your understanding of DISC help you be a more effective leader? The answer lies in how you leverage these behavioral styles or, in other words, make them work for you as you pursue team goals. (**Facilitator Note:** *The next exercise demonstrates how to leverage behavioral styles.*)

Exercise—Let's Go to the Scout Fair!

(Slide #12)

Note: Divide the participants into teams based on who strongly identifies with each DISC behavioral style. There will be four teams of high D, I, S, and C. Reseat participants so that all the teams of each DISC behavioral style sit together, separately from the other teams. (Participants should move to the new sitting areas with their copies of the “DISC Behavioral Style Indicator” and “DISC Behavioral Characteristics” handouts.) It is suggested that the high D team sit in the front left of the room facing the screen/front of the room. The high I team should sit front right facing the screen/front of the room. The high S team should sit back right facing the screen/front of the room. The high C team should sit back left facing the screen/front of the room. For example:

Screen/Front of Room

High D Team	High I Team
High C Team	High S Team

Instruct the Teams: “Your team is the promotion committee for your council's annual Scout Fair (Expo), a successful council event that involves all BSA program levels (Cub Scouts, Scouts, Venturers, Sea Scouts, and Explorers). Your target audience is members of the team whose behavioral style is opposite yours. So, D's target audience is the Is, I's target audience is the Ds, S's target audience is the Cs, and C's target audience is the S's.

Your promotional message can be a flier, a poster, a song, a skit, or whatever you believe will appeal to your target audience, motivate them to go to the Scout Fair, and tell their friends to go to the Scout Fair. Since promotional messages are most effective if short, catchy, and “sound bite”-like, your message must be short.”

Give the teams approximately 10 minutes to work on their promotional messages. Once completed, ask each team to share with the troop. Ask the target audience if they would “buy” the promotional message the reporting team is “selling.” In other words, did the message motivate you to commit to go to the Scout Fair? If so, ask what part of the message appealed to them and why. (**Note:** *Note for the troop how the promotional message spoke to the behavioral style of the target audience. This will show how the*



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team that created the message thought about appealing to the behavioral style of the target audience.)

Key Takeaways

1. DISC enables us to know our behavioral styles, which is critical to effective leadership because effective leaders lead from the inside out.
2. DISC enables us to understand the behavioral styles of others, so we can better adapt to those styles, a crucial skill to working with diverse groups.
3. Leveraging the behavioral styles enables us to more effectively accomplish team goals.
4. What two ways can the Language of DISC help you work on your ticket goals?

Summary/Conclusion

(Slide #13)

If we sand wood with a sanding disk, we eventually reveal the wood's beauty and potential for greatness, which lies beneath a rough surface. As we continue to refine our leadership skills, using DISC and the other leadership competencies learned at Wood Badge, we will reveal the beauty that lies inside each of us and the potential to be leaders who can change lives. Because no matter what behavioral style you identify with, that beauty and potential for effective leadership is in "every one of us."



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Day Three: Patrol Leaders' Council

Time Allowed

30 Minutes

Teaching Format

Patrol leader discussion

Learning Objectives

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

1. Prepare as patrol leaders, with the resources and guidance that will enable them, to help their patrols progress toward becoming fully productive teams.
2. Identify ways to run an efficient, well-planned meeting.
3. Assess recent activities.
4. Organize essential information about upcoming patrol and troop events.
5. Apply the youth-led method of Scouting.

Materials Needed

- Patrol Leaders' Council Meeting Agenda (*Appendix: one per Patrol Leader Notebook*)
- The Outdoor Code & Outdoor Ethics (*Appendix: in Participant Notebook as part of the Day Three Troop Meeting materials*)
- Based on council location, provide materials as needed on
 - How to pack for the Outdoor Experience (*one per patrol leader*)
 - Planning for the Outdoor Experience (*one per patrol leader*)
 - Equipment list for the Outdoor Experience, if appropriate
- Day Four Participant Schedule (*Appendix: one per Patrol Leader Notebook. Choose either 3 + 2 format or 5 x 1 format. PDF is fillable to add site-specific locations.*)
- Table and chairs

Recommended Presenter

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.

Recommended Location

The meeting area for the patrol leaders' council on Day Three can be the same as for Day Two, 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.*)



PRESENTATION OUTLINE

Note: Unlike the Day Two patrol leaders' council meeting, PLC meetings on Days Three through Five of a Wood Badge course do not occur "in the round" and 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 Three, the troop guides attend the troop meeting.

Agenda

- The senior patrol leader will welcome participants, have attendees introduce themselves, and cover any announcements of importance to the patrols. Make sure that all participants have a meeting agenda.
- Review the purpose of the meeting—what the PLC needs to accomplish—and the meeting's end time.

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 the following 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?

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.

Distribute to patrol leaders copies of the Day Four course schedule.

Discussion of the Outdoor Experience

Provide a brief overview of the upcoming Outdoor Experience. The details of that event will vary a bit depending upon the setting of the Wood Badge course and its format (whether a two-weekend (3+2) format or a five-day (5x1) format).

Ask patrol leaders to remind their patrol members that they should be prepared to embark on the Outdoor Experience upon commencement of Day Four, just after the Gilwell Field Assembly.

Review the following information about the Outdoor Experience:

- Location of the Outdoor Experience
- Transportation to the site



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- 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
 - Patrols using the five-day (5x1) format will be supplied meal ingredients by the course.
 - Patrols attending a two-weekend (3+2) course may be provided with a budget they can use to purchase provisions before the second weekend.
- A reminder that patrols will follow the principles of the outdoor ethics program, especially Leave No Trace, during the Outdoor Experience (BSA Outdoor Ethics was discussed in detail at the Day Three Troop Meeting and during preparations for the conservation project. Handouts about these topics appear in the Participant Notebook.)
- An overview of essential safety issues and precautions, both general to the group and specific to the location (e.g., animals, weather, poison ivy, ticks, etc.)

Explain that youth involved with NYLT or Order of the Arrow will be part of the leadership team for the Outdoor Experience.

Note: *The quartermaster should be on hand at this meeting to help answer questions concerning food, gear, and supplies for the Outdoor Experience.*

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:

- Results of each patrol's Start, Stop, Continue self-assessment
- Team status, especially regarding morale and productivity
- Outdoor Experience preparations and progress

For two-weekend (3 + 2) course, remind patrol leaders of the following:

- Participants must determine at the Day Three patrol meetings when and where they will hold interim patrol meetings before the second weekend of the Wood Badge course.
- Explain that at the first interim patrol meeting, each patrol will do a self-assessment of the patrol's Day Three performance.
- 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*.)

Review Program and Service Patrol Assignments

Review program patrol and service patrol assignments for all course formats. Include a brief review of the following areas:

- Daily duties of the program and service areas
- The program patrol's responsibilities for the morning of the Outdoor Experience

The Day Three program patrol will be responsible for flag retirement at the Day Three Closing Gilwell Field Assembly that is part of the two-weekend (3 + 2) course format. 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.



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Summarize Important Points and Review Assignments

Ask participants: How are you feeling? How are we doing?

Answer any questions.

Adjourn Meeting



Day Three: Patrol Chaplain Aides Meeting

Time Allowed

30 Minutes

Teaching Format

Small group discussion

Learning Objectives

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

1. Apply the resources in a leading role to prepare a troop interfaith worship service for Day Five.
2. Know that not all worship services may fulfill the religious obligations of everyone and that some may need to fulfill them outside of the interfaith worship service.
3. Plan an interfaith worship service for the morning of Day Five.

Materials Needed

- Order of Worship worksheet (*Appendix: one per chaplain aide*)
- Interfaith Worship Service Planning Worksheet (*Appendix: one per chaplain aide*)
- Samples for an Interfaith Worship Service (*Appendix: one per chaplain aide*)

Recommended Presenter

Religious coordinator, who is also the presenter and planner of instructional interfaith service

Recommended Location

Small, quiet meeting area that encourages discussion

Course Connections

Key Wood Badge Themes	Growing; Living the Values
Connections to Other Sessions	Instructional Interfaith Worship Service



PRESENTATION OUTLINE

Meeting Outline

The staff member will lead the group in a discussion of the framework of the service, on how patrols can contribute, and on the scheduling of the next chaplain aides' meeting and the interfaith worship service.

- The staff member aids them in forming a strategy for preparing the service and provides a planning tool handout for the service. It is likely that the chaplain aides will already have some ideas of what they would like to present. If not, refer them to written or online resources.
- Remind them that they should consider input from interested patrol members.
- Review the ideas offered by the patrol chaplain aides to assure they are in good taste and that the chaplain aides agree on what they'd like to present.
- Encourage discussion beyond this meeting. There will be an additional meeting of the chaplain aides on Day Four to review planning and find out any requests such as printing or props.

Collection of an offering is not required. If an offering is to be collected, make sure that everyone knows ahead of time that the recipient will be the World Friendship Fund. The staff member will arrange for the delivery of funds to the professional advisor after the interfaith worship service.

Review Assignments

By the end of the meeting, the chaplain aides should have a clear idea of how they will proceed in organizing the Day Five interfaith worship service. They may wish to determine deadlines for feedback from their patrol members about what to include in the service and to make assignments for specific portions of the service. The chaplain aides should be given the freedom to be creative and take the service in a direction they feel is appropriate; they should be allowed to devise their own process for coming to consensus about the contents and manner of delivery.

A final review will happen in the Day Four chaplain aides' meeting, which occurs at the same time as the patrol leaders' council meeting.



Day Three: Patrol Meeting

Time Allowed

- 30 Minutes—two-weekend (3 + 2) course format
- 90 Minutes—five-day (5 x 1) 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.

Teaching Format

Patrol discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Evaluate and build patrol morale.
2. Complete assigned tasks.
3. Practice leadership and teamwork.
4. Have fun.

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

Materials Needed

- Patrol meeting agenda (*Appendix: one per Patrol Leader Notebook*)—**Note:** Select correct agenda for the course format (3 + 2 or 5 + 1).

Recommended Presenter

The patrol leaders facilitate their patrol meetings. They are responsible for using the agenda as a guide to conduct efficient, orderly meetings. Each patrol leader determines his or her own leadership style; the hands-on experience of leading is every bit as valuable as the progress made by a patrol during any meeting.

Recommended Location

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



PRESENTATION OUTLINE

Two-weekend (3 + 2) 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 its Day Three performance.

Interim Patrol Meeting

Determine when and where the patrol will hold interim patrol meetings—that is, a meeting 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 remains to be done. If appropriate, make assignments to be completed before the first interim patrol meeting.

Adjourn

Five-day (5 x 1) 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, remains and when it can be done.

Adjourn



Day Three: Manage Conversations

Time Allowed

50 Minutes

Teaching Format

Patrol presentation

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Evaluate conflict situations from a leadership point of view.
2. Consider all participants' perspectives and goals before having a crucial conversation.
3. Plan a conversation with focus on everyone's needs and objectives.
4. Identify and apply the appropriate verbal and non-verbal communication techniques to achieve success in challenging conversations.

Materials Needed

- PowerPoint slides and laptop
- Flip book, flip chart, or whiteboard (*at presenter's discretion*)
- Planning a Conversation worksheet (*Appendix: one per Participant Notebook*)
- Manage Conversations—Summary (*Appendix: one per Participant Notebook*)
- Tool: Duct tape

Recommended Presenter

Troop guide

Recommended Location

Deliver session in a comfortable area either indoors or outdoors. Electronic visual aids (e.g., PowerPoint slides) are optional, not required.

Course Connections

Key Wood Badge Themes	Connecting
Connections to Other Sessions	Know Thyself; Communicate Effectively; Learn to Listen, Listen to Learn; Apply Interpersonal Savvy



PRESENTATION OUTLINE

Introduction

We have conversations all the time—at work, with our families, here in Scouting. Many of these conversations feel routine, like getting to know someone or work together on something we agree upon. These conversations are natural; we just handle them in the moment. And we usually handle them well.

In contrast, sometimes we encounter a difficult conversation or a conflict that might not be easy to handle in the moment. This can happen at work, in our personal relationships, and in Scouting.

(Slide #3)

Ask a few questions to get participants thinking about this topic (**remind patrol members to keep their descriptions short!**).

Note: *Try to draw out examples of having to convince people to do something they don't want to do, youth and adult leaders not seeing eye to eye, leaders and parents disagreeing about policies or priorities, etc.*

Ask: What are some examples of conflicts that you've encountered in Scouting?

Ask: What are some other examples of difficult conversations that a leader in Scouting might encounter?

- Record answers on a flipchart or whiteboard that you can return to later. *(Examples could include: telling someone their performance needs improvement, "firing" or reassigning a volunteer, settling a serious conflict between Scout leaders, or helping a youth who confided in you with a serious concern.)*
- As each example is named, ask for a show of hands to see who has ever had this type of conversation.

Explain that Scouting is full of situations like these. If we're left to our instincts, many of us tend to get caught up in our emotions, get defensive, and say things we don't mean that just escalate a conflict instead of finding a solution. But we can train ourselves to do better. This session will cover some tools and techniques we can use to manage conflict and conversations more effectively.

State that the tool for this session is duct tape. The duct tape represents silencing yourself (i.e., tape over the mouth). Do not speak bad things in anger. It is important to listen more than speak, to understand the goals and desires of others, and to be aware of what you can learn from nonverbal communication.

(Slide #4)



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Setting the Scene for Constructive Conversations

When are people more likely to do what you ask them to do?

- When they have experience with you and trust you.
- 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.

Ask: “How do we build this type of trust and respect?” Make sure the following points are made:

- It’s important to listen to people and pay attention to them, as we discussed in the session called Learn to Listen, Listen to Learn.
- When you share information about yourselves, you build trust. Think of the Getting to Know You game on the first night of Wood Badge.
- Shared experiences create connections that provide a foundation of trust, understanding, and familiarity for further communication and, if necessary, for resolving conflicts.

Explain that all of these things take time. As a leader, the more you have shared with those you lead, the greater your chances of finding cooperative resolutions for conflicts.

(Slide #5)

Crucial Conversations

Sometimes your responsibility as a leader is to tell people things they don’t want to hear. This can be challenging, because we aren’t always prepared or comfortable handling conflict or difficult conversations. As a leader, you have to step up and try to solve the problem instead of ignoring it and hoping it’ll go away. Think of situations where a problem festered because nobody wanted to deal with it and instead it got worse. Think of how many relationships have ended because of problems that bubbled under the surface until one day they erupted in a catastrophic explosion.

We have conversations every day. But what makes some of them difficult or crucial? Ask participants for their ideas, and after gathering their thoughts, reveal the following definition from the book, *Crucial Conversations: Tools for Talking When Stakes are High* (Al Switzler, Joseph Grenny, and Ron McMillan, 2001):

Crucial Conversation: A discussion between two or more people where

1. stakes are high;
2. opinions vary; and
3. emotions run strong.

Revisit the list of difficult conversations that the patrol brainstormed during the introduction to this session and note that many of their examples could fit this definition.

(Slide #6)



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Taming Our Instincts

When a tough situation pops up, some people choose to avoid it.

Other times, we jump right into the conversation and follow our instincts. But our instincts don't always serve us well.

Ask: "What are some things that you think can go wrong? What mistakes have you seen people make in these kinds of situations?" Note answers on a whiteboard or flipchart. Look for answers such as the following:

- Some people focus on "winning the battle" instead of listening and resolving the issue.
- Some people resort to aggressive tactics like yelling, blowing issues out of proportion, calling each other names, and hurling personal insults.
- Some people use poor body language like finger-pointing or rolling their eyes.
- Once they feel insulted, some people become defensive, while others just clam up and stop participating in the conversation.

Our natural instincts might drive us to get amped up when we feel threatened. Our emotions run high, and we might say something awful without really thinking it through.

But it doesn't have to be this way. It's possible to tame these instincts. When you face a crucial conversation, you have three choices:

1. Avoid it.
2. Follow your instincts.
3. Follow your brain.

In this session, we're going to talk about the third choice: **how you can think rationally and say and do the right thing.**

Key Questions When Planning a Conversation

In any conversation, the people involved will have goals they'd like to achieve. It's important to recognize these goals so you can say and do things that will move people toward the best possible result.

(Slide #7)

Questions for a Crucial Conversation (from the book, *Crucial Conversations*):

1. What do I really want for myself?
2. What do I really want for others?
3. What do I really want for the relationship?
4. How would I behave if I really wanted these results?

Distribute the handout, "Planning a Conversation." Point to the four key questions, and then present the following scenario to the patrol:

Imagine that you are a district commissioner. Your district's Cub Scout roundtable commissioner has been serving in the job for more than 20 years, and she has a



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wealth of knowledge. But she likes to run roundtable her own way, she doesn't usually follow the guide, and she has not been receptive to suggestions from you or the district chair. You would like to replace this roundtable commissioner, and you have another volunteer in mind for the job.

Also point out that this scenario is not all that different from what you might go through if you're replacing a volunteer at the unit level, such as a den leader, Scoutmaster, or committee chair.

Discuss possible answers to the four questions:

What do I really want for myself? On the surface, it might seem like I want to get rid of this "old" volunteer who has been a thorn in my side. But is that my real motive?

- Do I want to be in control?
- Am I worried about keeping my own job, and I know the boss has also had concerns about this volunteer?
- Am I concerned that packs aren't getting the information they need for their program, and I have a genuine interest in running a more inclusive, up-to-date roundtable to help give them resources to provide a stronger program for their Cub Scouts?

The point here is to dig down and get to your true motives.

What do I really want for others (in this case, your longtime roundtable commissioner)?

- Have I given her an opportunity to improve?
- Do I want her to quit and leave Scouting altogether? Note the possible cascading effects if the volunteer quits Scouting: her friends in other positions might also quit, or a rift could form in the committee, or she could pull her grandson out of Scouting, which would be a "lose-lose" for everybody.
- Do I want to keep her involved in the program, where we can still tap into her vast skills and knowledge, but allow somebody else to be the roundtable commissioner?

What do I really want for the relationship? From a personal perspective, I want to remain friendly with this volunteer. The relationship might be rocky for a while, and we might have to "agree to disagree," but I want us to at least continue to respect each other.

How would I behave if I really wanted these results? Ask participants for suggestions, which could include a variety of words or behaviors to either employ or avoid.

(Slide #8)



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Techniques and Tips

When you have a crucial conversation, you should consider the following best practices. Make cards of each of the following techniques. Deal out to patrol members. Invite them to share how these ideas can be used in a crucial conversation.

Use the right communication method.

Ask: “If the District Commissioner is going to talk with you about changing jobs, how would you want to receive this message?” Ask the patrol for a show of hands: phone call? email? text message? in person?

- Almost nobody wants to receive a message by anonymous note or by text. (Imagine a breakup by text!) Email and other message formats are also fraught with problems; you can’t convey tone, it’s easy to misinterpret, and you don’t know when and where someone will read it.
- For something this important, people deserve in-person communication, which allows you to
 - pick a comfortable time and place;
 - use good body language;
 - adjust as the conversation evolves; and
 - listen effectively.
- Remember the session Learn to Listen, Listen to Learn? What were the two parts of listening effectively? (**Answer:** *active listening and empathetic listening*)

State your purpose.

What do you want? What don’t you want? What are you hoping to achieve?

Share facts and explain your perspective.

- Avoid absolutes (e.g., “Everybody thinks you’re doing an awful job.”).
- Instead, share your feelings and perspective (e.g., “Here’s what I see, and here’s how it makes me feel.”).

Be specific.

For example, the volunteer about to be replaced deserves to know what they didn’t do well.

Don’t let emotion cloud the facts or cause you to exaggerate.

We talked about this when we covered feedback in Learn to Listen, Listen to Learn.

Make it comfortable for the other person to share their facts, their perceptions, and their concerns.

- Listen effectively (which means actively and empathetically).
- Restate and ask for clarification to make sure you understand.



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Ask questions.

Sometimes, a conflict can be reduced simply by asking the other person, “What do you want?” and listening sincerely to their perspective. When both people in the conversation share what they want, you might start to notice some common ground.

Stay calm, even if the other person becomes agitated or insults you.

Pay attention to your words and your tone.

Use calming body language.

- Connect with others using eye contact.
- Respect personal space.
- Avoid negative gestures: finger-pointing, eye-rolling, scowling, or an overly aggressive position.

(Slide #9)

Adapting to Personal Styles

If participants haven’t already pointed this out in their responses to questions, emphasize that there is no one-size-fits-all solution, as the best plan really depends on the personalities of the people having the conversation.

For example:

- Some people respond well when you stroke their ego, but others want you to get to the point!
- Youth and adults may have very different concerns and behaviors.

Recall the Apply Interpersonal Savvy session. Your own DISC tendencies and the other person’s DISC tendencies might create some unique challenges in the conversation, but if you know about these tendencies, you can plan for them.

Ask participants to think about the Apply Interpersonal Savvy session and suggest examples of how one’s personal tendencies could make a conversation more difficult. Elicit examples such as the following:

- The “D” might be too quick to get to the point and dismiss the other person’s concerns.
- The “I” might try too hard to please, and might have trouble broaching an uncomfortable subject.
- The “S” might shy away from conflict.
- The “C” could offer a laundry list of complaints and seem overly critical.

Ask the patrol for ideas to offset each of these tendencies if they feel a crucial conversation is needed.

(Slide #10)



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Planning a Conversation (in conjunction with the "Planning a Conversation" exercise)

When you have time to prepare for your conversation, do it!

(Point to the Planning a Conversation worksheet in the handout. It provides examples of the types of questions you may want to consider in advance. Ask the patrol to discuss the scenario you laid out earlier—replacing the roundtable commissioner—and talk as a group to fill out their answers on the worksheet. Provide two pieces of additional information: that your DISC style is "S" and the roundtable commissioner's style is "D.")

Option: By patrol, select one of the other brainstormed conflicts to use with the planning worksheet.

(The patrol leader should lead this discussion with a designated scribe to take notes. The troop guide's job at this point is to step back, observe, and provide clarification only if needed. Allow up to 10 minutes. If time is short, choose a few questions to discuss together.)

Planning Worksheet

1. What are your goals for this conversation?
2. When and where will the conversation be, and what method will you use?
3. How will you invite the other person to have this conversation with you?
4. What will you say to start the conversation?
5. What questions will you ask to engage the other person in the conversation?
6. What words will you use to explain your concern?
7. What words can you use to establish a sense of mutual purpose (shared goals)?
8. What words can you use to show that you respect and value the other person?
9. What words or topics should you avoid in this conversation?
10. How do you think the other person might respond to your feedback (you might note multiple possibilities)?
11. How could you respond to these reactions?
12. What can you say if the other person questions your motives?
13. What DISC behavioral tendencies are you concerned about in yourself, and how can you mitigate them?
14. What DISC behavioral tendencies are you concerned about in the other person, and how can you mitigate them?
15. What actionable "next steps" do you want to leave with?

Note to Troop Guide: The following sample answers are provided to guide the discussion. It is not the intent to present every response.

As time allows, ask clarifying questions or prompt the patrol to think of more complete answers as needed. A completed worksheet might look something like the following example:

Sample Answers to Planning Worksheet

1. My goals: (Tell the volunteer clearly that I'm replacing her as roundtable commissioner, but do so in a respectful way that acknowledges her contributions. Find a mutually agreeable role to keep her involved in Scouting.)



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2. When and where will the conversation be, and what method will you use? (In-person meeting at the muffin shop where we always have our meetings—a comfortable neutral spot—on a mutually agreeable weekday morning.)
3. How will you invite the other person to have this conversation with you? (Call and ask her to meet. Explain that I'd like to talk with her about how roundtable is going, some possible changes ahead, and a new project. I don't want to catch her completely off-guard.)
4. What will you say to start the conversation? ("I wanted to talk with you about roundtable. I know you've been doing it for a long time, and I value your opinion and want to know how you think it's going this year." I'd like to start with questions to hear her perspective. She might express her own concerns, and it's possible she has even reached the same conclusion that I have. I'd like to hear from her first.)
5. What questions will you ask to engage the other person in the conversation? (Open-ended questions: "How do you think roundtable is going this year?" "What feedback have you heard from participants?" "What do you think of the attendance?" "What do you want roundtable to be?")
6. What words will you use to explain your concern? ("I have some **concerns** about the roundtable, and I want to **share** them openly with you. I'm **concerned** about the attendance, like you are. And I'm also **concerned** that we have some leaders who are **struggling** to implement the new Cub Scout program. I can see that our advancement numbers are down 40 percent compared with last year. **I know we've had a difference of opinion** when it comes to the roundtable program and following the roundtable guide.... As you know, we turn over most of our positions every three years, and I'd like to give somebody else a chance to coordinate a roundtable. I think it'll be **important to involve** some of the people who've been in the trenches with the new program, because that's where many of our packs are struggling.")
7. What words can you use to establish a sense of mutual purpose (shared goals)? "You and I **both know** that we're in this business **for more than just running roundtables**. I want to help our packs run a great program for their Scouts, **and I know you do, too, and you always have**. That's something I really appreciate about you."
8. What words can you use to show that you respect and value the other person? "...that's **something I really appreciate about you**." "Roundtable is a tough job, and I can't imagine anyone sticking with it for nearly as long as you have! You're a special part of our district team, and I want to keep it that way."
9. What words or topics should you avoid in this conversation? (Avoid anything that implies that you are concerned about her physical ability to do the job (because that's not actually the case at all!), that age is a factor, or that she is personally responsible for the drop-in roundtable attendance.)
10. How do you think the other person might respond to your feedback? (You might note multiple possibilities: She might become defensive and threaten to quit Scouting and pull her grandson out of his pack. Or she might start crying and "spill her guts" about how she's feeling out of touch and left behind, and Scouting is one of the few activities she has left.)
11. How could you respond to these reactions? (If she becomes defensive, I'll acknowledge that we have different opinions about roundtable, but try to circle back to what I know she really wants most, which is to stay engaged, leave a Scouting legacy, and give her grandson the same great Scouting experience that her sons had. If she becomes sad, I'll do my best to comfort her. In both cases, I'll emphasize



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- that she has irreplaceable skills and knowledge, and I'll propose a new role for her on the district committee that will allow her to continue to stay engaged.)
12. What can you say if the other person questions your motives? ("I want to make sure you know this is not personal. I like and respect you a lot. I don't want to see your talents go to waste, and I definitely don't want to see you leave Scouting! My concern is about the roundtable, following the roundtable guide, and packs getting the information they need about the new program.)
 13. What DISC behavioral tendencies are you concerned about in yourself, and how can you mitigate them? (As an "S," I want to avoid conflict, so I'm going to have to keep reminding myself to tell the complete story, not to overly sugarcoat things. The commissioner will see right through it!)
 14. What DISC behavioral tendencies are you concerned about in the other person, and how can you mitigate them? (She is a "D," so she has a tendency to take charge, just as she always has with roundtable. I'm worried that she'll see this as an all-or-nothing choice: either she's in charge of roundtable or she's not going to do anything in Scouting anymore; there's no middle ground. I will explain my decision clearly and offer her another role that she can take charge of. I also worry that she'll become defensive in the conversation. I'll have to work on keeping the communication flowing openly.)
 15. What actionable "next steps" do you want to leave with? (I'd like to get her commitment to support her successor and share her resources, and I aim to set up a time when she and I can talk in more detail about the new role I envision for her on the district committee.)

These are not the only questions to ask, and there are many variations of this list in use. The point is, these are the types of questions that you should be prepared to answer.

A Conversation Without a Plan

Sometimes a situation arises and you don't have much time to plan. For example, a Scout comes to you with a problem, or you witness an argument between two adults. If it's not urgent, you might be able to set a time to talk in a little while, which buys you some time to gather your thoughts. But sometimes you must deal with the situation right away, and you don't have time to plan.

You can still apply all the same techniques we just talked about. When a crucial conversation pops up, and you haven't had time to plan, you might find it difficult to control your own emotions. It is important, however, to stay calm, think before you speak, and listen effectively.

Applying These Skills to Other Situations

The skills in this session can be useful for any conversation—not just a difficult or sensitive one. Some examples include:

- Asking a volunteer to take on a new job. **Ask yourself**, "If it's you, what would make you more likely to say yes? What would make you more likely to say no?"
- Talking with a Scout who's thinking of dropping out of Scouting.
- Asking for donations of money or equipment.
- Talking with the community about Scouting.



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(Slide #11)

Summary

Revisit the four learning objectives. Discuss as follows:

Evaluate conflict situations from a leadership point of view.

- As a leader you have a responsibility to step up, speak up, resolve conflicts, and maintain healthy, open communication.

Understand how to consider all parties' perspectives and objectives before having a crucial conversation.

- Think and plan before you discuss a serious issue.

Plan a conversation with everyone's needs and objectives in mind by asking:

1. What do I really want for myself?
2. What do I really want for others?
3. What do I really want for the relationship?
4. How would I behave if I really wanted these results?

Identify and **apply** the appropriate verbal and non-verbal communication techniques to achieve success in challenging situations.

- How you approach the conversation and how you frame your words can make a huge difference in how your message is received.
- The right approach depends on understanding people's behavioral styles and being able to picture yourself in their shoes.

(Slides #12–13)

Conclusion

1. **Session connections:** Review the application of ideas learned in earlier sessions.
 - **Know Thyself:** Successfully managing conversations and conflict requires you to be aware of your own values and motivations.
 - **Communicate Effectively:** This session builds on key lessons from the Communicate Effectively session—such as the importance of effective word choice, nonverbal communication, and communication methods—and applies these concepts to specific situations that leaders are likely to encounter, including some that might be considered challenging.
 - **Learn to Listen, Listen to Learn:** This session reiterates the importance of active and empathetic listening in creating a successful two-way conversation.
 - **Apply Interpersonal Savvy:** Part of planning a successful conversation is recognizing your own behavioral tendencies as well as the tendencies of others and then adapting your approach and your message accordingly. This session offers practice in applying DISC techniques to specific situations.



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2. **Manage Conversations:** Some difficult conversations can be averted or lessened by applying these conversation techniques. Consider how communication skills can affect the following examples:
 - Giving early feedback; nipping problems in the bud
 - Giving clear instructions on job duties, parameters of expectation
 - Coaching and mentoring
 - Clear boundaries about what is and is not negotiable (YPT, health/safety policies)
3. **Resources** to learn more about specific conversation techniques:
 - *Crucial Conversations: Tools for Talking When Stakes are High* (Al Switzler, Joseph Grenny, and Ron McMillan, 2001)
 - *Difficult Conversations: How to Discuss What Matters Most* (Bruce Patton, Douglas Stone, and Sheila Heen, 1999)

(Slide #14)

Post-session Reflection

- What's the single biggest thing that you got from this session?
- How does this topic relate to your tickets?
- How easy or hard do you think it will be to use these skills?



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Day Three: Coach and Mentor

Time Allowed

50 Minutes

Teaching Format

Troop Discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Identify the role, responsibilities, and appropriate actions of a coach.
2. Identify the role and appropriate actions of a mentor.
3. Apply the roles of coach and mentor to their Scouting position.

Materials Needed

- PowerPoint slides and projector
- Role-play #1 Handout: Starting Fire with Wet Wood script (*Appendix: copies for three volunteers*)
- Role-play #2 Handout: Tom R. Sage and Megan Meecham script (*Appendix: copies of Tom script (page 1) for half the participants; copies of Megan script (page 2) for half the participants*)
- Coach and Mentor—Summary (*Appendix: one per Participant Notebook*)
- Easel and flipcharts
- Tool: flashlight

Recommended Presenter

This session should be given by a staff member who is not a troop guide. He/she must have excellent presentation skills. Because there are several moving parts to this presentation, the presenter must also be capable of good time management.

Recommended Location

Troop learning area

Course Connections

Key Wood Badge Themes	Connecting; Guiding; Empowering
Connections to Other Sessions	Communicate Effectively; Learn to Listen, Listen to Learn; Plan with a Bias for Action: Manage Conversations; Develop Individuals and Teams; Apply Interpersonal Savvy



PRESENTATION OUTLINE

(Slide #3)

Tool

The tool for this session is a flashlight. As a flashlight lights the way, Scout leaders acting as coaches and/or mentors show Scouts the way to become leaders of character.

(Slide #4)

Introduction: Role-play #1: "Starting Fire with Wet Wood"

Let's begin this session with a Scouting scenario called "Starting Fire with Wet Wood." We need three volunteers from the (NAME OF PATROL) patrol to read the parts of Scouts Jayden, Bill, and Roberto. I'll read the part of the narrator.

Narrator: Bill and Roberto were assigned fire duty. They needed to get the fire going so their patrol could cook dinner. Unfortunately, it had rained all day, and there was no dry wood to be found. They tried lighting the wet wood but were getting nowhere. As the pungent fragrance of damp, half-burnt tinder drifted over the campsite, Jayden, the patrol leader, walked over to the fire ring.

Jayden: Hi, guys. How's it going with the fire?

Bill: We can't get the fire started, Jayden. The wood's too wet.

Roberto: Yeah, I guess we're going to have to eat dinner cold. I wonder what raw potatoes taste like.

Jayden: Well, I for one do not like raw potatoes. You know, the last time I wanted to start a fire in the rain, I split a log to get dry kindling.

Bill: What do you mean?

Jayden: Well, the wood in the middle of a big log stays dry no matter how wet the outside gets. If you split the log with an axe, you can get dry wood from inside the log. Also, I think I saw a downed white birch along the trail coming in. White birch bark has lots of oil in it. It burns like crazy even when it's wet.

Roberto: I'll go find the ax. Bill, how about if you try to find some of that birch bark?

Narrator: They both ran off, excited to try out their new knowledge.

Ask: "Our first two Scouts had a problem they couldn't solve, and it was going to impact their entire patrol. What kind of leadership strategy did their patrol leader, Jayden, use? How did he help them solve the problem?" *(Participants may discuss how helpful and supportive Jayden was. The answer we are looking for is coaching and/or mentoring, which they will likely get based on the session title.)*



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Ask: “What were the good outcomes in this scenario?” (**Possible Answers:** *Bill and Roberto got the satisfaction of starting a fire under wet conditions. They also don’t have to eat the raw potatoes! The patrol leader also modeled a helpful and supportive leadership style and was a good role model for younger Scouts.*)

(Slide #5)

The Differing Roles of Coach and Mentor

We often use the terms “coaching” and “mentoring” interchangeably. In fact, these roles are different.

Coach

When we think of the term “coach,” we usually think in terms of athletics. For our presentation we want to think of a coach in the context of Scouting. A coach 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.” The key concept that separates coaching from other leadership styles is the point of letting go to enabling success. As individual capabilities grow, a coach may become a mentor to facilitate continued growth of an individual or be a resource for a team as they learn to perform.

(Slide #6)

A useful way to remember what coaches do is to use the COACH model (clarify, observe, ask, collaborate, help):

- **Clarify:** Expectations and needs are understood by both parties. Builds level of trust.
- **Observe:** Through evaluation and inspection, through conversations, and through direct observations. Don’t just look at results or outcomes but at the steps or conditions that lead to desired results.
- **Ask:** Questions about effective status (history), issue (discovery), and impact (present state). Allowing the person being coached to discover or identify the root cause. Be present by using active listening.
- **Collaborate:** Having trusted and engaging conversations. Continuing to ask *Ideal* (future state) and *Intention* (going forward) questions. Allowing the person being coached to generate in developing the plan.
- **Help:** Be positive and supportive. Be authentic. Be consistent. Live the values. “Walk the Talk.” Provide resources. Give appreciative and constructive feedback. Always follow up. This is key to coaching.

(Slide #7)

Mentor

A mentor is an experienced, trusted guide and counselor to a less experienced individual. This relationship normally extends beyond Scouting skills into values, beliefs, and



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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 the purposes of this discussion, we will consider mentoring as a leadership skill required of adults when dealing with adults.

(Slide #8)

The MENTOR model (mindset, environment, network, trust, open, retention) is a useful way to remember what mentors do:

- **Mindset:** Instill attitudes, “social intelligence,” and values embraced by Scouting.
- **Environment:** Help a mentored person develop an understanding of the unit environment and culture and the practicalities of life in the unit.
- **Network:** Make introductions or provide recommendations to connect a mentored person to others who might be able to help them.
- **Trust:** Provide trusted, confidential counsel and a broader perspective on Scouting and personal issues.
- **Open:** Be open for advice, support, and/or guidance on subjects that a young person may find difficult to discuss with other leaders or peers.
- **Retention:** Aid in retention of the mentored individuals in our program.

(Slide #9)

There are key differences between Coaching and Mentoring:

Coaching versus Mentoring	
Coaching	Mentoring
Short term	Long term
Skills	Values
Formal	Informal
Goal setting	Goal setting

(Slide #10)

Role-play #2: Coaching/Mentoring

Note: See the **Supplemental Role-play Notes for the Presenter** section at the end of this lesson plan for more detailed information about the timing, setup, and execution of this role-play.

Let's start by having everyone count off by two (1, 2, 1, 2, etc.). All 1's are going to play the role of Tom R. Sage, a member of Venturing Crew 516. Here is some initial information about Tom:



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Read aloud for all participants: Tom R. Sage is 18 years old and a member of Venturing Crew 516. He joined the crew two years ago and is currently chairing the group planning their summer outing, a five-day hike on the Appalachian Trail. Tom is a freshman in the local community college, still living at home. He was practically a straight-A student in high school, but his family didn't have the money to send him to an expensive college. Tom works part-time at a local computer store, and after graduation he hopes to get a good job in the computer industry. His parents are pushing him to achieve, in part because they want him to be out on his own. Virtually everyone who knows Tom believes he has incredible potential in the field of technology. Tom dreams of better times ahead and seems to have the knowledge, ability, and commitment to make it all happen. Tom joined the Venturing crew because of its focus on outdoor adventures.

Presenter: All of the 2s are going to play the role of Megan Meecham, Venturing advisor for Crew 516. Here is some initial information about Megan:

Read aloud for all participants: Megan Meecham is lead crew advisor for Crew 516. Megan works at the same computer store as Tom. Megan is an avid climber. She earned the Girl Scout Gold Award as a youth. Megan is an active Scouts BSA district committee member and an Order of the Arrow Vigil Honor member. Megan has completed Wood Badge training. Megan is known in town as a marathon runner, but she is equally successful in just about everything she tries. All the members of the Venturing crew admire and respect her, and crew meetings are energized because of her. The seven young men and four young women 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 the participants. At one point during the Olympics, Megan had gotten tears in her eyes because of the personal triumphs of the Special Olympics kids. Everyone in the crew was moved to see Megan experiencing that sort of emotion—she is usually all business.

Presenter: Now let's have all the "Toms" (1s) go out into the _____, where you'll be given some additional information. All of the "Megan's" (2s), stay here please.

Note: Select two staff members to help each group. He or she will now provide some additional information for the Toms and Megans. These two staff members should position themselves so that the other group cannot hear them.

In the separate area, the staff member helping the 1s will read the following additional information for Tom R. Sage.

Staff member read aloud for all 1s (Toms): You've come to the crew meeting early in hopes of being able to talk with Megan Meecham. She has always helped you figure out which path to travel, and you really need some of her 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 Ms. Meecham'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



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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 Ms. Meecham think you are crazy? What should you do? Your meeting with Megan Meecham takes place just before the next crew meeting. You have arrived early. Ms. Meecham and the other crew advisor are there,

Note: *In the separate area, the staff member helping the 2s will read the following additional Information for Megan Meecham.*

too, and there is just enough time to have a discussion with him before anyone else arrives. You begin the conversation by saying “Hi, Ms. Meecham” and shaking her hand.

Staff member read aloud for all 2s (Megans): Tom R. Sage is a wonderful young man, but he has never shown himself to be a leader. Everyone in the crew is frustrated with him right now. He oversees the big five-day outing that the crew is anticipating—a hike on the Appalachian Trail. But Tom hasn’t done anything yet. He doesn’t seem to have a plan, and he won’t delegate responsibilities to anyone else. He won’t even talk about it. Afraid that the whole trip will fall apart, the other crew members have turned to you, Megan Meecham, to straighten out things. They hope you can give Tom a bit of guidance, perhaps ask some open-ended questions and make a few suggestions. They feel that if Tom would just admit that he is in over his head, everyone could jump in and help, but he won’t do it. Your meeting with Tom takes place before the next crew meeting. You and the other advisor of the crew are going over plans for the meeting when Tom arrives. There is just enough time to have a discussion with him before anyone else shows up. You wait for him to start the conversation.

Direct all participants: Each “Tom” should find a “Megan,” and you now have five minutes to meet and talk, playing your roles.

Debriefing the Role-play

After the role-play, lead the participants in a discussion about the experience.

- First, encourage those who played the role of Tom R. Sage to give their perspectives on what occurred.
- Next, talk to those who played the role of Megan Meecham, again bringing out the various scenarios they experienced.
- Lead the group in exploring the interaction between Tom R. Sage and Megan Meecham.
- How effective was the communication?
- In what ways was Ms. Meecham a good coach?
- In what ways was Ms. Meecham a good mentor?
- What important lesson did Tom Sage learn about coaching and mentoring?

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.



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- A coach is committed to serving as champion of those they coach.
- 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.

Highlight the tips on being a good coach and mentor below.

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 versus what's wrong
- Value differences
- Evolve and grow with the team's life cycle

Tips on Being a Good Mentor

- Provide a safe, non-threatening 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

(Slide #11)

Summary

We began this session with the flashlight as the tool. It is easy to understand coaching as one of our roles as a Scout leader. As we've seen in this session, our role as Scout leader sometimes extends into mentoring, when we help young people develop and explore their values, beliefs, and feelings.

Take-home message

As we have discussed throughout our Wood Badge course, a key skill of good leadership is listening. When we listen, we are on the path to becoming effective coaches and mentors. Youth 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 all.



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Supplemental Role-play Notes for the Presenter

Time

25–30 minutes

- Setup and initial instructions: 7–9 minutes
- Separate information sharing: 3–4 minutes
- Role-play: 5–7 minutes
- Debriefing: 10 minutes

Setup

Divide participants into two groups using a quick “1-2” count-off. Send the 1s to one side of the training area with a staff member and the 2s to the other side with another staff member.

- Those in the group of 1s will play the role of Tom R. Sage, a member of Venturing Crew 516, for which Megan Meecham is an advisor.
- Those in the group of 2s will play the role of Megan Meecham, Venturing advisor.
- Everyone will participate in one role or the other, all at the same time, by pairing up with one Megan and one Tom in each pair.

Conducting the Role-play

- 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 Tom R. Sage will leave the meeting area. Groups with each role move as far apart as possible within the training area so that, out of earshot of one another, each group may receive additional information about their characters and their situations.
- It can be helpful to have the additional information about each character printed on handouts for participants to read. Do not allow participants to keep the information sheet during the role-play, however, as 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.
- Once everyone has been thoroughly briefed and any questions answered, those playing Tom R. Sage return to the room or area, pair up with someone playing the role of Megan Meecham, and begin the role-play.
- Facilitators should help keep time and help bring everyone’s attention back to the presenter at the end of the allotted time for the role-play.
- Participants can stay in place with their partners during the debriefing.



Day Three: Leadership Connections 3

Time Allowed

15 Minutes

Teaching Format

Patrol discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Correlate the leadership competencies to effective leadership in Scouting.
2. Interpret the “territory” as the values taught and learned in Scouting.

Materials Needed

None

Recommended Presenter

Troop guide

Recommended Location

This leadership connection follows the break after the troop session Day Three Recap and precedes the patrol’s ticket time in their patrol sites. This leadership connection should be held at their patrol sites.

Course Connections

Key Wood Badge Themes	Connecting; Guiding; Empowering
Connections to Other Sessions	Develop Individuals and Teams; Manage Conversations

PRESENTATION OUTLINE

Notes

This leadership connection focuses on effective Scouting leadership and the purpose of the BSA.



WOOD BADGE

Setting the Stage

Review the Rules of the Leadership Connections:

- Speaking is optional, listening is encouraged, but independent thinking is essential.
- Be respectful of others.
- Disagreements are OK.
- Different opinions enrich the discussion.

Where Are We?

We have covered the leadership competencies involved in personal growth and governance (Know Thyself; Drive Vision, Mission, and Values), connecting to and leading others (Communicate Effectively; Include and Optimize Diverse Talent; Learn to Listen, Listen to Learn; Apply Interpersonal Savvy; Coach and Mentor), and guiding individuals and teams (Plan with a Bias for Action; Develop Individuals and Teams; Manage Conversations). We are now ready to examine how these leadership competencies translate to our work in the BSA.

The Questions

- How can you use the leadership competencies discussed so far to be an effective leader in the BSA?
- What is BSA's "territory"?
- In what ways is the BSA's "territory" more than delivering its program elements, such as the outdoor program or advancement?

Summary/Conclusion

Effective BSA leaders understand the "territory" is the mission of the BSA and the values we teach, not the program elements used to teach those values.



WOOD BADGE

Day Three: Recap

Time Allowed

30 Minutes

Timing for specific sections:

- 10 min. Review leadership competencies and Wood Badge themes
- 8 min. Activity #1: Lessons Learned
- 12 min. Activity #2: Application of Lessons Learned—to tickets and to working with youth

Teaching Format

Troop discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Review the leadership competencies presented on Days One, Two, and Three.
2. Associate these leadership competencies with the Wood Badge themes.
3. Identify ways to apply leadership competencies while serving others, especially youth.
4. Identify ways to apply leadership competencies to their Wood Badge ticket.

Materials Needed

- Day Three Recap-Summary (*Appendix: one per Participant Notebook*)
- PowerPoint slides and projector
- Flip chart or large white board
- For each patrol:
 - Flip chart sheet and markers
 - 3 sticky notes of one color (e.g., Post-it® Notes)
 - 3 sticky notes of a second color

Recommended Presenter

Assistant Scoutmaster for troop guides: The assistant Scoutmaster for troop guides will have received the most feedback from troop guides concerning the participants' understanding of the competencies presented during the first weekend. Consequently, he or she may be in the best position to present a summary that will clarify and connect key principles and reinforce service to others, especially youth.

Recommended Location

Indoor or outdoor troop setting



WOOD BADGE

Course Connections

Key Wood Badge Themes	Living the Values; Growing; Connecting; Guiding; Empowering
Connections to Other Sessions	Drive Vision, Mission, and Values; Know Thyself; Communicate Effectively; Learn to Listen, Listen to Learn; Include and Optimize Diverse Talent; Develop Individuals and Teams; Plan with a Bias for Action; Know the Territory; Apply Interpersonal Savvy; Manage Conversations; Coach and Mentor

PRESENTATION OUTLINE

(Slide #2)

Introduction

On the first day of this Wood Badge course, we introduced you to five themes of Wood Badge and 14 leadership competencies that we wish to develop in Scout leaders to apply in their service to others. The purpose of this session is to review briefly the leadership competencies that have explored during the first three days of the course.

Wood Badge Themes and Leadership Competencies (10 min. total)

(Slide #3)

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.

The mission of Wood Badge is to inspire and train adults to achieve the mission and aims of the BSA through premier leadership training that sets the example for youth empowerment to impact the world.

Note: *This brief review should be a facilitated discussion. After briefly defining each Wood Badge theme, the presenter should ask participants to briefly describe the main points corresponding to each associated leadership competency. The notes below provide brief definitions of each Wood Badge theme and the corresponding competencies.*



WOOD BADGE

(Slide #4)

LIVING THE VALUES

Living the Values is about personifying the values and setting the example.

Drive Vision, Mission, and Values (Day One): Core values, such as the Scout Oath and Law, help leaders make sound ethical decisions. Supported by such values, effective leaders see a desired outcome (a vision) and have a plan (mission) to realize that outcome.

Know the Territory (Day Two): The “customers” that we serve to accomplish the mission of the BSA are its youth members and their families. Effective BSA leaders must make those ethical and moral choices even if making decisions under pressure, so that we do not lose the trust of those we lead and can set the best example of servant leadership for those we lead.

The last leadership competency for this theme, **Inspire the Heart**, will be presented on the final day of the course.

GROWING

Growing is about knowing and growing thyself first. It is a commitment to continuous improvement and lifelong learning.

Know Thyself (Day One): We cannot lead others until we work on leading ourselves. This requires looking inward and developing from the inside out by aligning our personal values, communication style, and behavioral style.

The next two competencies span the themes of **Growing** and **Connecting**.

Apply Interpersonal Savvy (Day Three): Understanding your personal behavioral traits (DISC: dominance, influence, steadiness, and compliance) and recognizing the behavioral traits of others improve our ability to communicate and work in teams. The language and knowledge of DISC traits equips you to do just that. Together, they are an important piece of knowing yourself, learning the tendencies of others, and adapting to their needs.

Learn to Listen, Listen to Learn (Day Two): To serve and lead people, we need to understand them—we need to listen. Active and empathetic listening helps us confirm that we have received a message, ensures that we understand it in depth, and lays the foundation for healthy relationships and continual improvement.

CONNECTING

Connecting is about building relationships with other people.

Communicate Effectively (Day One): In our current world, communication methods are diverse and ever-changing, but the theory remains the same: message, sender, receiver. As leaders, it is important to develop personal strategies for communicating on a higher level.



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Learn to Listen, Listen to Learn (Day Two): To serve and lead people, we need to understand them—we need to listen. Active and empathetic listening helps us confirm that we have received a message, ensures that we understand it in depth, and lays the foundation for healthy relationships and continual improvement.

The next two competencies span the themes of **Connecting** and **Guiding**.

Manage Conversations (Day Three): Being a leader may require you to resolve conflicts or tell people things they do not want to hear. For the best chance of success, approach these difficult conversations with good intentions and thoughtful planning to set the stage for productive two-way communication.

Include and Optimize Diverse Talent (Day One): Effective leaders recognize human, cultural, and institutional diversity and the importance of inclusiveness to achieve diversity, and they find ways to make diverse groups work together to achieve common goals.

GUIDING

Guiding is about focusing on developing and enabling others to achieve our common goals.

Develop Individuals and Teams (Day Two): Effective leaders understand the four stages of team development: forming, storming, norming, and performing. Understanding the stages of team development enables effective leaders to tailor their leadership styles and teaching methods to each stage.

The next two competencies span the themes of **Guiding** and **Empowering**.

Plan with a Bias for Action (Day Two): Effective leaders plan with a goal in mind. Mindful of their goals, effective leaders marshal resources, direct, and control the work.

Manage Conversations (Day Three): Being a leader may require you to resolve conflicts or tell people things they do not want to hear. For the best chance of success, approach these difficult conversations with good intentions and thoughtful planning to set the stage for productive two-way communication.

EMPOWERING

Empowering is about ultimately helping other people to become healthier, wiser, freer, more autonomous, and more likely “to serve and to lead,” themselves.

The themes of **Empowering** and **Living the Values** will be explored in more depth using three additional leadership competencies on Days Four and Five of Wood Badge.



WOOD BADGE

(Slide #5)

Activity #1—Lessons Learned *(8 min. total)*

The purpose of this activity is to encourage participants to begin reflecting about the lessons they have learned so far about leadership. Allow three minutes for patrols to discuss and identify three key take-home points from the first three days of Wood Badge (i.e., What have been their most meaningful lessons learned so far? Don't just list three competencies.). Each patrol should take one minute to write their three take-home points on a flip chart sheet of paper. After about four minutes, the patrols should post their flip chart sheets on the wall around the room at the same time. Have each patrol leader quickly read (not describe, explain, or discuss) their patrol's key points.

(Slide #6)

Activity #2—Application of Lessons Learned *(12 min total)*

The purpose of this activity is to encourage participants to begin thinking about how to apply the leadership skills they are learning in Wood Badge.

Ask patrols to review all of the key take-home points that have been identified by all patrols, and, on the separately color-designated sticky notes, to identify:

1. Three lessons that might be most helpful as they work their Wood Badge tickets. *(specify color of sticky note)*
2. Three lessons that might be most helpful as they work with youth. *(specify other color of sticky note)*

Allow about five minutes.

At the signal from the facilitator, patrols should place on the flip chart sheets their three sticky notes of the lessons they believe are most helpful as they work their tickets. Patrols should then place their three sticky notes on the flip chart sheets of the lessons they believe the most helpful as they work with youth. Spend the last few minutes of the session reviewing the lessons learned that resonate with most patrols, i.e., those that received the most "votes."

Post-session Reflection

(Slides #7–#11 as Reflection progresses)

- Encourage participants to practice as many leadership skills as possible in the design and pursuit of their Wood Badge ticket goals.
- Encourage participants to reflect on how the leadership competencies will help them improve their local BSA programs and how they may be applied in service to others as they work with youth and other adults in their Scouting units, districts, and councils.



WOOD BADGE

(Slide #12)

Final Thought

Does anyone know the word UBUNTU?

(Slide #13)

An anthropologist proposed a game to the kids in an African tribe. He put a basket of fruit near a tree and told them that whomever got there first won the sweet fruits. When he told them to run, they all took each other's hands and ran together, then sat together enjoying their treats. When he asked them why they had run as one like that, when just one could have taken all the fruit, they said: "UBUNTU, how can one of us be happy if all the other ones are sad?"

(Slide #14)

Nobel Peace Prize Winner Desmond Tutu from South Africa explains:

Bringing people together is what I call "ubuntu," which means "I am because we are." Far too often, people think of themselves as just individuals, separated from one another, whereas you are connected, and what you do affects the whole world. When you do well, it spreads out; it is for the whole of humanity.

As we finish up today, please think about what this means to you and

"How can WE each nurture the culture of UBUNTU in Scouting?"



WOOD BADGE

Day Three: Closing Gilwell Field Assembly

(for 3 + 2 course format only)

Time Allowed

15 Minutes

Teaching Format

Troop assembly

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Understand a Gilwell Field assembly that serves as the closing for the first weekend of a two-weekend Wood Badge course.
2. Recognize that the senior patrol leader is leading the troop and sharing information.
3. Know that the program patrol retires the colors.
4. Recognize that the flag ceremony and Gilwell Song help set an appropriate tone for the adjournment of the first portion of the course.

Materials Needed

- American flag
- Gilwell Troop 1 flag
- Historic American flag (Star-Spangled Banner)
- Wood Badge Songbook

Recommended Presenter

The Day Three Gilwell Field assembly is facilitated by the senior patrol leader and Scoutmaster of the troop.

Recommended Location

At the Day Three closing, the setting for the Gilwell Field assembly will be the same area used for assemblies on Days One and Two. The 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.

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 OUTLINE

Pre-assembly 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. The Day Three program patrol should have planned and practiced its presentations for the Day Three closing assembly on Gilwell Field.

Welcome and Flag Ceremony

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

- Welcome
- Patrol reports
- Announcements by the senior patrol leader, including the time and location that the second session of the course will commence
- Senior patrol leader collects the emblems of service and program
- Sing the Gilwell Song
- Flag ceremony (program patrol)
 - The program patrol leads Troop 1 in reciting the Scout Oath and Scout Law
 - The program patrol color guard retires the colors and the flag. The participants should be instructed to salute as the American flag is lowered.
- Scoutmaster's Minute
- Dismissal

Scoutmaster's Minute

In the marketing and promotion of Wood Badge, we often use the phrase, "Leadership for Scouting—Leadership for America." Perhaps some of you have heard or seen that phrase. Have you ever wondered about it? What does it mean? Why do we say that?

Consider this: More than 16 million Americans served in the military during World War II. That's a remarkable number. The US population in 1945 was 140 million, so roughly 11 percent of our population fought in World War II.

Think of it: 16 million Americans served in that war. Today, we refer to them as the "Greatest Generation," thanks in part to Tom Brokaw, who wrote about the sacrifices those men and women made; the bodily and psychological harm they suffered in war; the courage they displayed in rehabilitating their wounds; the passion, integrity, and values that infused their lives and work. That group built the America we live in today.

As soldiers and officers, they learned about and experienced leadership during the war. It was a powerful example. Returning home, they put those leadership experiences to work again building families, businesses, and the community. It happened across America in the decades after the war.



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Today, there are roughly 2 million people serving in our military; and our nation has grown to about 329 million people. Obviously, leadership training and experience in our military still has tremendous impact, but the numbers being trained today pale in comparison to those trained during World War II.

So what other major group is providing our nation with quality leadership training today, you ask?

One possible answer: Today there are hundreds of thousands of adult volunteers serving roughly 2 million youth enrolled in Scouting. Importantly, Wood Badge alone provides five days of leadership training to roughly eight- to ten-thousand adult Scouters each year. Wood Badge training is certainly not the same as leadership training in the military, but many of the leadership competencies of our training are actually very similar.

Scouting is doing its part to help prepare the rising generation of young people to lead. It is important work we do—for our organization and for our nation. Be proud to be involved in Scouting, and be proud that you are enrolled and participating in this course.

When you think about it, the rationale for our tagline makes sense:

Wood Badge:

Leadership for Scouting—Leadership for America



WOOD BADGE

Day Three: Retire Colors/Flag Ceremony

(for 5 x 1 course format only)

Time Allowed

10 Minutes

Teaching Format

Patrol activity

Learning Objectives

As a result of the session, the patrol members should be able to do the following:

1. Formulate a simple process for retiring the flags of the day.
2. Demonstrate a simple flag retirement ceremony.

The patrol leader of the Day Three Program Patrol will facilitate the retiring of the colors. This is a patrol activity, not one for the total troop. The retiring of the colors (American flag, Troop 1 flag, and historic flag) should be simple and patriotic. Participants should salute as the American flag is lowered.

Materials Needed

- American Flag
- Troop 1 Flag
- Historic Flag

Recommended Presenter

Patrol leader of the program patrol

Recommended Location

Gilwell Field



WOOD BADGE

Day Four: Breakfast Assessment

(For 5 x 1 Course Format Only)

Time Allowed

10 Minutes

Learning Objectives

By the end of breakfast, each participant should be able to do the following:

1. Discuss how their patrol is doing as a team.
2. Evaluate what went well and what could improve.

Materials Needed

- Day Four Start, Stop, Continue Worksheet (*Appendix: one per Patrol Leader Notebook*)



WOOD BADGE

Day Four: Gilwell Field Assembly

Time Allowed

15 Minutes

Teaching Format

Troop assembly

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Understand the significance of the Gilwell Field assembly as the opening for each day of a Wood Badge course.
2. Recognize that the senior patrol leader is leading the troop, sharing information, and conducting an informal survey of group morale.
3. Identify the change of responsibilities for service and program patrols as a part of the rotation of patrol leadership.
4. Recognize that the gathering of Troop 1, together with identifiable patrols, sets the tone for the events of the day.

Materials Needed

- Day Four Gilwell Field Assembly Agenda (*Appendix*)
- System for flying flags at Outdoor Gilwell Field
- American flag
- Gilwell Troop 1 flag
- Historic American flag (46-Star Flag of 1908)
- Historic flag reading (*Songbook*)
- Safety Moment (<https://www.scouting.org/health-and-safety/safety-moments/>)

Recommended Presenter

The troop's senior patrol leader and Scoutmaster facilitate the Day Four Gilwell Field assembly.

Recommended Location

Outdoor Gilwell Field (may be near patrol campsites or separated, depending on the facility)

Course Connections

Key Wood Badge Themes	Living the Values; Connecting; Guiding; Empowering
Connections to Other Sessions	Drive Values, Vision, and Mission; Communicate Effectively; Develop Individuals and Teams

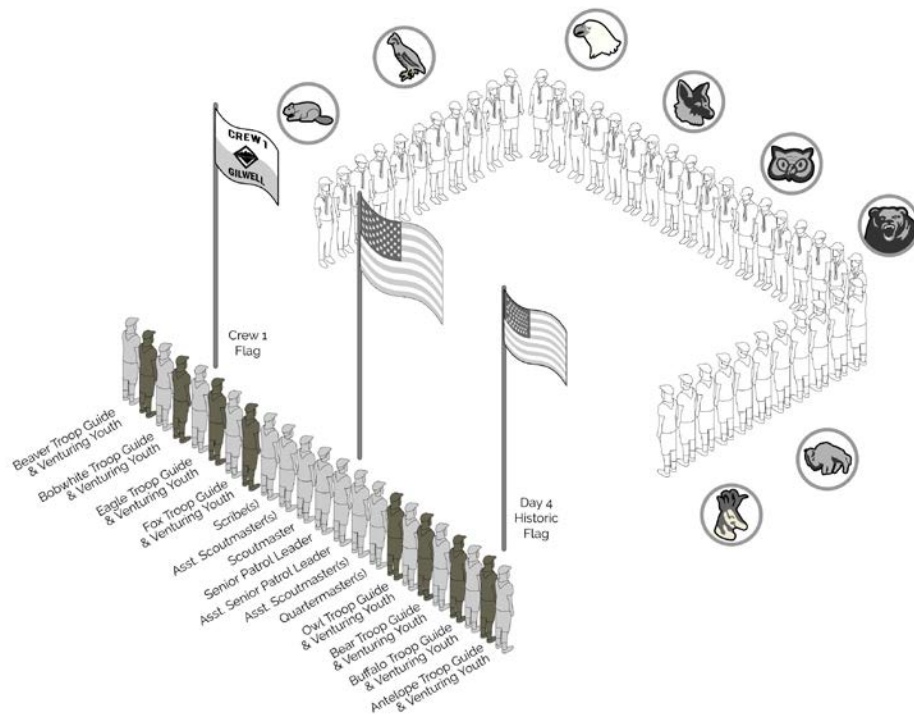


WOOD BADGE

PRESENTATION OUTLINE

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

Recommended Facility Layout



Note: There are two options for Day Four’s Gilwell Field Assembly layout in order to provide an opportunity to integrate the youth staff members for the day into the formation:

1. Refer to the Day Three layout for assembly placement.
2. Intersperse the youth between troop guides, as in the diagram above. It is suggested, but not mandatory, that each youth serve the patrol that the adjacent troop guide serves.

Pre-assembly Preparations

At its patrol meeting on Day Three, the Day Three program patrol should have planned and practiced its presentations for the Day Four assembly on Gilwell Field.

- Flag ceremony
- Presentation of the historic flag and song

In the weeklong course (5 x 1 format), the patrols that served on Day Three as the program patrol and service patrol should bring to the assembly the emblems of service they received at the Day Three Gilwell Field assembly. Ideally, each patrol will have decorated the emblem with a totem or other symbol of the patrol.



WOOD BADGE

Presentation Procedure

Refer to the *Gilwell Field Assemblies Overview* for more information. On Days Four and Five, the troop guides line up at the designated spot with the rest of the staff. (See Recommended Facility Layout, above, for an option to integrate youth staff into the Day Four assembly formation.) Once the patrols and staff have gathered, the senior patrol leader will facilitate the assembly.

Assembly Agenda

- Welcome
- Patrol reports
- Flag ceremony
- Invocation (*see end of Lesson Plan*)
- Introduce youth staff
- Program and service patrol transfer of responsibilities
- Patrol leader installation
- Announcements, including regarding travel to patrol sites
- Safety moment
- Scribe announcements
- Scoutmaster's Minute (*see end of Lesson Plan*)
- Gilwell song
- Dismissal by senior patrol leader to next activity

Directions for Reaching the Outdoor Experience

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.

Invocation

Lord, as we gather together today on Gilwell Field, we thank you for the youth in Scouting and their positive influence in our community and the world. We thank you for the fellowship and friendship among the staff and participants in this course. Be with each of us in all we say and do and guide us in leading others with a servant's heart. Let us have the necessary qualities and skill to instill the true meaning of the Scout Oath and Law. Be with us as we continue to develop as a team today. Help us to value each other and to embrace the uniqueness and the diversity each of us offers to grow stronger as a team and to be better able to solve problems, make better decisions, and lead change. May we remember that, as we serve one another, we serve you.



WOOD BADGE

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—and to practice servant leadership.

Let me tell you a story about another outdoor experience. One rainy day during the American Revolutionary War, George Washington rode up to a group of soldiers attempting to raise a wooden beam to a high position. The corporal in charge was shouting encouragement, but the soldiers couldn't get the beam in position. After watching their lack of success, Washington asked the corporal why he didn't join in and help, to which the corporal replied, “Don't you realize that I am the corporal?” Very politely, General Washington replied, “I beg your pardon, Mr. Corporal, I did.” Washington dismounted his horse and went to work with the soldiers to get the oak beam in position. As they finished, General Washington wiped the perspiration from his face, and said “If you should need help again, call on Washington, your commander-in-chief, and I will come.”

True servant leadership occurs when leaders follow Washington's example and assume the position of servant in relationships with fellow workers, focusing on the needs of the follower to add to the greater benefit of the whole. It would have been completely understandable for General Washington to order the corporal into the mud to help his team or even to merely add his voice of encouragement to the soldiers. It would have been easy for him to say, “I am the commander in chief here; do it because I said so.” Instead he did what was necessary to benefit the team; he led by example, not because someone was looking, but because it was the right thing to do.

At the end of the day, how do you perceive yourself as a leader?



Day Four Historic Flag Reading and Patriotic Song

(Ensure that everyone has lyrics to the song.)



46-Star Flag of 1908

By 1908, the United States of America had grown to encompass states from the Atlantic to the Pacific. Nearly all the territory 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 changed 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 the light from above.

From the mountains, to the prairies,
To the oceans, white with foam—
God bless America! My home, sweet home.
God bless America! My home, sweet home.



Day Four: Outdoor Experience

Time Allowed

- Off and on throughout Day Four, participants will be taking part in various activities, including:
 - Moving Troop 1, by patrols, to the site of the outdoor experience
 - Patrol campsite setup
 - Patrol meal preparation (lunch, dinner, and breakfast) and cleanup
 - Patrol campfires
 - Ticket time
 - Diversity and inclusion game
 - Cracker barrel
- Day Five:
 - Reveille
 - Gilwell Field Assembly
 - Interfaith worship service
 - Patrol campsite takedown and morning return

Teaching Format

By patrols, individually and collectively, and also the troop

Learning Objectives

As a result of the outdoor experience, each participant should be able to do the following:

1. Complete an overnight outdoor experience as a member of a patrol and Troop 1, including: travel to the site, camp setup and teardown, meal preparation and cleanup, other patrol and troop activities, and return from the site.
2. Demonstrate and apply understanding of the Scouting program and Wood Badge competencies by utilizing them during an overnight outdoor experience.
3. Assess the value and importance of the outdoor experience and Wood Badge leadership competencies as a result of using them in real-life patrol and troop situations.
4. Reflect on and celebrate the knowledge gained, the friendships made, and the many experiences shared through Wood Badge.

Materials Needed

- Patrol meeting agenda (*Appendix: one per Patrol Leader Notebook*)
- Sample draft letter from the Scoutmaster (*Appendix C*)
- Personal and patrol gear for the outdoor experience
- Food and kitchen gear for the outdoor experience meals and cracker barrel

Recommended Presenter

Senior patrol leader, patrol leaders, and various individual session presenters

Recommended Location

Each patrol will determine the location best suited for its meetings and activities. Patrol campsites will probably be assigned. Troop presentations and other sessions may vary.



WOOD BADGE

Course Connections

Key Wood Badge Themes	Living the Values; Growing; Connecting; Guiding
Connections to Other Sessions	Embrace and Lead Change; Create a Culture: "Train Them, Trust Them, Let Them Lead!"

PRESENTATION OUTLINE

Overview of the Day Four and Day Five Outdoor Experience Schedule

Day Four

- 6:00 a.m. Reveille
- 7:00 a.m. Breakfast and self-assessment
- 8:00 a.m. **Gilwell Field Troop 1 assembly**
- **Beginning of the Outdoor Experience** -----
- 8:15 a.m. **Move to outdoor experience and assembly site**
- 9:45 a.m. Embrace and Lead Change (troop presentation in outdoor experience classroom)
- 10:45 a.m. Create a Culture: "Train Them, Trust Them, Let Them Lead!" (troop presentation)
- 12:00 p.m. **Patrol lunch preparation, meal, cleanup**
- 12:40 p.m. Patrol leaders' council and patrol chaplain aides' meetings
- 1:00 p.m. Problem-solving round-robin, troop session, presentation, and application (candelabra)
- 3:00 p.m. Leadership Connections (patrol session)
- 3:25 p.m. Patrol Leadership Quest (troop session)
- 4:25 p.m. **Staff departs.** Scoutmaster letter given to each patrol.
- Patrol dinner preparation, meal, clean up**
- Evening Diversity and Inclusion Game (patrol activity)
- Patrol meetings**—including work on the Patrol Leadership Quest
- Ticket time**, if needed for weeklong course
- Patrol campfire and cracker barrel**
- Lights out

Day Five

- 6:00 a.m. Reveille
- 7:00 a.m. **Breakfast and self-assessment**
- 8:00 a.m. Gilwell Field Troop 1 assembly
- 8:20 a.m. Interfaith worship service (troop activity)
- 8:40 a.m. Break camp and return from outdoor experience
- **End of the Outdoor Experience** -----
- 9:40 a.m. Patrol leaders' council (return all troop items)
- 10:15 a.m. Patrol Leadership Quest presentations (troop session)
- Key:** *Bolded elements shown above are referenced in the accompanying narrative. Other elements have their own separate section.*



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This section includes a compilation of instructions and other information about the various activities that take place during the outdoor experience. Some can be combined or covered within existing lesson plans, all of which take place during the day and evening of Day Four, including camp setup, lunch, dinner, the overnight camping experience, reveille, breakfast, and camp takedown early on Day Five. All of these elements are covered here to ensure there is adequate information and planning to deliver the entire outdoor experience effectively. *(See the schedule above, additional details in this section, and other lesson plans presented in the outdoor experience venue.)*

The outdoor experience begins following participant check-in in the 3+2 format (or breakfast and self-assessment in the 5X1 weeklong format) and Gilwell Field Troop 1 assembly to begin Day Four and continues to the morning of Day Five—roughly a 24-hour block of time. The assembly allows participants and staff to gather as a group before they embark on the outdoor experience, and to make any related announcements regarding the following: traveling to the site, assembling at a central location there upon arrival, and introducing the youth participants who will join the troop during the outdoor experience (youth can be recruited from the following: Scouts BSA, Venturers, Sea Scouts, Explorers, OA members, NYLT staff, or camp staff).

Each course has some flexibility regarding the setup, timing, and schedule of its outdoor experience, as facilities, terrain, camping equipment, logistics, distances involved, and weather can impact those decisions. Some courses may choose to break camp on Day Five and return from the outdoor experience immediately after breakfast. Others may wish to break somewhat later in the morning of Day Five. Regardless of those decisions, the Patrol Leadership Quest presentations on Day Five should be presented in the Gilwell Hall used to open the course on Day One.

Day Four: Gilwell Field Assembly

This Gilwell Field assembly allows 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 conduct an informal survey of group morale.

Announcements

The senior patrol leader gives a brief overview of the morning's activities including

- a description of the outdoor experience site, its location, and amenities;
- travel to the site;
- assembling at the outdoor experience site upon arrival; and
- meeting the young people who will serve during the remainder of the outdoor experience as part of the course staff.



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Move to the Outdoor Experience Site

Following the Gilwell Field assembly, patrols pack up and move to the outdoor experience site.

Note: At some Wood Badge courses, patrols may be hiking to sites that are unfamiliar to participants. Some locations may require that patrols pack up and cover a shorter distance, essentially moving into a backcountry that is more symbolic than actual. The destination should be an identified assembly area at the site of the outdoor experience. From there, patrols can be directed to their individual campsites.

Youth Participation in the Outdoor Experience

Youth may also be assigned to each patrol to help wherever necessary to assist with patrol campsite setup. The 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).

Set up and facilitate the stations of the problem-solving round-robin, the problem-solving troop presentation, and the problem-solving application (candelabra).

Provide an opportunity for the youth to briefly describe and explain the Scouting program of which they are a part. Allow participants to ask questions and encourage conversation and interaction between youth members and Wood Badge participants.

These youth members will leave the site of the outdoor experience with the rest of the staff late on the afternoon of Day Four.

Note: Youth 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 youth-led units organizing and carrying out their own adventures.

While the youth staff may be able to provide technical assistance to patrols in setting up their camps, a more important reason for asking them to help is to put them in proximity with Wood Badge participants and allow them to get acquainted with one another. The connections they form can become the foundation for enriching the experience of Days Four and Five, both for the Wood Badge participants and for the youth.

Troop Assembly at Outdoor Experience Site

Participants will do the following:

- Gather at the central location at the site of the outdoor experience.
- Take part in a brief orientation to the site and review safety issues.
- Meet the youth participating in the outdoor experience.



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Assembly Agenda at Outdoor Experience

When all the patrol members and staff have gathered at the troop assembly site, the SPL will facilitate the proceedings. Keep it short and to the point.

1. Welcome
2. Informal patrol status report—How is everyone doing?
3. A reminder about hydration—Everyone should replenish their water bottles and keep themselves well-hydrated throughout the remainder of the outdoor experience.
4. Introduction of the Scout BSA, Sea Scouts, Venturing, OA, or NYLT youth representatives.
5. Orientation to essential landmarks and features (e.g., restrooms, sources of water, etc.).
6. Discussion of any local safety concerns (e.g., poison ivy, hypothermia, etc.).
7. Emergency response procedures—Locations of staff member first-aiders and first aid kits, reporting emergencies, process to summon help, etc.
8. Adjourn—After this, patrols will begin setting up their patrol campsites.

Patrol Camp Setup

Either before or after the adjournment, patrols should be given time to establish their patrol campsite and set up their personal gear for the overnight. Depending on the setting, each patrol may have a pre-assigned site, or each may be invited to select from a number of possible locations in which to set up a campsite.

If the patrol campsite and personal gear is not entirely set up prior to the **Embrace and Lead Change** troop presentation, it can be completed during lunch, after the Patrol Leadership Quest troop session, or prior to patrol dinner preparations.

Patrol Leadership

The patrol leaders are the facilitators of the meetings and activities of their patrols during much of the outdoor experience and overnight. 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 patrol's progress during any meeting.

Patrol Lunch Preparation, Meal, Cleanup

Each patrol should prepare and serve its lunch, with appropriate cleanup to follow. A simple trail-type lunch is probably sufficient. A patrol leaders' council meeting and a chaplain aides' meeting follows lunch. Other patrol members have ticket time during these meetings, or optionally, additional time to continue patrol campsite setup.

Staff Departure from the Outdoor Experience

Late in the afternoon of Day Four, following the introduction of the Patrol Leadership Quest to the troop and before dinner preparations begin, the Wood Badge staff, including troop guides and youth who have been serving as staff, break camp and depart from the outdoor experience site.



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Note: The nature of the outdoor experience anticipates that the participants will camp apart from Wood Badge staff on the night of Day Four. The distance of that separation may vary, depending on the site being utilized, from a few hundred yards to a much greater distance.

Before the opening of a course, staff must make arrangements for establishing appropriate communications and emergency response strategies to deal with situations or emergencies that might arise in patrol campsites. There may be patrol members with medical training who can serve as on-site emergency first aiders. Often, two-way radios and cellular phones can provide a communication link between patrols and staff. The safety of Wood Badge participants must be assured, even when the staff is not on site.

Patrol Dinner Preparation, Meal, Cleanup

The Wood Badge course is built around the idea that a kitchen crew handles food preparation, thus saving a tremendous amount of time that can be better applied to the presentation of competencies, application activities, and modeling various Scouting traditions.

For the outdoor experience, a simple lunch on Day Four and breakfast on Day Five may be provided. Food for dinner is more involved and usually planned and prepared by the patrols themselves. The value of preparing meals together is important, both for its team-building aspects and for patrol morale. All patrols should have the opportunity to prepare a camp meal on the evening of Day Four during the outdoor experience.

Patrol Meeting Agenda

1. Welcome
2. Review the schedule for the rest of Day Four and Day Five:
 - Complete patrol campsite preparations and set up personal gear
 - Evening meal and related assignments
 - Play “Diversity and Inclusion” Game
 - Patrol campfire/cracker barrel
 - Breakfast and related assignment on Day Five
 - Break camp on Day Five
3. Review progress on writing and completing Wood Badge Tickets
4. Review upcoming responsibilities for the service patrol or program patrol, if any
5. Work on the Patrol Leadership Quest presentation
6. Adjourn

Ticket Time

On a two-weekend course, participants should have returned with all ticket goals approved. On a weeklong course, participants should be well into the task of writing or polishing their tickets. The evening of the overnight experience provides another opportunity for participants to work on the Wood Badge ticket and obtain feedback from other patrol members. Make sure that each patrol sets aside adequate time for this purpose. Encourage patrol members to support one another. “None of us is as smart or as strong as all of us.”



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Patrol Campfire and Cracker Barrel

Patrols may do their own campfires. Cracker barrels will be provided to each patrol.

A primary goal of a Wood Badge course is to encourage patrols to develop into tight-knit teams that exhibit the best attributes of Scouting and of leadership. To that end, patrols have been challenged with demanding schedules of presentations and activities. By the evening of Day Four, most patrols will have evolved through the stages of team development to become a “high-performing team.” The patrol campfire on Day Four is a time to celebrate that journey, and to consider the next step: “adjourning.”

The patrol campfire is an opportunity for members of a patrol to share a relaxed evening together. How they choose to share their time is up to them. In most cases, participants will choose to visit as a patrol, to celebrate their accomplishments, to consider their new understanding about Scouting, about leadership, and perhaps, about life itself. The evening will help seal friendships and solidify the impact of Wood Badge. It truly is about “Leadership for Scouting, and Leadership for America.”

Reveille, Breakfast and Self-assessment, Gilwell Field Troop 1 Assembly, Interfaith Worship Service, and Breaking Camp

Following breakfast and the patrol self-assessment on Day Five, conduct the Gilwell Field Troop 1 Assembly at the outdoor Gilwell Field site and Interfaith Worship Service (unless it makes more sense—given weather, lack of a system for flying flags at the outdoor Gilwell Field site, or other limitations—to do these two events just after returning from the outdoor experience). Each patrol should then break camp, pack up, leave the area better than they found it, and return from the outdoor experience.



Day Four: Embrace and Lead Change

Time Allowed

50 Minutes

Teaching Format

Troop facilitated discussion

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Recognize that leading change can make it have a positive impact.
2. Measure the value of change and develop skills to lead it successfully.
3. Formulate steps for leading change with groups and individuals.
4. Relate the value of leading change to lifelong learning.

Materials Needed

- Embrace and Lead Change—Summary (*Appendix*)
- Flipcharts or other presentation materials for outdoor setting
- Tool: Detour Ahead sign (may be a printed image of a detour sign)

Recommended Presenter

Member of the Wood Badge staff; ideally someone with a passion for and track record of leading change

Recommended Location

This session is part of the outdoor experience and should be taught in an outdoor setting the morning of Day Four

Course Connections

Key Wood Badge Themes	Guiding; Empowering
Connections to Other Sessions	Drive Vision, Mission, and Values; Communicate Effectively; Include and Optimize Diverse Talent; Develop Individuals and Teams; Apply Interpersonal Savvy; Manage Conversations; Coach and Mentor; Create a Culture: “Train Them, Trust Them, Let Them Lead!”



PRESENTATION OUTLINE

(Slide #3)

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 Scouts BSA members. 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. The fact is—change happens.

That would make a good motto for the session—everyone say that with me: “**Change happens!**”

(Slide #4)

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.

(Slide #5)

The tool for this session is a detour sign. What happens if a road is closed? We must change our plan, find a new route. Sometimes we don’t know about changes up ahead, but we should **anticipate change**. Why? Because **change happens!** And once change happens, change will happen again. Realizing that change is inevitable helps people begin looking for the effects that changes have upon their lives.



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(Slide #6)

Ask: 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. 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.

(Slide #7)

As we think about embracing and leading change, we should have two objectives in mind:

1. When change is needed, leading change can make it happen.
2. When change is inevitable, leading change can make it positive.

(Slide #8)

How to Lead Change

Many authors have written about change and leading change. You will find some suggested readings for more information listed on your session summary handout. In his book *Our Iceberg Is Melting*, co-author and Harvard professor John Kotter provides a parable about a colony of Emperor penguins who live out their day to day lives on an iceberg. One of the penguins, a rather ordinary, nondescript fellow named Fred becomes alarmed after making a disturbing observation. He has noticed changes in the iceberg unnoticed by all the others. The iceberg is melting and life for the colony is destined to change. What is Fred to do? Kotter uses this scenario to introduce an eight-point plan for leading change, also described in his book *Leading Change*. Both of these books are available for free online as e-books.

Let's look at these eight steps and think about how to apply them to a Scouting scenario. Let's say we are members of a Scouts BSA troop that used to be quite large, had a strong record of advancement to Eagle Scout, and observes a lot of tradition. However, in the past few years, since your child crossed over into the troop, new Scout recruiting has fallen off and the troop has shrunk to less than half of its former size. How can we lead the membership change in this troop to be in a more positive direction?

Note: With each step, relate the step for leading change to this or another real-life Scouting scenario involving change.



WOOD BADGE

(Slide #9)

Step 1: Create a Sense of Urgency

Because most people either fear or dislike change, the change agent has to motivate them to act. The more quickly you let go of the old way of doing things and accept the new, the sooner you can enjoy and benefit from the opportunities a new situation offers.

We need to ask ourselves: What are the advantages of changing? What are the consequences of not changing? How can we let go of the existing situation and move on to something new? People need a compelling reason to change.

Without urgency, great ideas may sit on the shelf for years. For example:

- 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.

(Slide #10)

Step 2: Build a Guiding Coalition

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; and
 - have the leadership and management skills to guide change.
2. Base this coalition on relationships built on common experiences. Sometimes it is easy to build a coalition with others who have noticed the same need for change. Sometimes the people already in place around you are reluctant, and you need to work around them until a later step.
3. Remember to be inclusive of diverse perspectives and abilities. Keep in mind lessons from our Day One session, Include and Optimize Diverse Talent. Being inclusive while building your guiding coalition can maximize the positive impact of change.

(Slide #11)

Step 3: Form a Strategic Vision

To lead change, we need to know where we are headed. Remember our session on Day One about vision, mission, and values.

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



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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.

How would you accomplish this vision? With a plan. It is our mission, what we do, who we serve, and how to serve them.

- A plan with goals is the nuts-and-bolts part of leading change. It is the blueprint for making the changes that will fulfill the vision.
- Effective leaders have the capacity to create a compelling vision, but they must also be able to translate that vision into reality. A clearly defined plan allows them to make that happen.

Everything we do to realize our vision is based on our values, those core beliefs and desires that guide and motivate our attitudes and actions.

- Our shared values 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.

(Slide #12)

Step 4: Enlist a Volunteer Army

Change becomes easier to effect when more members of your team recognize the opportunity to embrace the change and help drive the team in the same direction. Shared experiences give us common ground for embracing and moving with change. As we develop trust with those we lead, they will more easily join efforts to change. Then we can empower others to help lead change. Again, being inclusive of diverse perspectives and talents can strengthen your team.

Don't be deterred by those who refuse the inevitability of change. Know that it is in the rarest of circumstances that everyone will follow your lead. There will be the naysayers and detractors who will deny change is occurring and refuse to come on board. You must be prepared to leave them behind. It is up to them to decide later if they still want to be a part of the team.

(Slide #13)

Step 5: Enable Action by Removing Barriers

We need to remove barriers such as inefficient processes or hierarchies and, in turn, empower team members to work across boundaries to create real impact. Sometimes tradition stands in the way because "we've always done it this way." We need to remember that we are working with diverse teams, and we are working with younger generations. Don't let traditions become a barrier.



WOOD BADGE

(Slide #14)

Step 6: Generate Short-term Wins

Eat the elephant one bite at a time. Celebrate small victories. Use them to motivate your army of volunteers. Let *them* relish in the success of small victories. Communicate the small wins along the way with the entire team to track progress and energize members to drive change.

(Slide #15)

Step 7: Sustain Acceleration

Once the ball of leading change begins to roll, don't let it stop. Keep your vision in mind, and continue to grow the team of change agents.

(Slide #16)

Step 8: Institutionalize Change

To ensure that the change is accepted long-term, it is important to communicate the connections between the change and the team's new successes.

Once you have led change, know that it won't be long before change happens again. So, create an environment where embracing and leading change is welcomed.

Summary/Conclusion

Note: Review the eight steps using the diagram provided in the summary document (and to the right). In the diagram, the eight steps border a larger circle that reads, "The Big Opportunity."



(Slide #17)

Part of embracing and leading change is recognizing the opportunity to steer change in a positive direction.

Let's change the motto of this session. Why? Because **change happens!**

The new motto is "We can lead change!" Everyone says that with me: **We can lead change!**

Here is some food for thought. What big opportunity do we have to build our Scouting program? Girls and young women can now join Cub Scouts and Scouts BSA. Discuss this in your patrols at lunch. How can you help lead change in your units and districts back home?

These eight steps relate to your ticket, position, and goals. This is your first ticket. Be mindful that complacency kills. Finish your ticket. You are going to lead change.



WOOD BADGE

(Slide #18)

Max De Pree was a noted American businessman, a former CEO of office furniture manufacturer Herman Miller, Inc., and author of books on corporate leadership, including *Leadership is an Art*. Embracing the idea of change, he wrote:

“We cannot become what we need to be by remaining what we are.”

(Slide #19)

How do we become what we need to be? What is our new motto? **We can lead change!**

After change is institutionalized, maintain a culture that continues to embrace it. Continue to lead change throughout lifelong learning. And model lifelong learning through these habits:

- Risk-taking
- Humble self-reflection
- Seeking out opinions
- Careful listening
- Openness to new ideas

If we have a clear vision of what can be, then leading change can make it so.

Remember the motto of this session: **We can lead change!**

Questions?



Day Four: Create a Culture: “Train Them, Trust Them, Let Them Lead!”

Time Allowed

60 Minutes

Teaching Format

This session involves a facilitation process that uses the application of a teaching method called “team-based learning.” First, the facilitator will ask teams (patrols) to have a discussion among its patrol members and select an answer by holding up a card or by writing an answer on a white board. It is important to have patrols hold up their answers simultaneously. The idea is to have each team (patrol) commit to a specific answer choice. Second, after team answers are revealed, the instructor facilitates a discussion by asking teams to explain or justify their answer choices. This process encourages participation and collaboration both within teams to arrive at team answers and among teams to explore the nuances of important learning points.

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Use two methods of facilitating leadership development without taking over.
2. Recognize and avoid some common leadership mistakes that we make as adult leaders and that youth make when they are learning leadership skills.
3. Serve as a role model and coach other adult leaders about how to share leadership with youth leaders.

Materials Needed

- Create a Culture: “Train Them, Trust Them, Let Them Lead!”—Summary (*Appendix: one per Participant Notebook*)
- Scripts (*one copy per patrol reader and the presenter*):
 - Reading #1: “Venturing Crew 700’s Bike Hike” (*Appendix*)
 - Reading #2: “14-year-old Scout Alex and the Dutch Oven” (*Appendix*)
 - Reading #3: “Pack Potluck Party” (*Appendix*)
 - Reading #4: “Senior Patrol Leader Diego Arrives Late” (*Appendix*)
- Flip chart pages and prepared notes. Flip chart texts are presented below in the plan.
- A–B–C–D–E answer cards (one set per patrol). Use a different color of construction paper or card stock for each letter. Cut squares of approximately 4”–5” and draw the letters on both sides of the card.
- Small white board and dry-erase marker (*one set per patrol*) or paper and markers
- Tool: *Patrol Leader Handbook* (or color copy of the cover)

Recommended Presenter

Wood Badge staff member

Recommended Location

This Day Four morning session should be taught in an outdoor setting, weather permitting.



WOOD BADGE

Course Connections

Key Wood Badge Themes	Guiding; Empowering
Connections to Other Sessions	Communicate Effectively; Include and Optimize Diverse Talent; Learn to Listen, Listen to Learn; Develop Individuals and Teams; Know the Territory; Apply Interpersonal Savvy; Manage Conversations; Coach and Mentor; Inspire the Heart

PRESENTATION OUTLINE

Introduction (10 min)

Good morning everyone! Today we want to focus on how Scouting guides young people to be successful leaders. To do that we will use the model of the Scouts BSA troop, which is our original flagship program and the one that is most structured to guide and coach young people to become leaders. For that reason, our tool for this session is the *Patrol Leader Handbook*. Keep in mind that everything we will be talking about pertains to working with other youth and adult leaders.

Let's start this morning's session with a question. Here are four reasons why you might want to improve your own leadership styles or strategies.

What is the **best** reason for improving your leadership skills?

(Note: *Only ask the question. Don't invite discussion yet. Immediately go to the flip chart and read the answer choices from **Flip Chart 1**.)*

Take one minute to discuss these answers with your patrol and decide on the **best** answer.

(Wait a minute for patrols to arrive at their answers.)

Each patrol has a set of A–B–C–D answer cards. **On the count of three, I would like each patrol to hold up just one card for your patrol answer, all at the same time.**

(Ask patrols to explain briefly why they chose each answer. Facilitate a discussion about the reasons patrols picked each answer. Note that all are good answers, and none is wrong. "D" will be one of the take-home points of this presentation, because A, B, and C all support D.)

Flip Chart 1

What is the **best** reason for improving your leadership skills?

- A. To teach leadership skills to youth leaders
- B. To model leadership skills for youth leaders
- C. To practice better leadership skills ourselves in all we do in Scouting
- D. To empower youth in their leadership development



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We should remind ourselves before we go on that when we accept positions of leadership, people—especially young 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.

I have a second question for you: What is the primary purpose of using patrols in a Scouts BSA troop? *(Remember to use the flip chart without starting a discussion.)*

(Note: Read answer choices from *Flip Chart 2*.)

Discuss these answers with your patrol and decide on the **single best** answer.

(Wait 1 to 2 minutes for patrols to arrive at an answer.)

On the count of three, hold up one card for your patrol's answer.

(Facilitate a discussion about the reasons patrols picked each answer. Most patrols may pick answer B or C. The purpose of this discussion is to emphasize “B,” that we want to provide as many opportunities for leadership for as many youth as possible.)

This session is called “Train Them, Trust Them, Let Them Lead!” **Everyone say that with me! “Train Them, Trust Them, Let Them Lead!”** Let's put together some of the things you have learned at Wood Badge so far.

We have three learning objectives for this session.
(Note: Read learning objectives from *Flip Chart 3*.)

Facilitating Without Taking Over (10 min)

Let's begin with the keys to facilitating without taking over. Imagine that your troop or crew wants to go on a seven-day bike hike. What do they need to plan? Please take one minute and discuss this within your patrols. Write down four to five planning items on your small white board in the next 30 seconds. *(After 30 seconds, call on each patrol to share just **one new or different important idea not yet mentioned** about planning this hike and campout. This should be a quick collection of ideas, not an in-depth discussion! They should have ideas such as where, when, who, transportation, food, permits, equipment, and campsite reservation. Comment on how quickly and easily planning comes to adults.)*

Flip Chart 2

What is the primary purpose of using patrols in a Scouts BSA troop?

- A. To provide a “chain of command”
- B. To give responsibility to as many youth as possible
- C. To create opportunities for them to learn planning complex tasks (like campouts) through delegation
- D. To provide a way of getting youth to do what they are supposed to be doing

Flip Chart 3

Learning Objectives: At the end of this session, you should be able to do the following:

- 1 Put into practice two methods of facilitating leadership development without taking over.
- 2 Recognize and avoid common leadership mistakes that we make as adult leaders and that youth make when they are learning leadership skills.
- 3 Serve as a role model and coach other adult leaders about sharing leadership with youth leaders.



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Now let's look at how planning might usually go. One of the patrols has readings for the story "Venturing Crew 700's Bike Hike." Please take turns reading the first **two** parts of this short story.

(Keep the third part (Conclusion) until the discussions are done; then hand it out for them to read.)

Reading #1: "Venturing Crew 700's Bike Hike" *(Three readers—two parts before discussion, plus the conclusion)*

Reader One: Venturing Crew 700 voted in December to go on a seven-day bike hike in late June. Mr. Thomas, the adult advisor, asked Crew Leader Isabella to begin holding monthly organizational meetings beginning in January so the crew could adequately plan the bike hike.

By February, Isabella had purchased maps and researched the route on the internet. To Mr. Thomas's mind, however, the crew accomplished little during their early spring meetings beyond talking about how much fun they were going to have and what kind of bikes they were going to buy or borrow.

Reader Two: Finally, during a meeting in early May, Mr. Thomas showed his frustration by asking many hard questions. The Venturers had no answers. Mr. Thomas asked that they produce a written plan, making it clear that he was not going to write it. He was clear about what he expected of the written plan in terms of level of detail and scope.

Mr. Thomas left the May meeting frustrated and disappointed. The Venturers, meanwhile, were scratching their heads trying to figure out what was wrong with Mr. Thomas—after all, their trip was still over six weeks away!

Ask: What should Mr. Thomas do now? *(Show **Flip Chart 4**.)* Please read the possible answers and take one minute to decide what your patrol believes is the best answer. *(Wait about one minute for patrols to arrive at their answers.)*

On the count of three, **hold up one card for your patrol's answer.** *(Facilitate a discussion about the reasons patrols picked each answer.)*

Ask: How easy was it for you to plan this trip before the story? How easy is it for teenagers to plan? What are some of the differences between adult and teenager planning? How can we ensure that planning takes place without taking over and doing it ourselves? What is the most important thing to remember?

Flip Chart 4

What should the crew advisor do now?

- A. Cancel the entire trip
- B. Write a detailed plan and email it to the crew leader to edit and revise
- C. Review some websites about bike hike safety and "wait and see"
- D. Resolve to cancel the trip two weeks beforehand if the crew does not have the written plan he has asked for
- E. We have a better answer...

(Guide the discussion to the conclusion that it is best to leave this to the youth leaders and to gently guide them as needed. Ask a reader to read the conclusion to the story.)

Conclusion: Mr. Thomas was right to have listened to his Wood Badge instincts. The crew's preparations kicked into high gear as soon as high school final exams were over. They began meeting informally to discuss and evaluate equipment and the schedule.



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They went to camping and bike stores and purchased food and spare bike supplies. Isabella began writing their plan down.

Mr. Thomas realized that he had been unfairly imposing his own adult expectations of planning and certainty. The Venturers planned differently than adults might do, on a different time scale, but they **did** plan, and they did not overlook anything important once they got going. Mr. Thomas began trusting the crew leader to plan and to lead. He set realistic but firm expectations for the type of planning he expected. He stopped fretting and reduced his stress level.

The trip was a huge success and a lot of fun. The crew leader had left enough flexibility in the plan to allow time for spontaneous activities. The crew stopped to pick blackberries and took a detour to see a waterfall that the Scouts had learned about on the trail from some hikers. These serendipitous activities ended up being among the highlights of the trip.

Ask: What question from teenagers gets in the way? In other words, why are youth leaders sometimes reluctant to plan?

(The answer we are looking for is “Why?” Facilitate a brief discussion about the importance of planning, connecting this to the presentation on Day Two about project planning.)

Ask: How do you handle questions such as “Why do we need to plan?” and “Why can’t we just go out and do it?” *(Facilitate a discussion to arrive at the possible answers below.)*

- To reduce errors
- To increase the likelihood of success
- To build teamwork and confidence

As adult leaders we need to find a balance. We must be careful not to apply our planning expectations to youth leaders. We must be careful not to expect over-planning (“Type A”). If youth leaders are not used to planning, this conversation is important to get their buy-in and to empower them to be the leaders. Remind participants that it is often our job as adult leaders to remind youth leaders about “The Why.”

Ask: So, what are the two keys to facilitating without taking over? *(Youth-led planning and explaining “The Why.”)*

Avoiding Common Leadership Mistakes (15 min)

*(Go back to **Flip Chart 3**)*

Ask: What’s the title of this session? “Train Them, Trust Them, Let Them Lead!” Now let’s begin to look at a few different leadership strategies that we sometimes see in youth leaders, and even in ourselves, but that we should try to avoid. *(Refer to the second learning objective on **Flip Chart 3**.)*

Which patrol has the reading for the story “14-year-old Scout Alex and the Dutch Oven”? We need three volunteers to read the parts of this short story to the troop.



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Reading #2: “14-year-old Scout Alex and the Dutch Oven” (*Three readers*)

Reader 1: The patrol leaders’ council planned a cooking demonstration for the troop’s annual Brownsea campout. Older Scouts were to teach the new Scouts how to make beef stew in a Dutch oven. The entire troop (including the adults) would eat the results for dinner. Fourteen-year-old troop guide Alex volunteered to lead the cooking demonstration. Alex had never been a patrol leader, and he was not used to delegating or getting a team to work together. He had always found it easier to do it all himself; he knew it would get done right that way.

Reader 2: When the time came to prepare the meal, Alex put wood onto the fire to make coals and began cutting up onions and bacon. Other Scouts were sitting around the fire, but Alex did not explain what he was doing, nor did he ask them for help. Alex proceeded to assemble the beef stew in a large Dutch oven. He then lifted the Dutch oven and placed it carefully into the fire ring on a nice bed of coals to heat and simmer. He put some coals on the lid and arranged them carefully for even heating. The senior patrol leader called Alex away to help organize a “Capture the Flag” game. Alex checked the stew one last time. It was simmering nicely. Satisfied that all was in order, Alex ran off to help with the wide-area game. He left no one in charge of the group’s dinner.

Reader 3: New Scouts returned from their advancement activities and sat around the fire ring. The fire was a huge temptation for the new Scouts, who loved stoking it and making big flames. The new Scouts began heaping on wood. The fire burned higher and higher, but nobody moved the Dutch oven. The new Scouts had no idea how to maintain a Dutch oven at simmering temperature. So, it sat in its same position, near what was now an inferno. The stew reached cremation temperature. Most of the water boiled out, and the stew began to burn. Soon the entire bottom was charred. What remained was barely edible. Instead of giving Alex kudos for making a great meal, the others blamed him for burning up their dinner.

Ask: What kind of leadership strategy was Alex using? (*Call on patrols and facilitate a brief discussion about the characteristics of “do-it-all” leaders.*)

Ask: What are some characteristics of “do-it-all” leaders? Why are they like this? (*Some possible answers may include the following points.*)

- Such leaders are often loners and not team players.
- They may like control or want to get all the credit.
- They’re often higher overachievers, perfectionists.
- They often leave others out, not seeking input from others. They are sometimes convinced that they know best and do not trust others. They may even take new ideas as criticism.
- Sometimes they just don’t know better.

Ask: What is wrong with this approach? How do followers feel with this leadership approach? (*Some possible answers may include the following points.*)

- Team players get more done.
- Such leaders might be liked but not respected as leaders.
- No one offers new ideas because Mr. Do-It-All has not asked for them and may not want to hear them.
- Such leaders often burn out early and, early or not, no replacement leaders are trained.



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- Team players have more fun.
- The team doesn't "own" the event.
- Followers may be frustrated because they get no reward for what they are doing. They feel marginalized. With no authority or discretion, they may feel like they are set up to fail or will not accomplish much.

Ask: Consider this question: "What is the one thing that Alex could have done differently to have a better outcome to this story?" Take two minutes to write down your answer on your patrol's white board. (**After two minutes ask all patrols to hold up their white boards. Facilitate a brief discussion. Possible answers include the following.**)

- Involve more youth in the meal preparation; after all, it was supposed to be a cooking demonstration.
- Leave somebody in charge of monitoring the Dutch oven to ensure that it remained at a simmering temperature.

Ask: What did Alex need before he took over this task? (*Alex needed training on how to delegate. If we don't teach them, how will they know? Youth-led is our goal, but they must first learn—preferably from other Scouts—but sometimes from adults when there is not a Scout who knows the information. Perhaps he needed training on the EDGE method and how to be a troop guide.*)

The "do-it-all" approach is an extreme way of not sharing leadership. Another kind of extreme is called "The Big Boss"—an overly authoritarian style of leadership. Has anyone ever seen that in Scouting? (**Note:** *Facilitate a very brief discussion about the authoritarian style of leadership or being the "big boss."*)

Ask: When is this leadership style appropriate? (*The best answer is when a health and safety issue is involved. Connect to the session Manage Conversations, discussed on Day Three.*)

Ask: Why is this extreme leadership style wrong for most Scouting situations? What is wrong with this leadership style? (*Possible answers include the following.*)

- Some Scouts might think you're a jerk.
- Some might think "the less I have to do with that leader, the better."
- Even worse, some Scouts might think this behavior is correct, and emulate it the next time a younger Scout did not follow instructions exactly as told.

We've discussed two leadership styles that represent some extreme behaviors that we should avoid—the "Do-It-All" and the "Big Boss." Another kind of extreme is **always** leading by consensus.

Ask: What is meant by leading by consensus? (*Answer: Deciding based on mutual agreement within a group, which is helpful for getting everyone's buy-in*)

Ask: What are potential problems with **always** leading by consensus? (*Possible answers include the following.*)

- Too many ideas may be counterproductive.
- It can be difficult to set priorities.
- The emphasis on consensus may lead to caving in to the demands of others.
- It is hard to take a hard line for fear of not being liked.



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- It is hard to be objective about what needs to be done.
- Leaders who lead by consensus might be liked but might also be viewed as weak.

Note: *Facilitate a brief discussion about having the courage **NOT** to lead by consensus at times. **We must avoid letting strong individuals with self-interest rule decisions.** A good example is troop fundraising, when troop committee members who can afford to pay higher dues overrule members who would rather do fundraising events because they cannot afford higher dues. Leaders must lead courageously in the direction that is best for the group. **They must balance getting buy-in with doing the right thing.***

Sharing Leadership (15 min)

We've talked about some common leadership mistakes. But what was the title of this session?
"Train them, Trust them, Let them lead!"

We reminded ourselves at the beginning that we are role models in everything we do as adult leaders in Scouting and that we use the patrol method to share leadership responsibilities with youth leaders so they can develop their own leadership skills. The most common strategy we use to do this is by **delegation**.

Ask: How does the patrol method depend on shared leadership and delegation? Are successful outcomes guaranteed? *(Facilitate a brief discussion about how the patrol method relies on delegation of leadership. Delegation is perhaps the **epitome of shared leadership** because of our goals of youth-led patrols and troops. Because the youth are learning leadership skills, it is inherent that they will make mistakes.)*

When we delegate tasks to others, we are often concerned about the trade-off between promoting teamwork and "letting go" of control versus having a more perfect outcome because you were the leader yourself and expected others to follow your plan. This is the challenge of delegating.

Which patrol has the reading for the story "Pack Potluck Party?" We need three volunteers from your patrol to read the parts of Cubmaster and den leaders 1 and 2. I'll read the narrator's part.

Reading #3: "Pack Potluck Party" *(Four readers—Narrator (the facilitator), Cubmaster, Den Leader 1, Den Leader 2)*

Narrator: Near the end of the annual pack planning meeting, the Cubmaster asked about planning their traditional end-of-school-year pack potluck party in June. Pack committee members and den leaders volunteered to help with tasks such as asking parents to bring main dishes, snacks, and drinks, all dutifully noted by the pack secretary. As everyone was ready to adjourn, the Cubmaster, always trying to do the best to make sure that the Cub Scouts had a good time, suggested:

Cubmaster: I also think we need a program for the party.

Den Leader 1: What do you mean by a program?

Cubmaster: What we're going to do after dinner.

Den Leader 2: Maybe we can sing some fun songs.



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Den Leader 1: Won't just eating and talking be enough? We'll have a flag ceremony at the beginning and our usual awards ceremony after dinner. What's wrong with that?

Cubmaster: I think each den should do a skit or cheer.

Narrator: The Cubmaster knew that skits were a great way to make the party fun and hold the interest of the Cubs. No one objected. In fact, nobody said anything. The Cubmaster neither took a vote nor offered to explain why it was important to have skits.

Cubmaster: Den leaders, please practice your skits at a few den meetings. We have lots of time before the party.

Narrator: The Cubmaster was not able to check in with the pack committee the next month due to a work commitment. Neither the Cubmaster nor the den leaders followed up about planning the skits. Some simply forgot. Others did not think much of the idea and did not push it with their dens. The big night arrived a week later. Everyone was in a festive mood. The parents brought lots of food. There were more snacks and desserts and fewer main courses than there should have been, but the Cub Scouts thought the food was perfect. As the dinner was finishing, the Cubmaster pulled the den leaders aside and asked:

Cubmaster: Do you want to perform your skits before or after the awards ceremony?

Den Leader 1: Skits? What skits?

Narrator: The two den leaders looked down at their shoelaces, realizing they had never even talked to their dens about a skit. Another den leader said their den had been working on a skit but that it was not yet ready, so they preferred not to do it. Not a single den was prepared to do a skit.

Cubmaster: So, what are we going to do?

Den Leader 2: There's lots of food!

Cubmaster: Look, everyone, I expected more out of you. If you didn't want to do skits, you should have said so at the pack planning meeting.

Ask: Who was accountable in ensuring that there would be a program? What lessons can be learned from this? *(Possible answers include the following.)*

- Leaders can delegate responsibility but not accountability.
- Delegation must be clear and unambiguous.
- Delegation includes follow-up and support.
- Delegation is key, but it must be thoughtful and careful, not beyond a Scout's ability, and always set up for the Scout to succeed, not to fail. In the case of these adults, it was the youth who ultimately missed out.

There is another note we should make about delegation. It has to do with the middle part of the title of this session, which was what? "Train them, **Trust them**, Let them lead!"

Which patrol has the reading for "Senior Patrol Leader Diego Arrives Late"? We need three volunteers from your patrol to read the parts of the narrator, senior patrol leader Diego, and assistant patrol leader Jayden.



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Reading #4: “Senior Patrol Leader Diego Arrives Late” (*Three readers—Narrator, SPL Diego, ASPL Jayden*)

Narrator: Senior patrol leader Diego had a scheduling conflict. He could not get to the troop’s March wilderness campout until Saturday afternoon. He delegated leadership of the camp to Jayden, his assistant senior patrol leader. Jayden had been a little nervous when the troop went out Friday night, but by late Saturday afternoon he was doing well. The camp was busy. Every patrol was concentrating on its assigned tasks. Then, the outdoor serenity was shattered by a loud car horn blowing. Diego’s car was coming down the lane to camp. The horn was blasting to announce his arrival. Diego jumped out of the car and shouted:

Diego: Jayden! How are we doing? I’m ready to take over now.

Narrator: Jayden was crestfallen. He finally had his shot at leading the troop on a major outing, and he really did not need “Mr. Important” trying to save the day before it was even in jeopardy. Nevertheless, he made his report to Diego.

Jayden: I have all the patrol leaders organizing their people to gather building materials for shelters and bedding. Some are building cooking racks and designing techniques for utensil-less cooking. Others are laying in a good supply of wood for the night fires that will keep the shelters warm. I have assigned the Raccoon patrol to oversee the campfire program, and the Cheetahs are going to build the campfire. Everything is on schedule and under control.

Diego: Good job, Jayden. I’ll just call for a quick patrol leaders’ meeting and a report from all of them to make sure they’re doing what they’re supposed to.

Jayden (*sounding a bit irritated*): Diego, I don’t think we have time for that. It’ll be dark soon, and the Scouts must get their shelters done before dinner.

Narrator: Diego started to comment when an assistant Scoutmaster stepped in to intervene.

Ask: What message should the assistant Scoutmaster get across to Diego? Take two minutes to decide in your patrol exactly what Diego should be told and write your answer on your white board. (**Note:** *After two minutes, facilitate a discussion by calling on two or three patrols to stand and justify their answers. Lead the discussion to the conclusion that **being a good follower can be harder than being a good leader.***)

Ask: What does it mean to be a good follower? (*Possible answers include the following.*)

- Selflessness
- Patience
- Supporting the leader
- Understanding that there is more than one way to do things
- Acting how you wish others would act when you are the leader
- As a team player, encouraging the rest of the team to follow the leader
- Setting a good example by your cooperation and not second-guessing the leader
- Keeping a positive attitude, and being obedient, loyal, helpful, friendly, and cheerful



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Takeaways:

1. Praise for the first-time leader on a job well done strengthens their self-confidence.
2. Ego needs to be put away when sharing leadership and following for the good of the team's progress.
3. Being a good adult leader often means keeping your mouth shut, even when you think the youth leader is making a mistake. Be available to the youth leader as a resource, but don't take over.

Knowing Which Leadership Style to Use and When (5 min)

Note: *This is intended to be a high-level review of leadership styles discussed earlier in the course. Do not lecture about this material. Instead, ask questions that lead participants to review these concepts briefly, and encourage them to refer to material from earlier sessions.*

We've come to the last part of our session this morning, which is called what? "Train them, Trust them, Let them lead!" As we discussed on Day Two, 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. In our session called Develop Individuals and Teams, we saw a simple but powerful tool in Scouting that can help us decide which leadership style to use.

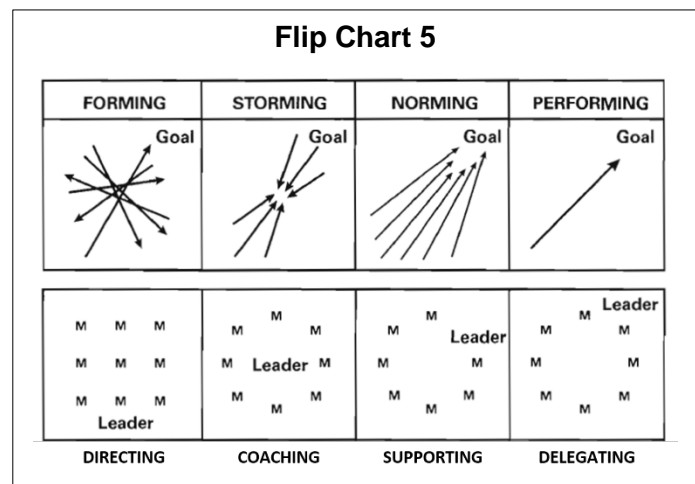
Ask: What are the four stages of team development? (*Answer: forming, storming, norming, and performing*)

Ask: As leaders, what do we call the process of responding to the stages of team development? (*Best answers include the following*)

- Selecting leadership style
- Choosing the best leadership style to use based on the stages of team development. Optionally: situational leadership; Leading EDGE; words that describe, in detail, one or more of those

Ask: What leadership styles are most appropriate for each stage of team development? (*Use the figure in **Flip Chart 5** to briefly review leadership styles and situational leadership. Note that youth leaders are taught this concept as the Leading EDGE.*)

On Day Three, we discussed two leadership styles that are often confused and their terms used interchangeably. What were they? (*Answer: coaching and mentoring. We often use the terms "coaching" and "mentoring" interchangeably, but in fact they have distinct differences.*)





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Ask: What are the differences in responsibilities for coaches and mentors? *(Lead a discussion to bring out main points that are summarized below. Avoiding lecture, simply prompt participants to remember key points.)*

Coach—A coach is an individual who develops skills and capabilities in another person or group of people (a team). It is generally ongoing and is often a “formalized relationship.” The key concept that separates “coaching” from other leadership styles is letting go and enabling success. As the individual’s or group’s capabilities grow, a coach may become a mentor to facilitate continued growth of an individual or be a resource for a team as they learn to perform.

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 as part of a Scouting role, but often this relationship occurs naturally between the individuals involved.

Summary/Conclusion (5 min)

Let’s review the take-home messages from this presentation. *(Facilitate a brief discussion, successively revealing main points with **Flip Chart 6**.)*

What are the keys to facilitating without taking over?

- Youth-led planning
- Explaining “The Why”

What are some common leadership mistakes to avoid?

- Do-It-All approach
- Authoritarian
- Always by consensus

What strategies work for serving as a role model and sharing leadership?

- **Directing**—Use this style as little as possible; always try to allow the youth or group member to have some leeway to lead.
- **Coaching**—Guide the youth or group members when they have some “will” and not much “skill”; give them suggestions, and allow them to do as much as possible.
- **Supporting**—Give up more authority to the youth or group as they better align their “will” and “skill”; encourage them to strive to be competent and motivated.
- **Delegating**—Let the youth or group know they have mastered the task and give them the authority to carry it out.
- Always use a style thoughtfully and carefully, and not beyond a group’s ability. Encourage and model being a good follower. Set up the Scout or leader for success, not failure.

Flip Chart 6

Summary

Facilitating without taking over

- Youth-led planning
- Explaining “The Why”

Avoiding common leadership mistakes

- Do-It-All
- Authoritarian
- Always by consensus

Serving as a role model and sharing leadership

- Directing / Coaching / Supporting / Delegating
- Use styles thoughtfully and carefully, and not beyond a group’s ability.
- Model being a good follower.
- Set up others for success, not failure.



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Our tool for this session is the *Patrol Leader Handbook*. Now that we have given you an opportunity to explore and understand how Scouting guides youth to be successful leaders in a troop, let's ask a broader question: "Is this technique useful only in Scouts BSA troops?" (*Allow time for responses; hopefully they will say "no" or "probably not."*)

Where else in Scouting do you think this process of "Train Them, Trust Them, Let Them Lead!" will work? (*Allow time for responses. Possible answers include Venturing crews; Cubmasters working with den leaders; committee chairs working with committee members; district chairs working with commissioner and vice chairs; etc.*)

Let's close the session with two quotes (see **Flip Chart 7**).

Lord Robert Baden-Powell said "...it is just by making mistakes that a boy gains experience and makes his character." And today's Scouting program should provide a safe environment in which boys and girls can make mistakes and learn from them.

William "Green Bar Bill" Hillcourt, longtime Scouting writer and proponent of the patrol method, said, "Train them, trust them, let them lead."

Let's all say that last quote together... "Train them, Trust them, Let them lead!"

Flip Chart 7

"...it is just by making mistakes that a boy gains experience and makes his character."

—Lord Robert Baden-Powell

"Train them,
Trust them,
Let them lead."

—William "Green Bar Bill" Hillcourt

Post-session Reflection

Encourage participants to remember the phrase "Train them, Trust them, Let them lead!" as they coach and mentor youth leaders and as they work with other adult leaders. An important part of being an effective leader is developing leadership skills in those we lead. Effective Scout leaders are good role models for sharing leadership with the youth we serve.



WOOD BADGE

Day Four: Patrol Leaders' Council

Time Allowed

30 Minutes

Teaching Format

Patrol leader discussion

Learning Objectives

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

1. Show as patrol leaders, with the proper resources and guidance, they are enabled to help their patrols progress toward becoming fully productive teams.
2. Identify ways to run an efficient, well-planned meeting.
3. Assess recent activities.
4. Review essential information about upcoming patrol and troop events.
5. Use the youth-led method of Scouting.
6. Discover the purpose of the Patrol Leadership Quest assignment.

Materials Needed

- Patrol Leaders' Council Meeting Agenda (*Appendix: one per Patrol Leader Notebook*)
- Day Five Participant Course Schedule (*Appendix: one per Patrol Leader Notebook. PDF is fillable so site-specific locations can be inserted.*)
- Table and chairs

Recommended Presenter

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.

Recommended Location

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.

PRESENTATION OUTLINE

Note: The troop quartermaster should be on hand at this meeting to help answer questions concerning food, gear, and supplies for the outdoor experience.



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Agenda

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 weekends (3 + 2) or five-day (5 x 1)).

1. Welcome

2. Introductions

- a. Patrol leaders
- b. Staff

3. Assess the morning's assemblies and travel to the backcountry location.

Ask patrol leaders to remind their patrol members that they will be spending a night as a patrol in the outdoor experience. There will be some assignments given to complete this evening, along with some time for the patrol to spend time together to share fellowship.

4. Each patrol leader gives a brief report on the current state of his or her patrol, focusing on the following:

- a. Team status, especially regarding morale and productivity
- b. Outdoor experience: making camp, settling into the outdoor experience
- c. Any questions or concerns
- d. General expectations for camping and cooking for the overnight experience. Discuss the value of preparing meals together—building teamwork, trust, morale, and fun!
- e. **Ask participants:** "How are you feeling? How are we doing?" Answer any questions.

5. Distribute copies of the course schedule for Day Five to patrol leaders. Include a brief review of the following areas:

- a. Daily duties of the program and service patrols
- b. The program patrol's responsibilities for the morning of the outdoor experience
- c. A reminder that, during the outdoor experience, patrols will follow the principles of BSA's outdoor ethics program, especially Leave No Trace
- d. An overview of essential safety issues and precautions, both general to the group and specific to the location (e.g., animals, weather, poison ivy, ticks, etc.)

6. Mention that the Scoutmaster and senior patrol leader will be visiting with patrols after the staff departure.

7. Mention that patrols will receive instructions later this afternoon for planning the Day 5 Patrol Leadership Quest presentation.

- a. Give a brief mention of the Patrol Leadership Quest:
- b. This afternoon at a troop meeting we will be introducing the Patrol Leadership Quest. Before the course began, we asked you to reflect on a series of questions that centered around values, diversity, your role(s) in Scouting, and characteristics of leadership you see in yourself and others. During this



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course, we've presented you with new tools for leadership, communication, and problem solving, and we provided you with opportunities to practice with these tools. You have interacted with your patrol, other participants, and the staff for four days in a quest to better understand leadership. Likely, your understanding of leadership has evolved in some way. Patrols will be given instructions later today to reflect on what has been learned during your patrol's leadership quest as individuals and as a team.

- 8. Review any emergency response protocols that will be in place while the staff is gone.**
- 9. Review assignments for the program patrol and the service patrol.**
- 10. Summarize important points of the meeting and review any assignments.**
- 11. Adjourn**



WOOD BADGE

Day 4: Patrol Chaplain Aides Meeting

Time Allowed

30 Minutes

Teaching Format

Small group discussion

Learning Objectives

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

1. Apply the resources in a leading role to prepare a troop interfaith service for Day Five.
2. Know that not all offered services may fulfill the religious obligations of everyone and that some may need to fulfill them outside of the interfaith service.
3. Plan an interfaith service for the morning of Day Five.

Materials Needed

- Patrol Chaplain Aides Day Four Meeting Agenda (*Appendix: one per chaplain aide*)

Recommended Presenter

Religious coordinator, who is also the presenter and planner of instructional interfaith service

Recommended Location

Small, quiet meeting area that encourages discussion

Course Connections

Key Wood Badge Themes	Growing; Living the Values
Connections to Other Sessions	Troop Instructional Interfaith Service

PRESENTATION OUTLINE

Meeting Outline

The staff member will welcome the group and review their progress in preparing the interfaith worship service scheduled for the morning of Day 5 during the outdoor experience.

Review Assignments

By the end of the meeting, the chaplain aides should have a clear understanding of how they will lead the Day Five interfaith service, including assignments for leading specific



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portions of the service. Ensure they have secured any printed materials or props they require.

Answer any questions and make sure patrol chaplain aides feel comfortable before adjourning the meeting.



Day Four: Problem Solving Round-robin

Time Allowed

80 Minutes (about 10 minutes per activity)

Teaching Format

Patrol activity

- The round-robin comprises the same number of stations as there are patrols in the course.
- Patrols rotate through the round-robin, spending ten minutes at each station.
- With eight patrols, there may be time for each patrol to visit only seven of the stations.
- Each station has a facilitation team made up of a youth and troop guide. The youth at each station sets up and explains the challenge and provides participants with the necessary instruction. If appropriate, facilitators may offer additional guidance to allow patrols to complete the challenge, but without revealing the solution.
- The facilitators will monitor activities to ensure that activities are conducted safely. **Facilitators have the authority to stop any activity that they feel is unsafe or inappropriate.**
- Wherever needed, spotters should be utilized.
- The senior patrol leader (or designee) serves as timekeeper, sounding an alert at the end of each ten-minute segment for patrols to move on to the next event.
- Each activity has a short debrief.

Learning Objectives

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

1. Formulate solutions to problems in a team setting.
2. Practice teamwork through analyzing challenges and using a variety of communication methods.
3. Have fun!

Materials Needed

- Every activity in the round-robin has its own requirements for materials. See the descriptions in each section below.

Recommended Presenter

Each activity should be facilitated by the youth staff member. Youth serving as facilitators 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 quartermaster and the assistant Scoutmaster for troop guides. Troop guides should be observers only and should only insert themselves when necessary to support the youth staff.

Facilitators should be given an opportunity to practice their assigned activities prior to the start of the round-robin.



WOOD BADGE

Recommended Location

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 proximate enough for patrols to move quickly from one station to the next.

Course Connections

Key Wood Badge Themes	Growing; Connecting; Empowering; Living the Values
Connections to Other Sessions	Plan with a Bias for Action

PRESENTATION OUTLINE

Introduction

At each station, a youth staff member, serving as the facilitator, will present the patrol with a problem to be solved. Patrol members will then attempt to come up with a solution and test their plan by putting it into action. Participants should apply skills learned in the Day Two presentation Plan with a Bias for Action presentation.

The purpose of the round-robin is for patrols to experience the challenges inherent in solving problems in a team environment. Facilitators may encourage patrols to pause and evaluate their approach before trying again or otherwise may guide patrols to success, but they should avoid giving away the solution to the challenge.

Some of the challenges below include a suggested story to go along with the challenge. Facilitators may be encouraged to come up with their own story for each challenge, even a common theme connecting the individual activities, that may connect to the theme of the course. Be creative and make it fun.

A patrol that is working well together may complete an activity easily. If time allows, additional parameters may be added to increase the challenge.

THE PROBLEMS

Note: Youth serving as staff members should be given an opportunity to become familiar with and practice the round-robin activities. In addition to being fully prepared to facilitate the round-robin events, they should also be versed in the material presented during the Problem Solving presentation that follows the round-robin. Those youth staff can then be enabled to guide participating patrol members to approach the problem systematically.



WOOD BADGE

"Trolley Shuffle"

"Trolley Shuffle" is a traditional Scouting challenge-course problem that requires the utmost teamwork for a patrol to succeed.

Equipment

Two 2-inch by 6-inch boards, each 10- to 12-feet long, with 2 ½- to 3-foot lengths of rope attached at 1-foot intervals

Preparations by the Facilitator

- Mark the start and finish points of the trolley course.
- Inspect the condition of the boards and ropes.
- 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:

- Once the trolley begins to move, participants may not touch the ground.
- A time penalty will be assessed whenever a participant steps off the trolley.
- Trolley sections may not be placed end-to-end or on top of one another.

Tasks of the Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- Monitor patrol members' activities.
- Debrief: After a patrol completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal using the Start-Stop-Continue method.

Safety Precautions

Use a smooth, open, level area, free of obstacles for this problem. Consider participants' physical abilities when determining the length of the course.

Variation on the Original Problem

- Challenge patrols to traverse the trolley course backwards.
- Alternate patrol members facing forward and backward on the trolley.



WOOD BADGE

"Traffic Jam"

"Traffic Jam" presents a patrol with a problem that requires strategic thinking and cooperation.

Equipment

Set of spot markers, 1- to 2-feet square. These may be made of cardboard, plywood, old tarps, or other durable material. There must be one more square than there are patrol members solving the problem.

Preparations by the Facilitator

Arrange the squares in a straight line on the ground, spaced an easy step from one another. Include one square more than the total number of participants (i.e., a patrol of six members will need seven 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 facilitator as a participant.) One half takes up positions on the squares to the left of the center square, facing the center. The other half stands on the squares to the right of the center square, facing the center. Position one person to a square, leaving the center square open. Moving only as permitted, 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.

Only the following movements are permitted:

- Only one person at a time may move.
- An individual may move to an empty space in front of him or her. Individuals may not move backward.
- An individual may move to an empty space behind a person who is facing him or her.
- Any move around someone, facing the same direction as the mover, is not permitted.

Tasks of the Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- Monitor patrol members' activities.
- Debrief: After a patrol completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal using the Start-Stop-Continue method.

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.



WOOD BADGE

“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 feet square. This will serve as “Brownsea Island.”

Preparations by the Facilitator

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 the island over and spread it out again so that they can stand comfortably on the other side.

Patrols must follow these rules:

- All patrol members must remain on Brownsea Island for the duration of the challenge.
- No participant may be lifted above shoulder height.

Tasks of the Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- Monitor the activities of patrol members.
- Debrief: After a patrol completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal using the Start-Stop-Continue method.

Safety Precautions

Brownsea Island 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.



WOOD BADGE

"Mafeking Message Machine"

The patrol members are Scouts serving under the command of Baden-Powell during the siege of Mafeking in the Second Boer War. 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.

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 Facilitator

- Determine the starting point and destination of the message.
- Pile the message tubes near the starting point.

The Problem and the Objectives

Using the message tubes, the patrol members are challenged to form a message machine to convey the message to its destination.

The facilitator 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:

- Patrol members cannot touch the ball. (That would leave telltale fingerprints.)
- A patrol member who has the ball inside a message tube cannot move their feet until the ball has passed into another message tube.
- The ball must remain hidden in the message tubes. (The Boers are watching with their binoculars.)
- At no time can the ball touch the ground. (Nobody but Baden-Powell knows why—it's just a rule.)

Tasks of the Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- Monitor patrol members' activities.
- Debrief: After a patrol completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal using the Start-Stop-Continue method.

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.



WOOD BADGE

“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 Facilitator

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:

- The large nails can touch only the upright nail and/or one another.
- The large nails may not touch the board.

Tasks of the Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- Monitor patrol members’ activities.
- Debrief: After a patrol completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal using the Start-Stop-Continue method.

Variations on the Original Problem

The original problem is sufficiently difficult.



WOOD BADGE

"Human Knot"

Equipment

None

Preparations by the Facilitator

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 Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- Monitor patrol members' activities.
- 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 facilitator may change the grasp of one or several participants, or may restart the challenge by having the patrol form a new human knot.
- Debrief: After the patrol completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal using the Start-Stop-Continue method.

Safety Precautions

Participants must move deliberately to minimize the possibility of injury.

Variations on the Original Problem

The original problem is sufficiently difficult. To make the activity less physically demanding, participants can hold opposite ends of 2-foot lengths of rope or webbing rather than hand-to-hand. This can help alleviate strain on shoulders and elbows.



WOOD BADGE

"The Clothesline"

Equipment

- A 12-foot length of rope or bungee cord
- A clothespin

Preparations by the Facilitator

- Set up the clothesline. The cord is stretched between two trees, posts, or other stationary standards 8- to 10-feet apart.
- One end of the line should be at or near ground level.
- The other end of the line should be about 3 feet above the ground.
- Hang the clothespin on the lower end of the line.

The Problem and the Objectives

The challenge of this activity is to have the entire patrol cross over the line, without touching it, one at a time, but with the assistance of other members of the patrol.

They do so according to the following rules:

- The first person can cross at any point they choose, but each person after them can only cross the line at a point higher than this position.
- Each time a person crosses the line, the clothespin is moved higher, limiting the remaining space available for the rest of the patrol.
- Anyone touching the line while crossing can try again, but the clothespin is still moved higher following their first attempt.

Tasks of the Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- Monitor patrol members' activities.
- Act as a spotter to help protect any participant lifted off the ground.
- Debrief: After the patrol completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal using the Start-Stop-Continue method.

Safety Precautions

Patrol members must plan their moves so that any participants who are lifted to pass over the line can do so safely. Running and jumping over the line should not be allowed.

Variation on the Original Problem

Invite patrols to remain silent while addressing the problem.



WOOD BADGE

“Dinosaur Egg”

Equipment

- An “egg”—an old bowling ball or 10-pound medicine ball
- A “nest”—a webbing or rope ring about 12 feet in diameter
- Many pieces of rope or webbing of varying lengths
- A “frying pan”—a milk crate, basket, or box—anything into which you can move the egg into

Preparations by the Facilitator

Place the nest on the floor/ground with enough clear space for patrol members to move easily around it. Place the egg in the center of the nest. Place the rope or webbing pieces on the floor/ground outside the nest. Place the frying pan a distance (whatever you think is appropriately challenging) away from the nest.

The Problem and the Objectives

The group must move the egg from the nest to the frying pan while adhering to the following rules:

- No one may touch the ground inside the nest.
- No one may touch the egg.
- The egg may not touch the ground outside of the nest or frying pan.
- Only the rope or webbing provided may be used to move the egg.
- If the egg touches anything other than the rope or webbing provided while in transit, the egg must start again in the center of the nest.

Tasks of the Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the patrol begins its problem solving.
- Monitor patrol members' activities.
- Debrief: After the patrol completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal using the Start-Stop-Continue method.

Variation on the Original Problem

- The original problem is sufficiently difficult.
- For particularly adept groups, the challenge can be increased by completing the challenge without talking.



Day Four: Problem Solving

Time Allowed

30 Minutes (20 min. for group presentation; 10 min. for closing activity)

Teaching Format

Troop discussion with large group activity and debrief

Learning Objectives

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

1. Analyze a problem and apply a systematic problem-solving process.
2. Understand the relationship between problem solving and project management.
3. Put into action many of the skills and ideas they have learned during the Wood Badge course.
4. Identify the challenges that occur when the teams must work together.

Materials Needed

- Assembled PVC candelabra (*instructions in the Appendix*)
- **NOTE:** A candelabra demonstration video is available from the Wood Badge Course Directors Conference for staff development use.

Recommended Presenter

Youth staff members should deliver this presentation

Recommended Location

Indoors or outdoors, ideally near the location of the problem-solving round-robin activity, with enough space for the large-group activity at the end of the session.

Course Connections

Key Wood Badge Themes	Growing; Connecting; Empowering; Living the Values
Connections to Other Sessions	Plan with a Bias for Action; Problem Solving Round-robin

PRESENTATION OUTLINE

Introduction

In the last activity, you were presented with a series of problems for your team to solve. We can apply the skills illustrated by those fun problem-solving challenges to other serious challenges the team or individual faces.



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Think back to the problems the facilitators presented you with:

- Were you able to solve them successfully?
- What kind of process did you use as you worked through those problems?
- Were you able to solve the problems efficiently, or did you get bogged down?
- Did you fail at any of them and have to start over?

Project Planning versus Problem Solving

On Day Two, participants were introduced to the 3 Steps in Planning “Think before you Do”, which include the following:

1. **Assess:** Think about the project/event, desired outcomes, and the factors that could alter the outcome. “**Single points of failure.**”
2. **Plan:** Outline a plan that identifies and defines the tasks to be completed and the order in which they should be done. Assign responsibilities for specific activities or tasks to each project team member.
3. **ACT** (Action Changes Things)

That’s a very effective strategy when the goal is clear—for example, when you’re given a task such as building a rocket or Newton car. By following the three 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 help us define goals that have value and can lead us to those goals 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 do we hold the car and loose pieces together at the race starting line?)
- 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.



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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 once 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.

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.

As with the steps of project planning, each step of problem solving demands that decisions be made.

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
- Multi-voting
- 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. The objectives of brainstorming are to:

- Encourage everyone to participate. Their ideas are valuable.
- 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.



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- Piggyback ideas. One person's thoughts can build on the ideas of others.
- 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.

Characteristics of consensus include:

- The team works in an atmosphere of trust and agrees to abide by the group agreement.
- Possible solutions are assessed and evaluated to see if they fit the vision of what success looks like.
- If possible, conduct a trial run of the consensus decision before finalizing it. That can reduce anxiety about failure.

Multi-voting

When presented with many options, multi-voting allows team members to cut a list down to a manageable size. Here's how:

- Each team member has an equal number of votes.
- If sorting a list, members rank the items on the list. If reducing it, members cast out the poorest choices.
- 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 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. In tabling ideas, observe the following:

- Acknowledge that an issue is not immediately relevant.
- Write a brief description of the issue so that it can be brought up for discussion later.



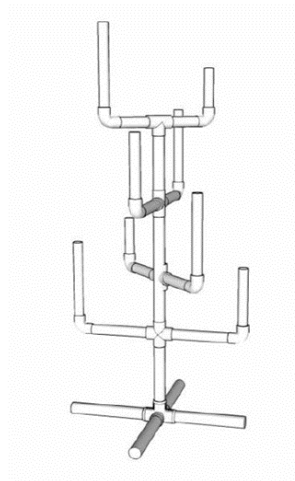
WOOD BADGE

Closing Activity—The Candelabra

NOTE: A candelabra demonstration video is available from the Wood Badge Course Directors Conference for staff development use.

Set Up the Activity

Place the assembled PVC candelabra in the center of the activity area. It should be on level ground and stable enough that it won't fall over. Have this ready before the session begins. For this activity, give each patrol one wiggle woggle and a tennis ball. (See *the Appendix* for all assembly instructions.)



The Problem and the Objectives

The task for each patrol is to use the ring to move the ball from the starting point onto one of the arms of the candelabra. The following rules must be observed:

- Each patrol member must maintain a grasp on the end of one of the cords.
- Other than their hold on the ends of the cords, patrol members can have no other contact with the cords, the ring, or the ball.
- If a ball falls off the ring, the facilitator can retrieve the ball and set it back on the ring and the patrol can continue.
- No one can touch the candelabra.
- All of the balls must land on the candelabra at the same time.

Tasks of the Facilitator

- Explain the problem and objectives to each patrol. Clarify the rules before the troop begins its problem solving.
- Monitor troop members' activities.
- Debrief: After the troop completes this task, encourage members to discuss the strengths and weaknesses of their problem-solving methods and to consider other ways they might have achieved their goal. Since this activity is troop-wide, the group dynamics are different than the patrol problem-solving activities.



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Use leading questions to draw out how this activity might have offered a different type of challenge to the members, such as the following:

1. How did working with the larger group change how the problem-solving and decision-making processes worked? *(Look for the following answers:)*
 - We had to consider more needs and capabilities with the group.
 - We had too many leaders.
 - We had more ideas to consider.
 - Our decision-making process was more complicated.
2. What was the biggest challenge? Did you anticipate the level of challenge involved in this activity? *(Look for the following answers:)*
 - There were more peoples' skill levels to consider.
 - More communication was needed.
 - More coordination across groups was needed.

Follow-up question, how did you resolve your challenges?

3. Was there a definitive leader in this activity? **Note:** the patrol leaders could have discussed an approach together and created a communication plan. *(Look for the following answers:)*
 - There was a leader per patrol; "The ____ patrol leader stepped up."
 - There was not a clear leader.*

* If no clear leader emerged, what could have been done? Compare to the patrol method; what should have happened?
4. Did you have fun? Why? Why not? *(Look for the following answers:)*
 - It was fun to interact with other patrols.
 - It was not fun because our group dynamics regressed, and we stormed a bit.
5. Looking back, what would you have done differently? *(Looking for the following answers:)*
 - Let the patrol leaders create a unified approach.
 - Identify the patrol leaders as the key communicators for the group.
 - Ask for the directions again.

Project planning, problem solving, and decision making are often all part of any given process. Having a plan is a start, but problem solving is something you will frequently use to work through your projects and achieve your goals. Your teams may change, and you might begin the storming process all over. Having a systematic way to proceed will bring you closer to success.



WOOD BADGE

Day Four: Leadership Connections 4

Time Allowed

15 Minutes

Teaching Format

Patrol discussion

Learning Objectives

By the end of this session, each participant should be able to do the following:

1. Recognize the purpose of Wood Badge.
2. Determine whether Wood Badge has changed their understanding of leadership.
3. Commit to leading to make a difference in the lives of the youth in the BSA.

Materials Needed

None

Recommended Presenter

Troop guide

Recommended Location

This leadership connection follows the session Problem Solving and should be held at separate patrol tables. After this leadership connection, the patrol will prepare their Patrol Leadership Quest.

Course Connections

Key Wood Badge Themes	Empowering
Connections to Other Sessions	Embrace and Lead Change; Coach and Mentor; Create a Culture: "Train Them, Trust Them, Let Them Lead!"

PRESENTATION OUTLINE

Notes

You can use the powerful content from this leadership connection to challenge patrol members to look beyond the course and focus on the application of the material.



WOOD BADGE

Setting the Stage

Review the Rules of the Leadership Connections:

- Speaking is optional, listening is encouraged, but independent thinking is essential.
- Be respectful of others.
- Disagreements are OK.
- Different opinions enrich the discussion.

Where Are We?

We have now reviewed the leadership competencies relating to **Living the Values** and **Growing** (Know Thyself; Drive Vision, Mission, and Values); **Connecting** with others (Communicate Effectively; Include and Optimize Diverse Talent; Learn to Listen, Listen to Learn; Apply Interpersonal Savvy); and **Guiding** others (Plan with a Bias for Action; Manage Conversations; Develop Individuals and Teams). Keeping in mind the “territory” of BSA, understanding these skills enables us to begin **Empowering** our youth and be change-makers (Embrace and Lead Change; Create a Culture: “Train Them, Trust Them, Let Them Lead!”).

The Questions

- What is the purpose of Wood Badge?
- How has your understanding of leadership changed since the beginning of the course?
- The session on Create a Culture: “Train Them, Trust Them, Let Them Lead!” spoke to empowering youth, perhaps our highest aspirational goal. How will the leadership competencies you have learned at Wood Badge help you lead adults to empower the youth?
- How can you be a change-maker?

Summary/Conclusion

Effective BSA leaders are change-makers, especially in the lives of the youth in the BSA.



Day Four: Patrol Leadership Quest

Time Allowed

60 Minutes (Introduction: 15 min; Patrol breakouts: 45 min)

Teaching Format

Troop presentation followed by patrol breakouts

Learning Objectives

As a result of the session, each participant should be able to do the following:

1. Compare and contrast each patrol member's quest to become a better leader.
2. Generate their definition of leadership.
3. Create a presentation to illustrate what they have learned and how they can empower youth as a result of their Wood Badge experience.

Materials Needed

- Tables and chairs for patrols
- Patrol Leadership Quest instruction sheet (*Appendix: one per patrol*)

The course should have these following items available for each patrol, as requested:

- Flip chart
- Markers
- White board
- Easel

Recommended Presenter

The senior patrol leader will facilitate this session, with all course staff and participants in attendance. Troop guides will help the patrols at the breakout sessions.

Recommended Location

Large group meeting area preferred (indoors or outdoors) that allows for effective presentation by each patrol. A speaker system should be available if needed.

Course Connections

Key Wood Badge Themes	Living the Values; Growing; Connecting; Guiding; Empowering
Connections to Other Sessions	This presentation integrates all the leadership competencies presented throughout the course.



PRESENTATION OUTLINE

Note: *This is a pivotal time in the course. The staff should be engaged with each patrol and act as a resource as needed, but patrols should be norming and performing. Patrols should be encouraged to develop an engaging presentation, outside of a format involving PowerPoint, that encourages creativity and Scout spirit!*

Overview

The Patrol Leadership Quest is briefly introduced at the Day Four Patrol Leaders' Council Meeting. To prepare the patrol leaders during the PLC, a simple overview is provided.

Later, during this presentation, the senior patrol leader starts the conversation about leadership by asking the questions below. The patrols will then hold a patrol meeting for the balance of the hour and will have the opportunity to discuss the assignment and start planning. The troop guides should be available for the meetings to answer any questions. The senior patrol leader will check in with each of the patrols during the meetings to help ensure that the patrols understand the activity. Each patrol will continue working on its Patrol Leadership Quest during the evening activities on Day Four. On the morning of Day Five, each patrol will share its Patrol Leadership Quest with the troop.

Introduction of the Patrol Leadership Quest (15 min)

*The **senior patrol leader** leads this discussion.*

Let me start by asking a question:

- What is leadership? (*seek answers*)

As you see, defining leadership can be difficult.

- It's a process, like a quest!
- BSA leadership is a journey.

Before this course began, we asked you a series of questions regarding

- values;
- diversity;
- your roles in Scouting; and
- characteristics of leadership you see in yourself and others.

We've given you some new tools in these areas—**communication, problem solving, and leadership**—and opportunities to use them. You've interacted with your patrol, other participants, and the staff for four days to better understand leadership. It is likely your understanding of leadership has changed or evolved in some way during this time. I want you to reflect on how your Wood Badge experiences have changed your understanding of what BSA leadership means. (****PAUSE****)



WOOD BADGE

We want you to continue your journey by exploring among yourselves, to reflect and answer this question:

What did you learn on your patrol's leadership quest?

Your next assignment is intended to be **fun**! It should not cause you stress or anxiety.

Tomorrow morning, each patrol will give a 5–10-minute presentation summarizing what you learned during your patrol's leadership quest.

- Your presentation should illustrate what BSA leadership means individually, to each of you, and as a group, to your entire patrol.
- Your presentation can be:
 - A skit
 - A song
 - An oral presentation
 - A static display that you create, but that is completely optional

Feel free to ask the quartermaster for materials to help you. Each patrol member should help plan, develop, and deliver the presentation. The presentation should represent your patrol's best possible effort.

Hand out Patrol Leadership Quest instruction sheet to each patrol leader.

Your presentations will take place tomorrow morning in the _____ (location) starting at _____ a.m.

Remember, we are on a tight schedule, so please keep your presentations to 5–10 minutes. Your presentation is not meant to be perfect; it is meant to come **from the heart**. And most important, have **fun** with the assignment!

Note: Do not give demonstrations of specific examples of the presentations. This might cause the patrols to go toward those types of presentations.

Questions?

You will now be released for the balance of the hour to work on your patrol's leadership quest presentation. Ask questions of your troop guides if necessary.

Troop guides, please stay within earshot to answer any questions from the patrols.

Dismissal

Dismiss the patrols to their patrol tables to start the discussion and planning.

Summary/Conclusion

During the early evening hours, the Scoutmaster and senior patrol leader are encouraged to visit each patrol site. During that visit, they should ask how the patrol's presentation is developing and answer any questions.



Day Four: “Diversity and Inclusion” Game

(with the poem “Outwitted” by Edwin Markham as an introduction)

Time Allowed

30 Minutes

Teaching Format

Individual patrol discussion on the evening of the overnight experience

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Identify personal information about each patrol member.
2. Communicate confidently with patrol members.
3. Compare common ideals shared by patrol members.

Materials Needed

- Copies of “Outwitted” poem by Edwin Markham (*Appendix: one per patrol member; there are two copies of the poem per page—cut in half before distributing*)
- “Diversity and Inclusion” Game Instructions (*Appendix: one per Patrol Leader Notebook*)
- “Diversity and Inclusion” Game Questions (*Appendix: one per Participant Notebook*)
- Set of eight Wood Badge thumbballs. (**Note:** A set of eight Wood Badge thumbballs was mailed to each council’s Scout Executive in 2019. If the council no longer has a set of thumbballs, replacement balls may be purchased through Scouting U.)

Recommended Presenter

The patrol leader and patrol members facilitate the discussion and maintain a good pace, ensuring that each patrol member is comfortable in participating.

Recommended Location

Patrol areas; patrol members should focus on each other and not be distracted by other groups’ discussions.

Course Connections

Key Wood Badge Themes	Growing; Connecting; Living the Values
Connections to Other Sessions	Develop Individuals and Teams



PRESENTATION OUTLINE

Introduction

Share the poem “Outwitted” by Edwin Markham and distribute copies of the poem to patrol members.

Outwitted

He drew a circle that shut me out—
Heretic, rebel, a thing to flout.
But Love and I had the wit to win:
We drew a circle that took him in!

—Edwin Markham (1852–1940),
American poet

The Purpose of this Activity

This activity is intended to provide time for patrol members to quickly share information about themselves, including personal beliefs, values, and experiences. **It is not a forum for divulging confidential or sensitive information, nor is the discussion intended to become controversial or divisive.** Patrol members need to feel confident that the information they share will be respected by other members in the group. Move the conversation along quickly. Don't get bogged down in detail.

Everyone is responsible for setting boundaries, clarifying procedures, and moving the conversation and play forward when necessary.

How to Play

- Patrol members stand or sit in a circle. The thumbball is tossed to a patrol member.
- Have the player who tossed the ball read a corresponding question to the player with the thumbball.
 - The question to be answered is printed on the “Diversity and Inclusion” Game Questions handout, which lists 12 sets of questions (5 questions per set) corresponding to the 12 numbers on the thumbball.
 - Choose the question set number based on the number closest to the catcher's right thumb.
 - Read a question from the set aloud. If a player prefers not to answer the question asked, pick a different question from the set.
- Play at least two rounds and spend 15–20 minutes for each round.
- Proceed at a pace that gives each patrol member a chance to answer 2–3 questions, as time allows.
- Variations to answering include:
 - Ask another patrol member to answer the same question.
 - Predict how you think another patrol member would respond to the question.



WOOD BADGE

Summary/Conclusion

At the end of the allotted time, invite each patrol member to complete a **3-2-1 Reflection**:

3 things you learned about other members of your patrol.

2 things you have in common with members of your patrol.

1 thing you learned about yourself as you listened to others and responded to questions.

Post-session Reflection

- What boundaries/conditions were essential to you in order for you to share personal information with others?
- In what ways were these boundaries established? Or not?
- How can you facilitate a team-building environment within your Scouting responsibilities?



WOOD BADGE

Day Four: Retire Colors/Flag Ceremony

Time Allowed

10 Minutes

Teaching Format

Patrol activity (Day Four program patrol)

Learning Objectives

As a result of the session, the patrol members should be able to do the following:

1. Formulate a simple process for retiring the flags of the day.
2. Demonstrate a simple flag retirement ceremony.

Materials Needed

- American flag
- Troop 1 flag
- Historic flag

Recommended Presenter

The patrol leader of the Day Four program patrol facilitates the retiring of the colors. This is a patrol activity, not for the total troop. The retiring of the colors (American flag, Troop 1 flag, and historic flag) should be simple and patriotic. Participants should salute as the American flag is lowered.

Recommended Location

The program patrol may retire the colors if Gilwell Field is close enough to the camping area for the patrol to do so in a timely fashion. If the location is far enough away that doing so will impede the patrol's meal preparation, the staff may choose to retire the colors instead.



Day Five: Breakfast Assessment

Time Allowed

10 Minutes

Learning Objectives

By the end of breakfast, each participant should be able to do the following:

1. Discuss how their patrol is doing as a team.
2. Evaluate what went well and what could improve.

Materials Needed

- Day Five Start, Stop, Continue Worksheet (*Appendix: one per Patrol Leader Notebook*)



Day Five: Gilwell Field Opening Assembly

Time Allowed

15 Minutes

Teaching Format

Troop Assembly

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Understand the significance of the Gilwell Field assembly as the opening for the day and as a gathering destination for patrols returning from the outdoor experience.
2. Recognize that the senior patrol leader is leading the troop, sharing information, and conducting an informal survey of group morale.
3. Identify the change of responsibilities for service and program patrols as a part of the rotation of patrol leadership.
4. Recognize that the gathering of Troop 1, together with identifiable patrols, sets the tone for the events of the day.

Materials Needed

- Day Five Gilwell Field Assembly Agenda (*Appendix*)
- System for flying flags at Gilwell Field
- American flag
- Gilwell Troop 1 flag
- State flag/state song
- History of the state flag reading (*Songbook*)
- Safety Moment (<https://www.scouting.org/health-and-safety/safety-moments/>)

Recommended Presenter

The Troop 1 senior patrol leader and Scoutmaster facilitate the Day Five Gilwell Field assembly.

Recommended Location

The setting of the Day Five Gilwell Field assembly will be the same area used for Day Four.

Course Connections

Key Wood Badge Themes	Growing; Connecting; Guiding; Empowering; Living the Values
Connections to Other Sessions	Aims and Methods (Citizenship Training); Communicate Effectively; Develop Individuals and Teams



WOOD BADGE

PRESENTATION OUTLINE

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.*

Recommended Facility Layout

The troop members will arrange themselves in Gilwell Field in the same manner as they did on Day 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.

Pre-assembly Preparations

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

- Flag ceremony
- Presentation of the historic flag and song

The patrols that served on Day Four as the program patrol and service patrol should bring to the assembly the emblems of service they received at the Day Four Gilwell Field assembly. Ideally, each patrol will have decorated the emblem with a totem or other symbol of the patrol.

Presentation Procedure

Refer to the Gilwell Field Assemblies Overview for more information. On Day Five, the troop guides line up at the designated spot with the rest of the staff. Once the patrols and staff have gathered, the senior patrol leader will facilitate the assembly.

Assembly Agenda

- Welcome
- Patrol reports
- Flag ceremony
- Invocation (*see end of Lesson Plan*)
- Program and service patrol transfer of responsibilities
- Patrol leader installation
- Announcements
 - Day Five schedule
 - Finalizing tickets (five-day course)
 - Logistics of cleanup and departure
 - Quartermaster or Scribe instructions
- Safety moment
- Scoutmaster's Minute
- Gilwell song
- Dismissal by senior patrol leader to interfaith worship service



WOOD BADGE

Invocation

Dear Lord, as we gather here on our last day, we give thanks for our time together, the fellowship we have enjoyed, and the journey—the quest—that each patrol, and each of us, has taken to better understand the true nature of leadership. Let us live the values of Scouting and have a vision with a mission. May we bring that vision to life with the skills we have developed through better knowing ourselves and knowing the territory and the skills we have developed to better communicate, listen, and include and optimize diverse talents. May we always remember that we are stronger together than separate. Guide us to successfully lead others by using the tools we have learned to plan, make decisions, develop individuals and teams with situational leadership, apply interpersonal savvy, manage conversations, coach and mentor, lead change, create a culture, and solve problems. For by acting on our vision and working our tickets, we can impact the lives of youth and change the world. Finally, let us remember what Baden-Powell said: “First, Love and serve God. Second, Love and serve your neighbor.” May we go forth as servant leaders and use the tools from this course to build a future that makes a difference to the youth in Scouting.

Scoutmaster's Minute

Imagine, if you will, a man walking down a long hallway.

On the floor lie keys, all different shapes and sizes. As the man walks, he stops to pick up some keys and leaves others. Only he knows why he chooses which to take and which to leave—maybe he's too lazy to retrieve them all, maybe he is in too much of a hurry, possibly a key does not look interesting to him.

At the end of the hall, the man reaches a large circular room. There are many doors all around the room. Some doors are very interesting looking while others are simple wooden doors. Each door has a keyhole. The man chooses the door that appeals to him most. Unfortunately, as he tries the keys he collected, not one fits the door. He left that key laying in the hall.

The hallway is your life. The doors are goals or rewards. The keys are opportunities to grow. If you do not grab the opportunities as you travel through life, you will not be able to unlock the door to your rewards and you will have to settle for something less.

Work those ticket goals NOW!! so doors remain open for your unit, district, or council.

Pick up the keys NOW!! so you can open the most interesting doors for the youth you serve.



WOOD BADGE

Day Five Historic Flag Reading and Patriotic Song

(Ensure that everyone has lyrics to the song.)

The historic flag will be the official flag of the state in which the Wood Badge course is taking place. The reading can be a brief history of the state.

The song can be your state's song or you may use the alternate song, "This Land is Your Land."

This Land is Your Land

Chorus:

This land is your land, this land is my land
From California to the New York island,
From the redwood forest to the Gulf Stream waters;
This land was made for you and me.

As I was walking that ribbon of highway
I saw above me that endless skyway;
I saw below me that golden valley;
This land was made for you and me.

(chorus)

I've roamed and rambled, and I followed my footsteps
To the sparkling sands of her diamond deserts;
And all around me a voice was sounding:
This land was made for you and me.

(chorus)

When the sun came shining, and I was strolling,
And the wheat fields waving and the dust clouds rolling,
As the fog was lifting a voice was chanting:
This land was made for you and me.



Day Five: Interfaith Worship Service

Time Allowed

20 Minutes

Teaching Format

This is an application session. It is the second of the interfaith worship services that occurs during a Wood Badge course. It is a collaborative presentation by the patrols' chaplain aides on the morning of Day Five. The first service, presented on Day Three, was an instructional service prepared and presented by the Wood Badge staff.

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Understand the importance of and practice fulfilling one's religious duties as a part of Scouting.
2. Model an effective interfaith worship service planned by patrol chaplain aides, including the key elements listed in the Worship Service Planning Sheet.
3. Recognize the diversity of resources and religious beliefs in Scouting and throughout our world.
4. Observe the 12th point of the Scout Law: "A Scout is Reverent."

Materials Needed

- World Friendship Fund Transmittal Form (*Appendix C*)

Recommended Presenter

Presented collaboratively by the patrols' chaplain aides

Recommended Location

Hold service in a quiet setting with comfortable seating, possibly the same location used for the interfaith worship service on Day Three or in another location specifically chosen by the patrols' chaplain aides and communicated to the troop in advance. Any location separate from the noise and activity area is fine—a clearing in the woods; an empty campsite; the chapel area in camp; a scenic overlook; an unused room, corner of a room, or building in camp; etc.

Course Connections

Key Wood Badge Themes	Living the Values
Connections to Other Sessions	Day Three Instructional Interfaith Worship Service; Patrol Chaplain Aides Meetings; Drive Mission, Vision, and Values



PRESENTATION OUTLINE

Delivery Content/Delivery Method

Patrol chaplain aides will have determined the content and delivery of the interfaith worship service in their meeting on Day Three and Day Four.

Post-session Reflection

What do I know about the faith beliefs of the families and young people that I serve through my role in Scouting? What can I learn to be better able to help these families and young people grow in their abilities to fulfill their religious obligations? How can I learn more about the diversity of faiths represented within my Scouting community? Is this something I can include in my Wood Badge ticket? If so, how?

Other Resources

Religious Observances *(from Wood Badge Administration, "Conducting the Course")*

During the planning stages of a course, staff members must consider the religious obligations of course participants. This is particularly true for courses spanning some or all of a weekend.

The course religious coordinator takes the lead in planning the Day Three instructional interfaith worship service. The religious coordinator will also meet during a course with the patrols' chaplain aides to assist them in arranging for troop members to fulfill any additional religious obligations. The coordinator should be familiar with resource information included in the session description for the instructional service and should have access to religious reference materials published by the Boy Scouts of America.

Some faiths have firm requirements regarding the observance of their holy day of the week. Consulting with the council's religious advisory committees can be helpful in assuring that provisions will be made for course participants to meet these requirements. If the religious requirements of an individual cannot be accommodated during a course, discuss this with the Scouter **before** the course so that a decision regarding attendance can be made.

Although the Boy Scouts of America is nonsectarian, it is not nonreligious. Religious instruction is the responsibility of the religious institution to which the member belongs. **With that in mind, participants should have a Wood Badge experience that emphasizes that they can be positive in their influence on youth without being sectarian.** By their spirit, their example, and the ways in which they present the Scouting program, Scouting leaders can do much to develop spiritual values.

World Friendship Fund Transmittal Form

Traditionally, a collection is taken up at the interfaith worship service for the benefit of the World Friendship Fund. This is the only acceptable recipient of collected donations. Monies from this collection are to be transmitted to the International Division of the BSA, accompanied by the World Friendship Fund Transmittal Form found in Appendix C.



Day Five: Patrol Leaders' Council Meeting

Time Allowed

30 Minutes

Teaching Format

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.

Learning Objectives

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

1. Integrate, as patrol leaders, the resources and guidance that will enable them to help their patrols progress toward becoming fully productive teams.
2. Identify ways to run an efficient, well-planned meeting.
3. Assess recent activities.
4. Apply essential information about upcoming patrol and troop events.
5. Demonstrate the youth-led method of Scouting.

Materials Needed

- Patrol Leaders' Council meeting agenda (*Appendix; one per Patrol Leader*)
- Links to promotional flyers for the Leadership Challenge at Philmont Scout Ranch or Summit Bechtel Reserve.
 - <https://i9peu1ikn3a16vg4e45rqi17-wpengine.netdna-ssl.com/wp-content/uploads/2020/02/2020-Philmont-NAYLE-PLC-Brochure-02102020.pdf>
 - <https://i9peu1ikn3a16vg4e45rqi17-wpengine.netdna-ssl.com/wp-content/uploads/2020/02/2020-SLC-Flyer-v2-02102020.pdf>

Recommended Presenter

Senior patrol leader

Recommended Location

The senior patrol leader will select a location where patrol leaders can comfortably meet. If the course is still at the Outdoor Experience, a likely setting is the area used for the patrol leader's council meeting on Day Four.



PRESENTATION OUTLINE

Agenda

The first item of business is to distribute copies of the meeting agenda.

1. Welcome
2. Introductions
 - patrol leaders
 - staff
3. Ask participants: “How are you feeling? How are we doing?”
4. Review the patrols’ return from the Outdoor Experience and the Gilwell Field assembly.
5. Distribute copies of the Day Five schedule to the patrol leaders if needed (*located in the Appendix for the Day Four PLC meeting if additional copies are needed*) and review the events for the remainder of the course.
6. Assess the patrols’ experience preparing their Patrol Leadership Quest presentations, which will follow this meeting.
7. 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, how.
8. Discuss what is expected of the patrols in making the camp breakdown as efficient as possible. If specific assignments are needed, they should be made at this time.
9. Discuss important dates and deadlines for updates on ticket progress and ticket completion.
10. Review any remaining assignments for the program patrol and the service patrol.
11. Share promotional material for Leadership Challenge opportunities at Philmont Scout Ranch or Summit Bechtel Reserve.
12. Summarize important points of the meeting.
13. Answer any questions and adjourn.



Day Five: Patrol Leadership Quest Presentations

Time Allowed

95 Minutes (8 min. per patrol; 15 min. for reflection; 8-minute buffer; 1-minute transition time)

Teaching Format

Troop presentation with patrol breakouts at the end

Learning Objectives

By the end of this session, each participant should be able to do the following:

1. Compare and contrast each patrol's quest.
2. Create their definition of leadership.

Materials Needed

The course should have the following available for each patrol, as requested:

- Flip chart
- Markers
- White board
- Easel
- AV system

Recommended Presenter

The senior patrol leader should facilitate this session, with all staff and participants in attendance.

Recommended Location

Large group meeting room preferred: setting can be indoor or outdoor but should allow each patrol to offer an effective presentation.

Course Connections

Key Wood Badge Themes	This presentation touches on all five themes: Living the Values; Growing; Connecting; Guiding; Empowering
Connections to Other Sessions	This presentation integrates all the topics from throughout the course and allows the participants to share their own perspectives of their learning and development as leaders.



WOOD BADGE

PRESENTATION OUTLINE

Detailed Timeline

Sample schedule for eight patrols:

Time	Duration (hh:mm)	Description
10:25	0:02	Introduction
10:27	0:08	Patrol 1
10:35	0:01	switch
10:36	0:08	Patrol 2
10:44	0:01	switch
10:45	0:08	Patrol 3
10:53	0:01	switch
10:54	0:08	Patrol 4
11:02	0:08	—Break—
11:10	0:08	Patrol 5
11:18	0:01	switch
11:19	0:08	Patrol 6
11:27	0:01	switch
11:28	0:08	Patrol 7
11:36	0:01	switch
11:37	0:08	Patrol 8
11:45	0:15	Reflection

Setup and Staff Notes

This experience is the pinnacle experience of the Wood Badge course and a time for the participants to showcase and share their experiences and perspectives of leadership. The course director could consider inviting special guests who are coming for the closing luncheon to join the course for the Patrol Leadership Quest; however, in the interest of time, the guests should not be invited to speak at this point. If that is desired, time can be found during the closing luncheon.

It is recommended that the patrol order be chosen at random, though Gilwell Order may be used.

The senior patrol leader is the designated timekeeper for this activity.

This is a pivotal time in the course. The staff should be engaged with each patrol and act as a resource as needed, but patrols should be norming and performing by this time. Patrols should be encouraged to develop an engaging presentation—outside of a format involving PowerPoint—that encourages creativity and Scout spirit!



WOOD BADGE

Welcome and Introduction

Senior Patrol Leader: Welcome to the Patrol Leadership Quest! We are excited to have everyone here this morning. We would like to welcome our special guests *[insert names here]* who have come to join us for this last day of Wood Badge *[course number]*. There will be a break halfway through to allow time for the restrooms. We will try to keep disruptions between presentations to a minimum to allow us to keep on schedule and have time to reflect as a troop at the end!

Now let's start these Patrol Leadership Quest presentations!

Patrol Presentations

Allow eight minutes maximum per patrol, with one minute in between presentations for the next patrol to get set up. There is an eight-minute break between Patrols 4 and 5. The senior patrol leader should introduce each patrol and welcome members to the stage at the start of each presentation.

At the conclusion of the presentations, the staff should enthusiastically congratulate the participants on a job well done!

Post-session Reflection

Start by asking and seeking answers:

- Well, we've heard eight phenomenal perspectives of the Leadership Quest. What are your thoughts now on, "What is leadership?"
- Throughout the course we have touched on five themes: Living the Values, Growing, Connecting, Guiding, and Empowering. Which of these is most important in a successful leader?
- During the course you have learned about the aims and methods of Scouting. How does Wood Badge relate to the aims and methods of Scouting?
- When you leave here, other Scouters will ask about your experience.
 - What are you going to tell them?
 - How will you convince that Scouter to fill your seat in the next course?

At the conclusion of the reflection session, the senior patrol leader will dismiss the troop to the closing luncheon, but not before one last round of applause for everyone's hard work and participation to make the Patrol Leadership Quest a success!



Day Five: Closing Luncheon

Time Allowed

75 Minutes

Teaching Format

The closing luncheon serves as a time for participants to enjoy each other's company and to celebrate in their own way the near-completion of the Wood Badge course. The luncheon should not include any elements that will be offered during any other Day Five activities.

Learning Objectives

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

1. Recognize the importance of celebrating group success.

Materials Needed

- Songbook
- As needed by the patrols or patrol leaders' council (e.g., tables decorated festively with tablecloths, Scouting emblems, Wood Badge items, totems, etc.)

Recommended Presenter

The senior patrol leader will serve as the MC of the program, which should be celebratory, spirited, inclusive, and serious, not unlike a graduation ceremony.

The patrols, through the patrol leaders' council, should plan for the blessing, songs or readings, presentations, etc., that will comprise the program. Each patrol should be expected to participate in some way, within an allotted two- to three-minute time frame.

Recommended Location

Troop dining area

Course Connections

Key Wood Badge Themes	All five themes
Connections to Other Sessions	Potentially, all 14 competencies



PRESENTATION OUTLINE

Pre-presentation Procedure

Each patrol will be allowed a few minutes to make comments or tributes, acknowledge people or occurrences during the course, and/or make presentations. Set a time limit of two to three minutes for each patrol. Patrol leaders learned of this opportunity at the Day Five patrol leaders' council meeting and should have discussed it with patrol members before the luncheon to determine whether they wished to use their allotted time and, if so, in what manner.

It is appropriate to invite the council Scout executive and other council officials or prominent Scouters, including well-known nearby area Wood Badgers, to attend and share in the success of the nearly concluded course. One of these individuals could be a guest speaker, if desired. Be conscious of any budgetary limitations prior to extending invitations to guests. **It is best to keep the program and any comments short and focused on the participants, patrols, and the course itself.**

Sample Agenda

Grace

- Delivered by one or more patrol chaplain aides
- Introduction of Wood Badge visitors and guests

Meal

- Master of ceremonies invites tables to the serving line

Opening Song or Reading

- Optional: probably a rousing Scouting song, if any

Guest Speaker

- Optional: if desired or appropriate

Patrol Presentations and Comments

- By patrols and/or individuals (2–3 minutes each)

Closing Song

- Gilwell song



WOOD BADGE

Day Five: Use the Tools

Time Allowed

30 Minutes

Teaching Format

Senior patrol leader will use the tools from each Wood Badge session in leading a troop discussion about the key learning points.

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Identify the symbolism of each leadership tool.
2. Correlate the Wood Badge leadership competencies to the five themes.
3. Apply the leadership competencies/tools in their Scouting units.

Materials Needed

- Course Summary—Leadership Competency to Wood Badge Theme Connections (*Appendix; one per participant*)
- AV equipment
- Pegboard with hooks
- Toolbox
- Tools representing Wood Badge Leadership Competencies
- Bag of tickets with youths' names on them
- Pen from the first day of the course

Recommended Presenter

Senior patrol leader

Recommended Location

Troop setting in Gilwell Hall

Course Connections

Key Wood Badge Themes	This session will review all five of the Wood Badge themes (see handouts).
Connections to Other Sessions	The Use the Tools session is meant to connect the dots and key messages of all the Wood Badge sessions.



PRESENTATION OUTLINE

(Slide #2)

Introduction

Throughout Wood Badge, the metaphor of the toolbox has been woven into the key message of each session. Leadership and personal success can be built by using the powerful set of tools that the Wood Badge course provides. Each tool has its unique purpose, from carving out personal values, to sharpening leadership skills, to refining the ability to communicate effectively, and together, to lead others.

The Tools

(The tools of each Wood Badge competency session have been placed on the pegboard throughout the duration of the course. They remain on display until the senior patrol leader removes them.)

Note: Point out the numerous leadership tools that have been placed on the board as the course has progressed. (There should be one for each leadership competency, plus one for the Wood Badge Ticket (15 total).

Summarizing the Tools

Note: *Begin the summary of “Use the Tools” by removing each tool from the pegboard individually, displaying it for the group, and encouraging their participation in the discussion.*

- *Do not give the name of the competency or theme unless they are not able to come up with it.*
- *After the recap of each tool and session, place the tool into the designated toolbox. This process should be repeated with each tool on the pegboard. Once all the tools are in the toolbox, it should remain open.*



WOOD BADGE

1. Drive Vision, Mission, and Values

- Who can recall which session the **acorn** and the **binoculars** represented?
- Who can outline the key takeaways of that session?
- Which themes did this align with? (*Growing; Living the Values*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *Core values, such as the Scout Oath and Law, help leaders make sound ethical decisions. Supported by such values, effective leaders see a desired outcome (a vision) and have a plan (mission) to realize that outcome. Just like looking through binoculars, we begin with being able to see far enough into the future to see our picture of future success.*
-

2. Know Thyself

- Who can recall which session the **mirror** represented?
- Who can outline the key takeaways of that session?
- Which themes did this align with? (*Growing; Connecting; Living the Values*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *The mirror reminds us that we cannot lead others until we work on leading ourselves. This requires looking inward and developing from the inside out by aligning our personal values, communication style, and behavioral style.*
-

3. Communicate Effectively

- Who can recall which session the **paper cups linked on a string** represented?
- Which themes did this align with? (*Growing; Connecting*)
- Who can outline the key takeaways of that session?
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *The linked paper cups remind us that, in our current world, communication methods are diverse and ever changing, but the theory remains the same: sender, message, receiver. As leaders, it is important to develop personal strategies for communicating on a higher level.*
-



WOOD BADGE

4. Include and Optimize Diverse Talent

- Who can recall which session the **multitool** represented?
 - Who can outline the key takeaways of that session?
 - Which themes did this align with? (*Growing; Connecting; Empowering; Living the Values*)
 - Would anyone like to share their own lesson learned about the session?
-

Key Take-home Message

- *Effective leaders recognize human, cultural, and institutional diversity and the importance of inclusiveness to achieve diversity. They find ways to encourage diverse groups to work together to achieve common goals. A multitool reminds us, when you have those differences all together and ready to work, great things can happen.*
-

5. Learn to Listen, Listen to Learn

- Who can recall which session the **stethoscope** represented?
 - Who can outline the key takeaways of that session?
 - Which themes did this align with? (*Growing; Connecting*)
 - Would anyone like to share their own lesson learned about the session?
-

Key Take-home Message

- *To lead people, we need to understand them—we need to listen. Active and empathetic listening helps us confirm that we have received a message, ensures that we understand it in depth, and lays the foundation for healthy relationships and continual improvement. Like a stethoscope, the skill of effective listening helps you use the power of perception not only to hear the words from someone's mouth but also to understand what's in their heart.*
-

6. Plan with a Bias for Action

- Who can recall which session the **blueprint** represented?
 - Who can outline the key takeaways of that session?
 - What themes did this align with? (*Guiding; Empowering*)
 - Would anyone like to share their own lesson learned about the session?
-

Key Take-home Message

- *Be Prepared, Prepare your Team. Nearly everything you do in Scouting requires thought and planning. Take the extra time to work with your team/committee to create the blueprint, an approach and a collaborative plan with which everyone can engage. Take time to collectively think through possible obstacles. Envision your event with many hands making light work, and a leader at the helm who is supporting them to be successful.*
-



WOOD BADGE

7. Develop Individuals and Teams

- Who can recall which session the **tire iron** represented?
- Who can outline the key takeaways of that session?
- What themes did this align with? (*Growing; Guiding; Empowering*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *Effective leaders understand the stages of team development: Forming, Storming, Norming, Performing, and Adjourning. Just like effectively using a tire iron requires understanding how to match it to fit different sized bolts get the job done, understanding the stages of team development enables effective leaders to tailor their leadership styles and teaching methods to each stage and situation the team faces.*

8. Know the Territory

- Who can recall which session the **compass** represented?
- Who can outline the key takeaways of that session?
- What themes did this align with? (*Living the Values*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *The “customers” that we serve to accomplish the mission of the BSA are its youth members and their families. Effective BSA leaders must know the program and “make ethical and moral choices”—even when making decisions under pressure—so that we do not lose the trust of those we lead and can set the best example for those we lead. The example we set is the moral compass that helps those we serve to find and stay on the right path.*

9. Apply Interpersonal Savvy

- Who can recall which session the **sanding disk** represented?
- Who can outline the key takeaways of that session?
- What themes did this align with? (*Growing; Connecting*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *Understanding your personal behavioral traits (DISC) and recognizing the behavioral traits of others improves our ability to communicate and work in teams. The language and knowledge of DISC traits equips you in knowing yourself, learning the tendencies of others, and adapting to their needs. The sanding disk reminds us of our journey to refine our leadership skills using DISC and other leadership competencies learned at Wood Badge.*



WOOD BADGE

10. Manage Conversations

- Who can recall which session the **duct tape** represented?
- Who can outline the key takeaways of that session?
- What themes did this align with? (*Connecting; Guiding*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *Being a leader may require you to resolve conflicts or tell people things they do not want to hear. For the best chance of success, we should approach these difficult conversations with good intentions and thoughtful planning to set the stage for productive two-way communication. Duct tape reminds us it is important to listen more than speak, to understand the goals and desires of others, and to be aware of what you can learn from nonverbal communication.*
-

11. Coach and Mentor

- Who can recall which session the **flashlight** represented?
- Who can outline the key takeaways of that session?
- What themes did this align with? (*Guiding; Empowering*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *As a flashlight lights the way, Scout leaders acting as coaches and/or mentors show Scouts the way to become leaders of character. When we make it a point to listen to the Scouts, we are well on the way to becoming effective coaches and mentors. Youth 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 all.*
-

12. Embrace and Lead Change

- Who can recall which session the **Detour Ahead sign** represented?
- Who can outline the key takeaways of that session?
- What themes did this align with? (*Guiding; Empowering*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *Change is a fact of life, and we should anticipate change because change happens! When we encounter a detour and must change our plan, find a new route. Change is a source of anxiety for many people, but it doesn't have to be. **Leading change** can be a valuable tool of leadership.*
-



WOOD BADGE

13. Create a Culture: “Train Them, Trust Them, Let Them Lead!”

- Who can recall which session the **Patrol Leader Handbook** represented?
- Who can outline the key takeaways of that session?
- What themes did this align with? (*Guiding; Empowering*)
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *The Patrol Leader Handbook reminds us that an important part of being an effective leader is developing leadership skills in those we lead. Effective Scouting leaders are good role models for sharing leadership with the youth we serve.*
-

14. Inspire the Heart

Note: *This last leadership competency will be presented after this session. The tool will be the entire tool box. This session will connect the dots on all the themes of Wood Badge. It will be presented by the course director.*

The Ticket

The ticket, though not a leadership competency, is the important tool that is used to tie all the leadership competencies into a working plan to strengthen the Scouting program.

- Who can recall which session the **tickets** represented?
- Who can outline the key takeaways of that session?
- Would anyone like to share their own lesson learned about the session?

Key Take-home Message

- *Your ticket is your personal commitment to complete a set of goals that will significantly strengthen the BSA program in which you are involved.*
-

Note: *Pull a few of the tickets with the youths' names on them from the container in which they were placed during “The Ticket” session on Day One.*

- *Pass them out to random participants and ask them to read the name and tell if they know that youth. They probably will not.*
- *Remind them of the line of sight and the ripples, and that their ticket can still have an indirect positive effect on that youth and many more through the goals they wrote in their ticket. This brings the emphasis back to the youth we serve.*



WOOD BADGE

The Last Tool: The Pen

When you arrived on Day One, 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”—Thomas Jefferson.
- In the hand of a tall, tired president, a pen wrote, “Four score and seven years ago...” in “The Gettysburg Address”—Abraham Lincoln.
- 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.

Summary/Conclusion

(Slide #3)

Facilitator should say:

“We have put many tools in the leadership toolbox throughout our Wood Badge course. Notice that I have left the toolbox open. That is because the tools will be used constantly by all of you.

Wood Badge has given you valuable tools and information you need to be successful in all aspects of your personal, professional, and Scouting lives. Take care of them and they will serve you well. They work well together, so when you need a little more help, remember to return to your toolbox to find that help.”

Post-session Reflection

(Slide #4)

Now we challenge **YOU** to go out and make good use of the contents of **YOUR** personal toolbox.



Day Five: Inspire the Heart

Time Allowed

75 Minutes

Teaching Format

Discussion and demonstration led by the Scoutmaster/course director, senior patrol leader, or other staff member and supported with images and video clips.

The previous summary session reviewed the five Wood Badge themes and 14 leadership competencies represented by the course sessions, using the “leadership toolbox.” This final presentation gives us an opportunity to provide examples of how to use the tools (i.e., apply the competencies), illustrated by the leadership journey of Mr. Holland in video clips from the movie *Mr. Holland’s Opus*. The session is organized around six clues about the Greatest Leadership Secret. This should be a moving presentation that touches the hearts of the participants while increasing their belief that they can be more successful Scout leaders, empower the youth they serve to become leaders, and inspire in them a desire to leave a positive and lasting legacy.

Learning Objectives

As a result of this session, each participant should be able to do the following:

1. Recognize the importance of servant leadership, empowerment, and lifelong learning.
2. Integrate leadership throughout their lives to “leave a legacy.”
3. Recall five traits of good leaders.
4. Conclude that the Greatest Leadership Secret is The Golden Rule.

Materials Needed

- PowerPoint slides with embedded videos and projector
 - Video clip 1, *Mr. Holland’s Opus* (“First Day”)
 - Video clip 2, *Mr. Holland’s Opus* (“Music Lesson”)
 - Video clip 3, *Mr. Holland’s Opus* (“Last Day”)
- Inspire the Heart (“The Golden Rule”)—Summary (*Appendix: one per participant*)
- Two clear glasses or plastic jars of the same size, rocks, gravel or pebbles, sand, and a pitcher of water
- Video compilation of participant photos with “It’s In Every One of Us” song
- Tool: tool box

Recommended Presenter

Course director

Recommended Location

Indoor troop meeting room



WOOD BADGE

Course Connections

Key Wood Badge Themes	All five themes: Living the Values; Growing; Connecting; Guiding; Empowering
Connections to Other Sessions	All Wood Badge sessions

PRESENTATION OUTLINE

Note: *The session presenter can use the following script, but the session is most powerful when the presenter puts the messages of the session into his or her own words and speaks from the heart. 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.*

(Slide #3)

Discovering the Greatest Leadership Secret

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 five-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**. Well, it's not really a secret. It is, but it isn't. More about that a bit later. I'll give you six clues.

(Slide #4)

Clue #1. It's a Palindrome...Sort Of

What is a **palindrome**? (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 . . .

- 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. Well, and it is only sort of a secret. But we'll come back to that. Let's look at the other clues.



WOOD BADGE

(Slide #5)

Clue #2. Lead from the Inside Out

Note: Some of the participants may have seen the object lesson with the rocks and sand 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, enough sand to fill about 1/4 to 1/3 of one jar, five big rocks, and a quantity of gravel that will fit between the big rocks. Additional notes to the presenter are below.

Effective leaders have a clear vision of what it will look like when they achieve their goals. As we talked about on Day One, this vision provides direction for their mission, and is guided by their values.

“Leading from the Inside Out” starts with understanding your vision and mission, as you explored on day one when you began writing your Wood Badge ticket, based on your values, which you explored on day one in the session called Know Thyself.

Trust

Ask participants: In order for followers to follow, what do they have to believe about their leader? (**Note:** Several answers are possible, such as caring and trust, but emphasize the answer **“trust”** as soon as you hear it.)

In his book *The 21 Irrefutable Laws of Leadership*, leadership expert John Maxwell pointed out in Law #6 (The Law of Solid Ground) that “Trust is the Foundation of Leadership.”
That law happens to be the first point of our Scout Law.

Ask participants: People will follow a leader that they trust, but how do they decide they trust the leader? What evidence do they have that you are trustworthy as a leader? (**Note:** Several answers are possible but emphasize the word **“character”** as soon as you hear it.)

Character

Ask participants: What is “character”? What do we mean by that word? What is it that guides our choices and is shown outwardly as our character? (**Note:** Guide a brief discussion that character is revealed by our actions, which are guided by our values.)

General H. Norman Schwarzkopf points to the significance of character: “Leadership is a potent combination of strategy and character. But if you must be without one, be without strategy.”

That tells you how important character is!

“Leading from the inside out” starts with character, who you are, what you believe, what you follow. The person you are when no one is looking, when no one can see your actions. The person you are when you are not in your Scout uniform.



WOOD BADGE

Character is a pattern of behavior, thoughts, and feelings based on universal principles, moral strength, and integrity—plus the guts to live by those principles every day. **We must have moral courage, a good definition of “Brave” in the Scout Law.** We must have the courage to do the right thing, even in difficult circumstances.

This is why author James Lane Allen stated: “**Adversity does not *build* character, it *reveals* it.**” Who you are will be put on display in times of adversity, but people will often figure it out in normal times as well by how you treat others and whether or not they feel you can be trusted.

You must value your good character. Character is evidenced by your life’s virtues and the “line you never cross.” **Character is the most valuable thing you have, and nobody can ever take it away.**

From the Inside Out

Finally, in order to “lead from the inside out” **you must be able to lead yourself first, before you can lead others.** You must know what the “big rocks” are in your life. This is an expression that many of you are familiar with (and it may have been used by other presenters in previous sessions). I’d like to illustrate this point in a way that some of you may have seen before.

From under the table or a cover, take out a jar 1/4- to 1/3-full of sand and five big rocks. Start placing the big rocks in the jar of sand.

I need to put the big rocks into the jar that represents my life.

Ask participants: I can’t fit all the big rocks into the jar. What is wrong here? *(Brief discussion by participants about the sand being in the way.)*

*Be sure that the five large rocks do not fit into the jar, because the sand is in the way. **Look puzzled.***

Ask participants: What do the rocks represent? *(Brief discussion by participants about rocks representing the most important or valuable things in life, such as family, faith, health, work, and service to others.)*

Ask participants: What does the sand represent? *(Brief discussion by participants about the sand representing minor things in life: shopping, surfing the internet, playing video games, or watching TV.)*

Ok, then let me start over.

Pull out a second identical jar and container of gravel and place the big rocks in first.

I have the big rocks of my life.



WOOD BADGE

Ask participants: Is my life full?

Brief discussion by participants that there is room in life for more. Add the gravel.

Ask participants: What does the gravel represent? *(Brief discussion by participants that the gravel represents less important things that a person does, such as meetings and conferences or doing yard work.)*

Ask participants: Is my life full now?

Brief discussion by participants that there is room in life for more. Add as much of the sand as possible, but there should be some leftover sand.

Ask participants: OK, my life appears to be full now, right?

There will always be room in life to take some time for a friend, or, more importantly, a young person, who needs somebody to talk to and to listen to them.

Ask participants: How do you think this might relate to the “Greatest Leadership Secret”? *(Brief discussion by participants about being able to prioritize what is important in your life, devoting time to the most important things first, not letting unimportant activities use up too much of your time.)*

Because some participants will likely be familiar with this, they will say no, there is air between the sand particles and gravel, or somebody may suggest pouring water in. Pull out a coffee mug of water and pour it into the jar of rocks, gravel and sand.

What are the big rocks in your life?

- Food?
- Security?
- Good health?
- Time with your loved ones?
- Your faith?
- Education?
- Your dreams?

The best leaders lead from the inside out. Lead yourself first before you lead others.

1. Accept responsibility for your own growth and progress—your own big rocks—and take care of them first.
2. Know that after you take care of your big rocks, there will still be room for more.
3. 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.

(Slide #6)



WOOD BADGE

Clue #3. Great Leaders Are Great Teachers

The third clue to the **Greatest Leadership Secret** is also another quality of great leaders. That is the fact that **great leaders are also great teachers**.

We have several video clips that I would like to share. In these clips we are going to take a journey of leadership maturation along with Mr. Holland, a music teacher in the movie *Mr. Holland's Opus*. The first video clip is of a leader-teacher on his very first day on the job. And as you'll see, he hasn't yet developed greatness.

Click the Play button on the video on Slide #7 to play full screen.

Running time: 6 minutes, 2 seconds

Source: *Mr. Holland's Opus*, Walt Disney Pictures, 1996

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.

Ask participants: What was Mr. Holland's original vision when he took this teaching job? (*Brief discussion by participants that teaching was his fallback position. He didn't really want to be a teacher. We don't know what his vision was at this point, but we do know what it was NOT.*)

Ask participants: Have any of you ever felt like he did on the first day of music appreciation class or that first orchestra concert, at your den, pack, troop, or crew meeting? (*Wait for a few responses.*)

Ask participants: Why do you think Mr. Holland felt that way? Responses may include the following:

- Mr. Holland did not have a vision of himself being a teacher or leader;
- he may not have known what he was doing;
- he may have lacked confidence; or
- he was overwhelmed.

A key ability of a great Scouting leader is to create an atmosphere in which young people can learn to lead their own Scouting units. That means being able to teach them. Good leaders help others to 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. When he was 87 years old, Michelangelo said: **"I am still learning."**

- **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, and try new things. Through lifelong learning, they continually grow and improve.



WOOD BADGE

Business sometimes refers to this process of lifelong learning as “continuous quality improvement” or “total quality management.” Use whatever term works for you, but know that with continuous, careful analysis, everything can always be improved. With 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. The end of this set of clips will lead us directly into the next clue about the **Greatest Leadership Secret**.

Click the Play button on the video on Slide #8 to play full screen.

This clip segment consists of three separate segments, assembled in sequence.

- *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. (Note: The first segment begins approximately 14 minutes after the movie title at the beginning of the video and runs 4 minutes, 8 seconds.)*
- *The second segment begins when Mr. Holland tells the student to “give it up.” (Note: The second segment begins 20 minutes, 3 seconds from the opening title and runs 30 seconds.)*
- *The third segment begins with Mr. Holland telling the student, “You’re late.” (Note: The third segment begins 30 minutes, 19 seconds from the opening title and runs 4 minutes, 30 seconds.)*

Running time: 7 minutes, 54 seconds

Source: *Mr. Holland’s Opus*, Walt Disney Pictures, 1996

Ask participants: How has Mr. Holland’s teaching changed? What leadership tools has he begun using? *(Brief discussion by participants about Holland’s use of better listening skills or his coming to a point where he cares for her as a person and not just about playing the clarinet.)*

Ask participants: Has Mr. Holland’s role changed from being a coach, teaching Miss Lang the skill of playing the clarinet? *(Brief discussion by participants that Mr. Holland is being a mentor as well. He is showing genuine concern and caring for her.)*

When Mr. Holland takes the time to get to know Miss Lang and listen to her, he can teach and lead her. This takes us directly to the next clue: **Build Heart Connections**.

(Slide #9)

Clue #4. Build Heart Connections

What I want to focus on now has to do with communication and with caring for and about others. I want to talk about respecting and valuing people—even the ones with whom we disagree or from whom we are different.



WOOD BADGE

Building heart connections is about communicating genuine care and respect for our fellow human beings, both those we lead and those we don't. It's about reaching out and connecting with them at a very simple human level.

Respect, like love, has value only when it is given freely and is genuine. When **respect** is genuine, people feel they can **trust** the care of the leader. People can see through counterfeit respect, caring, and love.

In one of our final clips we will see in a moment, you will learn that Mr. Holland's son is deaf and that as a family they communicate with American Sign Language.

Do you know the American Sign Language sign for management? It's this.

Make this gesture: Hold your hands in front of you, with index fingers curled as if you are holding the reins of a horse and "controlling" or "managing" the horse's movements. Alternate pulling back on the reins. The hands alternate sliding forward and back. See online videos of ASL for more information.

That's a 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. See online videos of ASL for more information.

That's a more 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. We must trust that they have learned from us and let them live their own lives.

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. Train them, trust them, and let them lead.

(Slide #10)

Clue #5. It's In Every One of Us

Here's another clue to the **Greatest Leadership Secret: It's in every one of us.**



WOOD BADGE

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. Free those you lead to realize and utilize their own abilities. Help them develop self-confidence.

It's in every one of us, but it's not about us, it's about helping other people. 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.

(Slide #11)

Clue #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 he seriously questions whether his contributions have been worthwhile.

Click the Play button on the video on Slide #12 to play full screen.

Running time: 9 minutes, 4 seconds

Source: *Mr. Holland's Opus*, Walt Disney Pictures, 1996

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?

(Slide #13)

Summary/Conclusion

So, what is the **Greatest Leadership Secret**? First, we know it's a palindrome...well, sort of. For that matter, this is only sort of going to be a secret.

We also know that the **Greatest Leadership Secret** is contained in five important attributes of leaders. Great leaders

- Lead from the inside out



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- Are great teachers
- Build heart connections
- Know 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. (**Note:** Click through Slides 14–19 as you read each quote below. Take your time.)

“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

“This is the sum of duty: do not do to others what would cause pain if done to you.” —Hinduism

“Do for one who may do for you, that you may cause him thus to do.” —Egypt, 1640 B.C.

“The real way to get happiness is by giving out happiness to other people.”
—Baden-Powell, “The Founder’s Last Message”

(Slide #20)

In the form most familiar to us, the Greatest Leadership Secret is this:

(Slide #21)

“Do unto others as you would have them do unto you.” —The Golden Rule

Look at the handout you have in your notebook behind the Day Five tab. One reason we call it the **Greatest Leadership Secret** is that even though it is a concept that has been shared by cultures around the globe for thousands of years, we as human beings are not perfect. We say it, and we believe it, but we do not always live it. We must do our best to live up **The Golden Rule**,; but when we fail, we must remind each other and support each other in the most helpful way.

Its few words encompass the five important attributes of leaders, and plenty of lesser qualities as well.

The meaning of The Golden Rule flows in opposite directions, as does that of a palindrome, and as does our foundation of servant leadership as a reciprocal relationship, that the greatest leaders are those who best serve those being led.

“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,



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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.

Remember that **it is not for you to decide you are a leader** who serves and puts others first, **it is up to those that have encountered you** on your journey, who have experienced your leadership, to say that you are a leader that serves others, that you have embodied the Scout Oath in “To help other people at all times,” and that your legacy of service and leadership has left an impact on their lives.

(Slide #22)

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 Dr. Frank Crane, who was a Presbyterian minister, speaker, and columnist famous for writing about everyday wisdom and positive thinking about 100 years ago. He 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.

Remember as you leave this course: “Don’t play the notes. Play the music.” The tools provided to you throughout this course are the notes for your leadership symphony, but to be a truly effective leader—one who leaves a legacy of service to others—you must “play your sunset,” play the music with your heart and soul. Each of you can leave a legacy, but none of that will happen unless you act.

What will your legacy be? It’s your move. Remember, it truly is in every one of us.

Note: *As the presenter concludes this session, he/she passes out some of the remaining tickets with youths’ names on them. There is no need to say anything while doing this. The silent impact is strong as they look at the names of those they serve, whether or not they know them.*

As the last tickets are handed out, advance to Slide 23 and begin the closing video if you have embedded your video there, or close presentation and play the photo montage video, set to the song, that you have created for the course.

(Slide #23) **Show the Video:** Audio: “It’s in Every One of Us”
Video: Photos of course participants



Day Five: Course Assessment

Time Allowed

20 minutes

Teaching Format

Troop activity

Learning Objectives

By the end of this session, each participant should be able to do the following:

1. Reflect on their Wood Badge experience.
2. Offer constructive feedback for future Wood Badge courses.

Materials Needed

- Wood Badge Participant Course Evaluation (*Appendix: one per participant*)
- Wood Badge Staff Member Course Evaluation (*Appendix: one per staff member*)
- Optionally, course directors may create course evaluations using an internet-based site such as Survey Monkey. If using that option, questions and answer choices must be identical to the evaluation tools provided and links must be provided to all participants and staff members.

Recommended Presenter

The senior patrol leader should introduce the course evaluation.

Recommended Location

Troop meeting space

Course Connections

Key Wood Badge Themes	Living the Values; Growing; Connecting; Guiding; Empowering
Connections to Other Sessions	Assesses all the topics from throughout the course and allows the participants to share their feedback about their learning and experience.



PRESENTATION OUTLINE

Distribute the Course Evaluation

Distribute Wood Badge course evaluations to participants and staff members for completion following the Inspire the Heart session and before the Closing Gilwell Field Assembly. Request that course evaluations be submitted before participants depart the Wood Badge course.

Instead of distributing printed evaluations and setting aside time to complete them on Day Five, course directors have the option to create course evaluations using an internet-based site such as Survey Monkey. When using that option, questions and answer choices must be identical to those in the evaluation tools provided, and links must be provided to all participants and staff members.

For instructions to create an online evaluation, please see guidance provided by the platform you wish to use (e.g., Survey Monkey guidance can be found here: https://help.surveymonkey.com/articles/en_US/kb/How-to-create-a-survey).



WOOD BADGE

Day Five: Closing Gilwell Field Assembly

Time Allowed

30 Minutes

Teaching Format

Troop Assembly

Learning Objectives

As a result of the closing Gilwell Field assembly, participants should be able to do the following:

1. Conclude a Wood Badge course.
2. Recognize the achievements of the participants and staff.
3. Relate to the fellowship of the Wood Badge program and the importance of the course to developing leadership for Scouting.

Materials Needed

- American flag
- Gilwell Troop 1 flag
- State flag
- Wood Badge Coin (*one per participant*)

Recommended Presenter

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.

Recommended Location

The setting is the Gilwell Field assembly in the same formation used that morning, forming a square, with patrols making up three sides of the square and the Wood Badge staff filling in the side nearest the flagpoles.

PRESENTATION OUTLINE

Welcome and Closing Ceremony

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 these brief closing comments:

“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 five days. We’ve worked together, learned together, achieved a great deal, and had a lot of fun.



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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 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.
- 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 the Gilwell song one last time.
- Staff members then form two lines a few feet apart and facing inward near the exit point. The senior patrol leader then calls for the participants to be dismissed. *(The senior patrol leader may return quietly to the field and lead the participants out, joining the line at the end.)*

Staff salutes 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. The course director should be positioned at the head of the line to hand out the Wood Badge coin to each participant. It is suggested to have the youth be a part of the closing line as a surprise emotional reminder to our mission.

Concluding the Closing Gilwell Assembly

After the participants depart Gilwell Field, the staff retires to the staff meeting room for a final Start-Stop-Continue assessment and should try to stay out of sight until all participants have left camp.