

Wood Badge Administration and Curriculum

Appendix

(Revised: August 2022)

2020 Edition



WOOD BADGE

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* Resource made available electronically as fillable PDF file for ease of completion.

** Resource made available electronically as Excel file for ease of completion.

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WOOD BADGE

What's New in Wood Badge

This page details changes that have made to the Wood Badge curriculum in the prior year.

September 1, 2022: New for 2022–2023

1. Additional Resources

- National Wood Badge Recruitment video—You may find this in the Google Drive
- Facilitators Development Series videos—[Facilitators Development Series Videos | Boy Scouts of America \(scouting.org\)](#)
- Recruiting Quality Training Staff—[Recruiting Quality Training Staff | Boy Scouts of America \(scouting.org\)](#)
- Fundamentals of Training—[Fundamentals of Training \(scouting.org\)](#)

2. General Edits

The Wood Badge team continues to correct minor spelling and grammar errors and make other necessary edits to the Wood Badge administration manual, curriculum, and appendices. Scouting U is always open to suggestions to improve Wood Badge. These suggestions may be shared via email at NationalWoodBadgeCoordinator@gmail.com and nationaltraining.course@scouting.org

3. Wood Badge Administration Manual

Overview: The major updates to the Wood Badge Administration Manual included the replacement of Area/Region Training Chair titles with Territory Training Coordinator title and updates to the job descriptions. Condensed responsibilities of Area/Regional Training Chairs into those of Territory Training Coordinator. Other revisions.

Adult Leadership Growth Opportunities: Added graphic for adult leadership growth opportunities, updates regarding how local councils request authorization to conduct a course, and a statement that all courses will use the current curriculum.

Course Culture: Servant Leadership: Strengthened the concept that all staff are committed to embrace inclusion and service leadership.

Scouter Accessibility of Wood Badge: Included the term “team-based learning”, one of the central cores of the experience-based learning.



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National and Territory Support: Deleted regional and area job descriptions. Added a job description for the National Wood Badge Coordinator and Territory Training Coordinator (TTC).

“The national Wood Badge coordinator collaborates with the territory training coordinator (TTC) on requests for exceptions to the Wood Badge course requirements and/or standards. The TTC does not have any authority to approve any exceptions to the Wood Badge administration policies and procedures, curriculum requirements, and/or standards, except as for course size. The national Wood Badge coordinator is the only position to authorize requests for exceptions for the Wood Badge course requirements and/or standards. The national Wood Badge coordinator collaborates with the TTC concerning course size waivers. Any request for a waiver of course size **must be approved in writing** by the TTC and submitted to the national Wood Badge coordinator” (p. 7).

Corrected titles of the National Leadership Development chair and volunteer development specialist at Scouting U.

Throughout, corrected or added as necessary both the council training chair and council Wood Badge coordinator.

Multi-council Courses: Changed text to replace “For councils that cannot alone field a course...” with “For councils that cannot recruit the minimum number of participants for a course...”.

BSA High Adventure Base Courses: Stated that these courses may add a day to the schedule to allow participants to experience the high adventure base. These courses may not alter the curriculum schedule. For a 5 x 1 format, the additional day can be scheduled the day before a course begins, the day after a course concludes, or between Day Three and Day Four of the schedule.

Youth Protection and Required Adult Supervision: Updated to match the language of National Youth Protection Guidelines and NCAP Standard AO-808.

Course Size and Patrol Names: Noted that four-member patrols shall never be used and that any request for a waiver of course size **must be approved in writing** by the TTC and submitted to the national Wood Badge coordinator.

Course Approval Process: Clarified that a course director must be approved by the local council Scout executive and the council training chair for a specific Wood Badge course. However, before approval, any exceptions from the requirements stated in the Administration section must be granted by both the territory training coordinator (TTC) and the national Wood Badge coordinator.

Updated the requirement that the course director must attend a course directors conference within **18 months** of the beginning of the course (instead of 24 months) to ensure they are familiar with the updated content.

Course Location: Included verbiage that if your members will be camping, verify that the most current BSA policies are being adhered to.

Staff Qualifications: Clarified requirement that a Scouter “shall have not served on staff for more than five Wood Badge courses.”



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Course Director: Clarified that on questions of course policy or curriculum, the course director consults with the national Wood Badge coordinator and TTC. The national Wood Badge coordinator is the only position to authorize requests for exceptions for the Wood Badge course requirements and or standards.

For course size waivers, the course director consults with the council Scout executive and council training chair and or council Wood Badge coordinator, and obtains approval, in writing, from the TTC.

Noted that the course director may grant time extensions to ticket completions for valid reasons. Extensions shall be given in two-month increments and may not exceed a total of six months of extensions.

Troop Guide (den chief): Clarified that if assigned as a ticket counselor, a troop guide updates the course director monthly on participants' progress.

Optional Positions: Clarified that Assistant Senior Patrol Leader and Instructor are optional positions.

Involvement of Youth Staff in Wood Badge: Added a note to ensure safety of youth staff as a top priority during the course and staff development.

Course Directors Conference: Updated the requirement that the course director must attend a course directors conference within **18 months** of the beginning of the course (instead of 24 months) to ensure they are familiar with the updated content.

Amendments to the Tickets: Clarified that the ticket counselor approves any changes to the ticket and must notify the course director of the changes.

4. Curriculum

Day Two Troop Meeting, (2_03_01_LP_Troop Meeting_02112022), page 11: Slight revision to language introducing the Interpatrol Activity to give ASPL a line consistent with other parts of the meeting. Minor typo corrections throughout.

Staff Development Schedule (A17_Admin_Staff Development Schedule), page 5: Corrected session name to Apply Interpersonal Savvy.

5. Appendices

Appendix A-4 Schedule of Course Reports and Transmittals: Replaced Area/Region Training Chair titles with Territory Training Coordinator title; added a –60-day report (PDF and Excel files)

Appendix A-13 Staff Roster: Made reporting gender not optional. Changed First Time on Staff (Y/N) to Prior Staff Experiences (#).



WOOD BADGE

Request for Authorization to Conduct a National Training Course

A local council or the host council for a multi-council course must submit a Request for Authorization to Conduct a National Training Course (Wood Badge Course) form by June 30 of the year prior to the year in which the course is to be conducted.

Use this link to find the most current application:

<https://www.scouting.org/training/adult/administration-of-training/>.

The final, signed application must be transmitted to Scouting U at

NationalTraining.Course@scouting.org.



WOOD BADGE

Course Director's Pledge

Recognizing that Wood Badge training is a national program and that in accepting this nomination as course director of Course No. _____ I will be representing the National Council, Boy Scouts of America, I agree to uphold the following:

1. I will present the content and activities in the current Wood Badge curriculum without additions, deletions, or shortcuts.
2. I will structure my staff as outlined in the *Wood Badge Curriculum and Administration Manual*, focusing on diversity and training skills. Staff members will pay their own way.
3. The Wood Badge course includes a camping experience. When we are camping, we will follow the principles of Leave No Trace. Campsite improvements and aquatic activities are not part of Wood Badge.
4. As set out in the Administration section, I will file reports to the appropriate people within the specified time frames.
5. The course I am leading will be conducted in accordance with the values of the Boy Scouts of America. All staff members and participants will be informed that:
 - a. Wood Badge is a positive learning experience. The guiding principles are the values of the Scout Oath and Scout Law.
 - b. We will create a positive learning environment at Wood Badge and provide a setting where everyone should feel physically and emotionally secure. We will accomplish this in several ways:
 - We will set the example for others and ourselves by always behaving as Scouts should. To the best of our abilities we will live the Scout Oath and Scout Law each moment of each day.
 - We will refuse to tolerate any kind of put-down, name-calling, or physical aggression.
 - We will communicate our acceptance of each participant and each other whenever possible through expressions of concern and by showing our appreciation.
 - We will create an environment based on learning and fun. We will seek the best from each participant and do our best to help each person achieve it.
6. I will maintain the integrity of the course content, including the curriculum, administration, Wood Badge Branding Guidelines, online resources, and all supporting materials. I will ensure that these materials are not copied, electronically published, or otherwise distributed without authorization from the National Council.

Accepted by:

Course Director Nominee _____

Date _____



WOOD BADGE

Schedule of Course Reports and Transmittals

Pre-course

Schedule	Your Date	Subject	BSA National Council Scouting U	National Wood Badge Coordinator	Territory Training Coordinator (TTC)	Participating Council(s)	Staff Advisor
June 30, year prior to course		Request for authorization to hold a course. Use the latest national version. This form will authorize the media usage and fee.	Via TTC	Via TTC	To	Copy	Copy
-240 days		Course budget and camp use permits			Copy	To	Copy
-210 days		Staff roster for area review (not approval)			To	Copy	Copy
-120 days		Application for medical insurance (if needed)				To	Copy
-90 days		Participant sign-up reports				To	Copy
-60 days		Participant sign-up reports				To	Copy
-45 days		Participant sign-up reports			To	Copy	Copy
-30 days		Sign-up report (participant roster confirming minimum of 30 signed up and fully paid)	To	Copy	To	Copy	Copy
Within 30 days of end of training phase		World Friendship Fund donation transmittal	To BSA International Team				Copy

* Uncertified participants are Scouters who start on Day One but do not finish the course.



WOOD BADGE

Schedule of Course Reports and Transmittals

Post-course

Schedule	Your Date	Subject	BSA National Council Scouting U	National Wood Badge Coordinator	Territory Training Coordinator (TTC)	Participating Council(s)	Staff Advisor
Within 30 days		Course director's closeout report, including the following attachments: - Final staff roster - Final participant roster - Any uncanceled participants (names and circumstances) - Participants by Scouting position - Future staff recommendations (staff and participants) - Comments and recommendations	To	To	To	Copy	Copy
Within 60 days		Financial Summary Report - A listing of major sources of revenue and expenses			To	Copy	Copy
As tickets are completed		Application for training recognition				To	Copy
19 months**		Final Ticket report	Copy	Copy	To	Copy	Copy

** If any participants were granted an extension of time to complete their tickets, then the final ticket report is due within 24 months after the course (the maximum extension is six months; see Administration)

It is the course director's responsibility to see that all reports concerning a Wood Badge course are filed electronically and on time, according to this schedule. Signatures on all forms, reports, and other documents relating to Wood Badge may be typed. Reports and other documents need to be sent as noted by the schedule to the Territory Training Coordinator, National Wood Badge Coordinator, and Scouting U.

National Wood Badge Coordinator's email is NationalWoodBadgeCoordinator@gmail.com and Scouting U's email is NationalTraining.Course@scouting.org.



Wood Badge Course—Daily Schedule

Notes

1. There are two course formats for the delivery of Wood Badge: a **3 + 2 course format** is a course of three consecutive days, with several days off, followed by two more consecutive days—a total of five days. A **5 x 1 course format** is a course of five consecutive days. No other formats are permitted.
2. Only days 3 and 4 are different in the **3 + 2 course format** and **5 x 1 format**. Days 1, 2, and 5 are the same regardless of format.
3. **The 14 Wood Badge Competencies presented in the course are printed in *Italic bold*.**
4. Den, pack, patrol, and troop assemblies, presentations, sessions, and activities are noted (in parentheses). All other elements of the course are noted in regular text.
5. Break times include travel time between locations and may be adjusted to accommodate the venue.

3 + 2 COURSE FORMAT

Day One (3 + 2)			
Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Staff Reveille	
6:30 am		Staff Breakfast	
7:00 am	1-01	All staff in place/Participants check in (move personal gear)	30
7:30 am		Team Formation and Orientation Walk	15
7:45 am		Gathering Activities	60
8:45 am	1-02	Gilwell Field Pack 1 Assembly (Pack Assembly)	15 + 15
9:15 am	1-03	Course Overview (Pack Session)	30
9:45 am	1-04	<i>Drive Vision, Mission and Values</i> (Pack Presentation)	30 + 10
10:25 am	1-05	<i>Know Thyself</i> (Den Presentation)	45 + 10
11:20 am	1-06	The Ticket (Pack Session)	60 + 10
12:30 pm	1-07	Opening Luncheon (Pack Session)	45 + 10
1:25 pm	1-08	Den Meetings	90 + 10
3:05 pm	1-09	<i>Communicate Effectively</i> (Den Presentation)	70 + 10
4:25 pm	1-10	<i>Include and Optimize Diverse Talent</i> (Pack Presentation)	70
5:35 pm	1-11	Break (Retire Colors – Den 1 only)	10
5:45 pm	1-12	Blue & Gold Banquet (Pack 1 Meeting)	65 + 15
7:05 pm	1-13	"Getting to Know You" Game (Patrol Session)	30 + 10
7:45 pm	1-14	Leadership Connections (Patrol Session)	15 + 10
8:10 pm	1-15	Opening Campfire/Baden-Powell Story (Troop Activity)	40
8:50 pm		Cracker Barrel	
11:00 pm		Lights out	



WOOD BADGE

Day Two (3 + 2)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Reveille	
7:00 am	2-01	Breakfast and Patrol Self-assessments	50 + 10
8:00 am	2-02	Gilwell Field Troop 1 Assembly	15 + 5
8:20 am	2-03	Troop 1 Meeting	90 + 10
10:00 am	2-04	Patrol Leaders' Council [In the Round] (Troop Activity)	60 + 10
11:10 am	2-05	Learn to Listen, Listen to Learn (Patrol Presentation)	50 + 10
12:10 pm		Lunch	40 + 10
1:00 pm	2-06	Plan with a Bias for Action (Troop Presentation)	60
2:00 pm	2-07	Planning Application (Rockets or Newton Cars) (Troop Activity)	60 + 15
3:15 pm	2-08	Develop Individuals and Teams (Troop Presentation)	65 + 15
4:35 pm	2-09	Retire Colors (Program Patrol only)	
4:45 pm	2-10	Leadership Connections (Patrol Session)	15 + 10
5:10 pm	2-11	Ticket Time (Patrol Session)	25 + 5
5:40 pm	2-12	Patrol Meetings (Patrol Session)	15 + 5
6:00 pm		Dinner	50 + 10
7:00 pm	2-13	Know the Territory (Troop Session)	50 + 20
8:10 pm	2-14	Troop Campfire Program (Troop Activity)	50
9:00 pm		Cracker Barrel	
11:00 pm		Lights out	

Day Three (3 + 2)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Reveille	
7:00 am	3-01	Breakfast and Patrol Self-assessments	50 + 10
8:00 am	3-02	Gilwell Field Troop 1 Assembly	15 + 5
8:20 am	3-03	Interfaith Worship Service Instruction (Troop Presentation)	15
8:35 am	3-03	Model Interfaith Worship Service	30
9:05 am		Troop and Patrol Photos	15 + 10
9:30 am	3-04	Troop 1 Meeting	80 + 10
11:00 am	3-05	Apply Interpersonal Savvy (Troop Presentation)	50 + 10
12:00 pm		Lunch	40
12:40 pm	3-06	Patrol Leaders' Council (PLC) Meeting	30 + 10
	3-07	Patrol Chaplain Aides Meeting (Takes place simultaneously with PLC)	



WOOD BADGE

	3-08	Ticket Time (Takes place simultaneously with PLC)	
1:20 pm	3-09	Patrol Meetings	20
1:40 pm	3-10	Manage Conversations (Patrol Presentation)	50 + 10
2:40 pm	3-11	Coach and Mentor (Troop Presentation)	50 + 10
3:40 pm	3-12	Leadership Connections (Patrol Session)	15
3:55 pm	3-13	Ticket Time (Patrol Session)	15 + 10
4:20 pm	3-14	Day Three Recap (Troop Presentation)	30+10
5:00 pm	3-15	Closing Gilwell Field Assembly	15
5:15 pm		Departure	

Day Four (3 + 2)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Staff Reveille	
6:30 am		Staff Breakfast	
7:00 am	4-01	Participant Check-in and Patrol Self-assessments	50 + 10
8:00 am	4-02	Gilwell Field Troop 1 Assembly	15
8:15 am	4-03	Move to Outdoor Experience	90
9:45 am	4-04	Embrace and Lead Change (Troop Presentation)	50 + 10
10:45 am	4-05	Create a Culture: "Train Them, Trust Them, Let Them Lead!" (Troop Presentation)	60 + 15
12:00 pm		Lunch	30
12:30 pm	4-06	PLC Meeting	30
	4-07	Patrol Chaplain Aides Meeting (Takes place simultaneously with PLC)	
1:00 pm	4-09	Problem Solving Round-robin (Troop Session)	80
2:20 pm	4-10	Problem Solving (Troop Presentation)	20
2:40 pm		Problem Solving Application (Candelabra) (Troop Activity)	10 + 10
3:00 pm	4-11	Leadership Connections (Patrol Session)	15 + 10
3:25 pm	4-12	Patrol Leadership Quest (Troop Session)	60
4:25 pm		Patrol Dinner Preparation, Dinner, Clean-up	95
Evening	4-13	"Diversity and Inclusion" Game (Patrol Activity)	30
	4-14	Retire Colors (Program Patrol only)	
		Patrol Meetings – continue work on Patrol Leadership Quest	
		Patrol Campfires and Cracker Barrels	
11:00 pm		Lights out	



WOOD BADGE

Day Five (3 + 2)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Reveille	
7:00 am	5-01	Breakfast and Patrol Self-assessments	50 + 10
8:00 am	5-02	Gilwell Field Troop 1 Assembly	15 + 5
8:20 am	5-03	Interfaith Worship Service (Troop Activity)	20
8:40 am		Break Camp and Return from Outdoor Experience	95
9:40 am	5-04	Patrol Leaders' Council Meeting (Return all troop items)	30 + 5
10:15 am	5-05	Patrol Leadership Quest Presentations (Troop Session)	95 + 10
12:00 pm	5-06	Closing Luncheon	75 + 15
1:30 pm	5-07	Use the Tools (Troop Session)	30 + 10
2:10 pm	5-08	Inspire the Heart (Troop Presentation)	75 + 5
3:30 pm	5-09	Course Assessment (Troop Activity)	20
3:50 pm	5-10	Closing Gilwell Field Assembly	30
4:20 pm		Adjourn/Participants Depart	

5 × 1 COURSE FORMAT

Day One (5 × 1)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Reveille	
6:30 am		Staff breakfast	
7:00 am	1-01	All staff in place/Participants check in (move personal gear into housing)	30
7:30 am		Team Formation and Camp Orientation Walk with Den Chiefs (Troop Guides)	15
7:45 am		Gathering Activities	60
8:45 am	1-02	Gilwell Field Pack 1 Assembly (Pack)	15 + 15
9:15 am	1-03	Course Overview (Pack Session)	30
9:45 am	1-04	Drive Vision, Mission and Values (Pack Presentation)	30 + 10
10:25 am	1-05	Know Thyself (Den Presentation)	45 + 10
11:20 am	1-06	The Ticket (Pack Session)	60 + 10
12:30 pm	1-07	Opening Luncheon (Pack Session)	45 + 10
1:25 pm	1-08	Den Meetings	90 + 10
3:05 pm	1-09	Communicate Effectively (Den Presentation)	70 + 10
4:25 pm	1-10	Include and Optimize Diverse Talent (Pack Presentation)	70



WOOD BADGE

5:35 pm	1-11	Break (Retire Colors – Den 1 only)	10
5:45 pm	1-12	Blue & Gold Banquet (Pack 1 Meeting)	65 + 15
7:05 pm	1-13	"Getting to Know You" Game (Patrol Session)	30 + 10
7:45 pm	1-14	Leadership Connections (Patrol Session)	15 + 10
8:10 pm	1-15	Opening Campfire/Baden-Powell Story (Troop Activity)	40
8:50 pm		Cracker Barrel	
11:00 pm		Lights out	

Day Two (5 × 1)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Reveille	
7:00 am	2-01	Breakfast and Patrol Self-assessments	50 + 10
8:00 am	2-02	Gilwell Field Troop 1 Assembly	15 + 5
8:20 am	2-03	Troop 1 Meeting	90 + 10
10:00 am	2-04	Patrol Leaders' Council [In the Round] (Troop activity)	60 + 10
11:10 am	2-05	Learn to Listen, Listen to Learn (Patrol Presentation)	50 + 10
12:10 pm		Lunch	40 + 10
1:00 pm	2-06	Plan with a Bias for Action (Troop Presentation)	60
2:00 pm	2-07	Planning Application (Rockets or Newton Cars)	60 + 15
3:15 pm	2-08	Develop Individuals and Teams (Troop Presentation)	65 + 15
4:35 pm	2-09	Retire Colors (Program Patrol only)	
4:45 pm	2-10	Leadership Connections (Patrol Session)	15 + 10
5:10 pm	2-11	Ticket Time (Patrol Session)	25 + 5
5:40 pm	2-12	Patrol Meetings (Patrol Session)	15 + 5
6:00 pm		Dinner	50 + 10
7:00 pm	2-13	Know the Territory (Troop Session)	50 + 20
8:10 pm	2-14	Troop Campfire Program (Troop Activity)	50
9:00 pm		Cracker Barrel	
11:00 pm		Lights out	

Day Three (5 × 1)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Reveille	
7:00 am	3-01	Breakfast and Patrol Self-assessments	50 + 10
8:00 am	3-02	Gilwell Field Troop 1 Assembly	15 + 5
8:20 am	3-03	Interfaith Worship Service Instruction (Troop Presentation)	15



WOOD BADGE

8:35 am	3-03	Model Interfaith Worship Service	30
9:05 am		Troop and Patrol Photos	15 + 10
9:30 am	3-04	Troop 1 Meeting	80 + 10
11:00 am	3-05	Apply Interpersonal Savvy (Troop Presentation)	50 + 10
12:00 pm		Lunch	40
12:40 pm	3-06	Patrol Leaders' Council (PLC)	30 + 10
	3-07	Patrol Chaplain Aides Meeting (Takes place simultaneously with PLC)	
	3-08	Ticket Time (Takes place simultaneously with PLC)	
1:20 pm	3-09	Patrol Meetings (Takes place simultaneously with PLC)	20
1:40 pm	3-10	Manage Conversations (Patrol Presentation)	50 + 10
2:40 pm	3-11	Coach and Mentor (Troop Presentation)	50 + 10
3:40 pm	3-12	Leadership Connections (Patrol Session)	15
3:55 pm	3-13	Ticket Time (Patrol Session)	15 + 10
4:20 pm	3-14	Day Three Recap (Troop Presentation)	30 + 10
5:00 pm	3-16	Retire Colors (Program Patrol only)	15
5:15 pm		Dinner	
6:30 pm		Optional Evening Activities	
9:00 pm		Cracker Barrel	
11:00 pm		Lights out	

Day Four (5 × 1)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Reveille	
7:00 am	4-01	Breakfast and Patrol Self-assessments	50 + 10
8:00 am	4-02	Gilwell Field Troop 1 Assembly	15
8:15 am	4-03	Move to Outdoor Experience	90
9:45 am	4-04	Embrace and Lead Change (Troop Presentation)	50 + 10
10:45 am	4-05	Create a Culture: "Train Them, Trust Them, Let Them Lead!" (Troop Presentation)	60 + 15
12:00 pm		Lunch	30
12:30 pm	4-06	PLC Meeting	20
	4-07	Patrol Chaplain Aides Meeting (Takes place simultaneously with PLC)	
	4-08	Ticket Time (Takes place simultaneously with PLC)	
1:00 pm	4-09	Problem Solving Round-robin (Troop Session)	80
2:20 pm	4-10	Problem Solving (Troop Presentation)	20
2:40 pm		Problem Solving Application (Candelabra) (Troop Activity)	10 + 10



WOOD BADGE

3:00 pm	4-11	Leadership Connections (Patrol Session)	15 + 10
3:25 pm	4-12	Patrol Leadership Quest (Troop Session)	60
4:25 pm		Patrol Dinner Preparation, Dinner, Clean-up	95
Evening	4-13	"Diversity and Inclusion" Game (Patrol Activity)	30
	4-14	Retire Colors (Program Patrol only)	
		Patrol Meetings – continue work on Patrol Leadership Quest	
		Patrol Campfires and Cracker Barrels	
11:00 pm		Lights out	

Day Five (5 × 1)

Start Time	Syllabus Reference	Event	Time (minutes) Activity + Break
6:00 am		Reveille	
7:00 am	5-01	Breakfast and Patrol Self-assessments	50 + 10
8:00 am	5-02	Gilwell Field Troop 1 Assembly	15 + 5
8:20 am	5-03	Interfaith Worship Service (Troop Activity)	20
8:40 am		Break Camp and Return from Outdoor Experience	95
9:40 am	5-04	Patrol Leaders' Council Meeting (Return all troop items)	30 + 5
10:15 am	5-05	Patrol Leadership Quest Presentations (Troop Session)	95 + 10
12:00 pm	5-06	Closing Luncheon	75 + 15
1:30 pm	5-07	Use the Tools (Troop Session)	30 + 10
2:10 pm	5-08	Inspire the Heart (Troop Presentation)	75 + 5
3:30 pm	5-09	Course Assessment (Troop Activity)	20
3:50 pm	5-10	Closing Gilwell Field Assembly	30
4:20 pm		Adjourn/Participants Depart	



WOOD BADGE

Budget Worksheet

This form is intended to be used by the Wood Badge course director and the local council professional advisor in developing the operating budget for the Wood Badge course. Please refer to the Budget and Supplies subsection of the Wood Badge Administration section for more information.

Enrollment Estimates

Staff _____
 Participants (Max. 48) _____
 Total _____

EXPENSES

	Catalog #	Quantity	Unit Cost	Total Cost
• Wood Badge participant recognition items	_____	_____	_____	_____
a. Beads	_____	_____	_____	_____
b. Certificates	_____	_____	_____	_____
c. Woggles	_____	_____	_____	_____
d. Troop 1 neckerchiefs	_____	_____	_____	_____
e. Wood Badge graduate neckerchiefs	_____	_____	_____	_____
• Cord for woggles	_____	_____	_____	_____
• Set of Value Cards <i>(can be purchased or printed)</i>	_____	_____	_____	_____
• Course notebook for each participant <i>(optional)</i>	_____	_____	_____	_____
• Pens, 1 per participant	_____	_____	_____	_____
• Course cap <i>(optional)</i>	_____	_____	_____	_____
• Course shirt <i>(optional)</i>	_____	_____	_____	_____

Administrative expenses – repeated with each course, some may be \$0

• Conference center rental	_____	_____	_____	_____
• Lodging fee (if not included in conference center fee) *	_____	_____	_____	_____
• Council camp usage fees *	_____	_____	_____	_____
• Promotional materials	_____	_____	_____	_____
• Health and accident insurance *	_____	_____	_____	_____
• Liability insurance recovery, per person, per day *	_____	_____	_____	_____
• MPLC Umbrella Movie License	_____	_____	\$200	_____

Consumables expenses – (items used up by each course)

• Name tag holders, one per person: staff and participants	_____	_____	_____	_____
• Mailings, general office supplies, copying, and paper	_____	_____	_____	_____
• Newsletter supplies – paper, ink, printer rental, etc.	_____	_____	_____	_____
• Notebook supplies – paper, ink, binders	_____	_____	_____	_____
• Quartermaster supplies (other than program supplies)	_____	_____	_____	_____
• Expendable program equipment <i>(list on a separate sheet)</i>	_____	_____	_____	_____
• Group and patrol photos <i>(optional)</i>	_____	_____	_____	_____
• Wood Badge stationary <i>(optional, produce locally)</i>	_____	_____	_____	_____
• See <i>Scribe List</i> in Appendix for other items possible	_____	_____	_____	_____



WOOD BADGE

Food expenses

• Staff development meals	_____	_____	_____	_____
Breakfasts	_____	_____	_____	_____
Lunches	_____	_____	_____	_____
Dinners	_____	_____	_____	_____
Cracker barrels	_____	_____	_____	_____
• Participant and staff meals during course (number of meals x cost per meal)	_____	_____	_____	_____
Breakfasts	_____	_____	_____	_____
Lunches	_____	_____	_____	_____
Dinners	_____	_____	_____	_____
Cracker barrels	_____	_____	_____	_____

Contingency reserve factor

Staff direct expenses *

• Staff certification expenses	_____	_____	_____	_____
Course director's beads	_____	_____	_____	_____
Assistant course directors' beads	_____	_____	_____	_____
Assistant course directors' certificates	_____	_____	_____	_____
• Administrative Guide (selected staff members, electronic or hard copy)	_____	_____	_____	_____
• Curriculum (one per staff member, electronic or hard copy)	_____	_____	_____	_____
• Course cap (optional, same as participants')	_____	_____	_____	_____
• Course shirt (optional, same as participants')	_____	_____	_____	_____

Other potential expenses – depending on what host council has available

• First-aid supplies	_____	_____	_____	_____
• Trading post items (list on separate sheet)	_____	_____	_____	_____
• New patrol equipment (list on a separate sheet)	_____	_____	_____	_____
• Ceremonial candleholder, candles	_____	_____	_____	_____
• Axe and log symbol	_____	_____	_____	_____
• New program and game equipment (list on separate sheet)	_____	_____	_____	_____
• Patrol flags, flagpoles, and fasteners	_____	_____	_____	_____
• Service and program patrol symbols	_____	_____	_____	_____
• United States flags	_____	_____	_____	_____
• Historic flag set	_____	_____	_____	_____
• Kudu horn	_____	_____	_____	_____
• Patrol animal emblem for each patrol	_____	_____	_____	_____
• Jumbo Scout emblem for each patrol flag	_____	_____	_____	_____
• Jumbo First class emblem for each patrol flag	_____	_____	_____	_____
• Pack 1 flag	_____	_____	_____	_____
• Troop 1 flag	_____	_____	_____	_____
• Craft supplies for patrols to make custom flags	_____	_____	_____	_____
• Venue supplies (see Logistics: Venue list in Appendix)	_____	_____	_____	_____

Total Expenses



WOOD BADGE

INCOME

- Participant fees
- Staff fees (*see * items: staff pays their share*)
- Trading post gross income
- Income from photos
- Gifts in kind (*list on a separate sheet*)
- Scholarship funds
- Council budget support
- Other

_____	_____	_____
_____	_____	_____

Total Income

Less Total Expenses

Projected Outcome (profit or deficit)

Disposition of the profit should be determined by the Scout Executive.



Quartermaster List

This list does not include the handouts or all logistics/venue items. See Logistics: Venue and Scribe lists for those needs. Add any local supplies to be obtained for a specific camp or venue.

Needs prior to course

	Have	Need
* Meals, snacks, and beverages for staff development		
* Cord for making woggles: 40 inches per staff member plus three extra per patrol, scissors		
* Signage as needed		
* Staff meal the night before Day One		
* Assorted materials for patrol flags		
* Tools as outlined for the presentations		
Binoculars		
Mirror (one per patrol)		
Paper cups on a string (one set per patrol)		
Multitool		
Stethoscope (one per patrol)		
Blueprints		
Tire iron		
Compass		
Sanding disc		
Duct tape (one per patrol)		
Flashlight		
Detour Ahead sign		
<i>Patrol Leader Handbook</i>		
* Tool display board with hooks or pegs		
* Toolbox		
* Room venue items		
Flipcharts, one per patrol		
Markers		
Dry erase markers		
Consult with assistant Scoutmaster for Logistics for any additional items		
* Publishing items:		
Consult with scribe for nametags, paper, ink, binders, etc.		
* Technology (consult with assistant Scoutmaster for Program)		
Prepared audiovisual aids for presentations		
Video clips: Embedded in PPTs and available as MP4s in course files		
"Ten Leadership Theories in Five Minutes"		
J. F. Kennedy's "We Choose to Go to the Moon"		
<i>Hidden Figures</i> : "The Launch"		
<i>Hidden Figures</i> : "Separate Restrooms"		
<i>First Man</i> : "Interview"		
<i>First Man</i> : "Houston"		
<i>Won't You Be My Neighbor?</i> : "Introduction"		
<i>Remember the Titans</i> : "Forming"		
<i>Remember the Titans</i> : "Storming"		
<i>Remember the Titans</i> : "Norming"		
<i>Remember the Titans</i> : "Performing"		
<i>The Music Man</i> : "Introduction"		



WOOD BADGE

"One Human Family, Food for All"		
<i>Mr. Holland's Opus</i> : "First Day"		
<i>Mr. Holland's Opus</i> : "Music Lesson"		
<i>Mr. Holland's Opus</i> : "Last Day"		
Music: "It's In Every One of Us"		
* Food for all meals and cracker barrels		
* Meal presentation supplies		

Day One

Participant Check-in and Gathering Activities		
* Course patch for each participant (optional)		
* Course hat for each participant (optional)		
* Course shirt for each participant (optional)		
* Materials for gathering activities:		
- 2 U.S. flags, regulation dimensions for folding activity		
- 16 3-ft lengths of rope		
- 2 small blankets		
- 2 8–10-inch balls		
- 8 blindfolds		
- 8 pairs of inexpensive gloves		
- 2 decks of cards		
- Plain paper, crayons		
- Patch Matching card set		
Gilwell Field Assembly		
* U.S. flag		
* Wood Badge Pack 1 flag		
* Historic American flag (Flag of 1777)		
Drive Vision, Mission, and Values		
* Tool: Binoculars		
Know Thyself		
* Values cards, one set per person		
* Tool: Mirrors, one per den plus one for display		
Lunch		
* Refer to menu		
* Wood Badge symbols (optional, for décor only at this point)		
Axe and Log		
MacLaren tartan		
Wood Badge beads		
Wood Badge neckerchief and woggle		
Kudu horn		
* Props for any skits		
Den Meeting		
* Emblems to be used for program and service patrols		
* Woggle cord - 1 40-inch piece of 550 paracord per participant		



WOOD BADGE

Communicate Effectively		
* Tool: Paper cups on a string, 1 set per den plus 1 for display		
* Tennis balls or bean bags for Zulu Toss game, one per participant		
* Blank sheets of paper, 6–8 per patrol		
Include and Optimize Diverse Talent		
* Tool: Multitool (wrench, knife, screwdriver, etc.)		
Dinner (Pack Meeting and Blue and Gold Banquet/Crossover)		
* Refer to menu		
* Props for skit and song		
* B&G decorations		
* Crossover ceremony items		
Candles: 1 each of blue, yellow, white, and red		
Lighter or matches		
Bridge for ceremony		
* Patrol flags		
* Pack 1 flag		
* Troop 1 flag		
* Patrol leader and assistant patrol leader patches, 1 set per patrol		
"Getting to Know You" Game (patrol session)		
* Thumbball, one per patrol and list of questions		
Instructional Campfire and Baden-Powell Story		
* Materials for lighting and extinguishing a fire		
* U.S. flag		
* Props as necessary to carry out skits and run-ons		
* Cards for each patrol listing their element of the campfire		
Cracker Barrel		
* Refer to menu		

Day Two

Breakfast		
* Refer to menu		
Gilwell Field Assembly		
* U.S. flag		
* Troop 1 flag		
* Historic flag (Serapis flag)		
Troop Meeting		
* Troop 1 nametags, to replace Pack 1 nametags		
* Badge of office (per patrol: 1 badge for each patrol leader, assistant patrol leader, chaplain aide, and scribe)		
* Scout patches, large, to be affixed to the patrol flag during the new Scout induction ceremony		
* Safety pins (one per participant, for securing badge of office to uniform and two per patrol for securing the Scout patch to the patrol flag)		
* New Scout Induction Ceremony materials:		
16 candles		
Lighter or matches		



WOOD BADGE

1 candleholder for 12 candles		
1 candleholder for 3 candles		
1 candleholder for a single candle		
<i>Scouts BSA Handbook for Boys and Scouts BSA Handbook for Girls</i>		
12 points of the Scout Law on 12 index cards		
* Wood Badge symbols (each is explained during meeting)		
Axe and Log		
MacLaren tartan		
Wood Badge beads		
Wood Badge neckerchief and woggle		
Kudu horn		
* Pre-folded Wood Badge Troop 1 neckerchief for each participant		
* Materials for Sanitation Skill module (dishwashing in camp)		
Three plastic dish tubs		
Biodegradable dish soap		
Dish brush or scrubber		
Tongs for dipping plates and spoons into the hot rinse		
Bleach or sanitizing tablets		
Mesh bag for air-drying		
* Materials for Patrol Method game		
First aid kits—one per patrol—with specified items switched		
Instructions on how to play game		
<i>Learn to Listen, Listen to Learn</i>		
* Tool: Stethoscope, 1 per patrol plus 1 for display		
Lunch		
* Refer to menu		
<i>Plan with a Bias for Action</i>		
* 3-inch by 3-inch self-adhesive notes, markers		
* Tool: blueprints		
Planning Application		
*Rocket-making materials (per patrol)		
Instruction sheet describing the project, one per patrol		
Plastic soft drink bottle, 16 to 20 oz.		
Scissors		
Craft knife		
Materials for decorating rockets		
8-inch by 8-inch square of corrugated cardboard		
Duct tape		
Bobby pins		
Ruler		
Safety goggles		
* For Wood Badge staff serving as facilitators		
Scoring sheet		
Launch pad		
Safety goggles		
Bicycle pump with pressure gauge		
One award for each patrol		
OR		



WOOD BADGE

* Newton car materials (per patrol)		
1 wooden block ~10 x 20 x 2.5 cm; <i>Note</i> : any size block works as long as 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-inch to 5-inch cotton string		
2 lead fishing sinkers or similar weights, about 1/2 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. <i>Alternative</i> : If toy blocks and wheels are not available, simply place the Newton car on four or five short cylindrical wooden dowels or straws that are roughly 1/2-inch or 3/4-inch 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 car, allowing it to slide smoothly across the floor or desk.		
To prepare the wooden weight blocks:		
* Drill and bit (bit size determined by diameter of fishing sinkers or weights and screws)		
* Vice		
* Screwdriver		
<i>Develop Individuals and Teams</i>		
* Tool: tire iron		
Dinner		
* Refer to menu		
<i>Know the Territory</i>		
* Tool: compass		
* 1 set of index cards per patrol 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 per patrol with the headings “Cub Scouting,” “Scouts BSA,” and “Venturing.”		
* 1 set of 135 Merit Badge patch picture cards per patrol		
* 1 set of 135 Merit Badge name cards		
* Paper and pen for each patrol		
* At least 40 marbles		
* 1 “marble mover” for each player (3-foot-long, 1/4-inch diameter wooden dowel with a plastic spoon taped to one end and a tape mark 3 inches from the opposite end)		
* 1 plastic bowl or cup for each player		
* 1 large, shallow plastic bowl or platter with a low lip.		
Troop Campfire		
* Materials needed by patrols for campfire program		
* Materials for lighting and extinguishing a fire		



WOOD BADGE

Day Three

Cracker Barrel		
* Refer to menu		
Breakfast		
* Refer to menu		
Gilwell Field Assembly		
*American flag		
*Troop 1 flag		
*Historic American flag (Star-Spangled Banner)		
Troop Meeting		
* Pre-Opening: Model campsite		
Tents, camp stove, cooking gear, cleanup gear, coolers/food storage, fuel, tarp for eating area, any special local requirements such as bear bags, signs for LNT stations		
* Front-end Alignment Game		
Masking tape, measuring tape, marking pen, or premarked rope		
Plastic cans or bowls, 6–8-inches in diameter and 3–8-inches tall, one per patrol		
Chart for scoring, one per patrol		
Individually wrapped hard candies, 10 per participant		
Rules page, one per patrol		
Leadership style "A" page, enough for half of patrols		
Leadership style "B" page, enough for half of patrols		
<i>Apply Interpersonal Savvy</i>		
* Tool: sanding disc		
Lunch		
* Refer to menu		
<i>Manage Conversations</i>		
* Tool: duct tape, 1 per patrol plus 1 for display		
<i>Coach and Mentor</i>		
* Tool: Flashlight		
Dinner (5 x 1 format)		
* Refer to menu		
Cracker Barrel (5 x 1 format)		
* Refer to menu		



Day Four

Breakfast (5 x 1 format)		
* Refer to menu		
Gilwell Field Assembly		
* American flag		
* Troop 1 flag		
* Historic flag (46-star flag of 1908)		
* First Class Rank large patches for patrol flags, one per patrol		
Campsite Setup for Outdoor Experience		
* Equipment varies by camp		
Tentage		
Cooking gear, chuck box, stoves, etc.		
Embrace and Lead Change		
* Tool: Detour Ahead sign		
Create a Culture: "Train Them, Trust Them, Let Them Lead!"		
* Tool: <i>Patrol Leader Handbook</i>		
* Small whiteboard and dry-erase marker (one set per patrol)		
Lunch		
* Refer to menu, patrol size plus guests		
* Ice chests for delivery to campsites		
Problem Solving Round-robin		
* Trolley		
2 2-inch by 6-inch boards, each 10–12 feet long, and each having 2 1/2- to 3-foot lengths of rope attached at 1-foot intervals		
* Traffic Jam		
9 spot markers, 1–2-feet square. These may be cardboard, carpet, plywood, old tarps, or other durable material. There must be one more square than there are patrol members solving the problem.		
*Brownsea Island Turnaround		
A durable tarp, retired tent fly, drop cloth, or sheet of plastic approximately 5x5-feet in size to serve as "Brownsea Island"		
* Mafeking Message Machine		
10–12 "message tubes" (Cut 2-inch diameter PVC tubing into lengths of 19–24 inches. Add variety by attaching PVC elbow joints to one or both ends of the message tubes.)		
* The Clothesline		
A length of rope or bungee cord 12 feet long		
A clothespin		



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* Nail-biter's Nightmare		
Two dozen large nails		
A piece of wood, about 4-inches by 6-inches, with a large nail inserted upright in the center		
* The Dinosaur Egg		
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 hoop, basket, or box—anything you can move the egg into)		
* Human knot		
no equipment		
Problem Solving Application		
*1 PVC Candelabra		
1 - ¾" PVC 5-way connector		
3 - ¾" PVC 4-way (cross) connector		
1 - ¾" PVC Tee connector		
8 - ¾" PVC elbow connector		
8 - ¾" PVC 4" long		
8 - ¾" PVC 6" long		
8 - ¾" PVC 8" long		
*For each patrol:		
Metal ring 1½–2" in diameter		
Tennis ball		
10-foot lengths of parachute cord or other lightweight line, one per patrol member		
Patrol Dinners (by patrol in campsite)		
* Refer to menu		
* Ice chests for food transport		
Staff Dinner		
* Refer to menu		
"Diversity and Inclusion" Game		
* 1 thumbball per patrol		
* List of Diversity and Inclusion game questions		
Cracker Barrel (by patrol in campsite)		
*Refer to menu		
Staff Cracker Barrel		
*Refer to menu		



WOOD BADGE

Day Five

Breakfast		
* Refer to menu—patrols in campsite, staff in staff area		
Break Camp and Return from Outdoor Experience		
<i>*QM must collect, inventory, and store any course-provided equipment</i>		
Gilwell Field Assembly		
* U.S. flag		
* Troop 1 flag		
* State flag		
Patrol Leadership Quest		
* Materials as requested by patrols		
Closing Luncheon		
* Refer to menu		
Use the Tools		
* Tools from presentations		
* Toolbox		
* Tool display board with hooks or pegs		
Inspire the Heart		
* Small table		
* Jar to hold rocks, gravel, sand, and water		
* Rocks, gravel, sand, and water in containers		
* Toolbox, full of tools		
* Bag of tickets with youths' names on them		
Closing Gilwell Field Assembly		
* Wood Badge coins (optional)		
Before Course is Dismissed:		
* Retrieve the symbols of service for program and service patrols		
* Retrieve course-provided flags, rank patches, and flag poles		
* Retrieve position patches from each patrol (4 patches per patrol)		



WOOD BADGE

Logistics: Venue List

Assistant Scoutmaster for Logistics has oversight of location setup and should check each session's lesson plan for specific setup needs to ensure the room is arranged and ready with materials in place. Any available hands will make the setup go more quickly. There are three sections to this chart—Pre-arrival, Daily, and additional Day-specific. Note that they may extend beyond their beginning time frame.

Pre-arrival

	Have	Need
<u>In camp before participants arrive</u>		
Signage - Directional at intersections if camp is hard to find: "Welcome to Wood Badge," etc.		
Simple directional signage post with arrows and distances to: Gilwell Park, Florida Sea Base, Northern Tier, Philmont, Summit Bechtel Reserve (optional, but fun)		
First-aid kit		
Defibrillator location known by all		
Storm shelter location known by all		
<u>Check-in and Gathering Games area</u>		
Signage for check-in area: "Check in here"		
Table for registration		
Areas for six gathering games, games already laid out		
<u>Patrol sleeping areas/ campsites</u>		
Gear as determined		
Appropriate signage		
<u>Medical care area, if applicable</u>		



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Daily Venue Items – setup that is in place for multiple days

	Have	Need
<u>Pack / Troop Meeting area, often referred to as Gilwell Hall</u>		
Wood Badge icon		
Toolbox and tabletop pegboard to display tools		
Seating and den tables for all participants with good sight line to presenter		
Den number signs for tables		
Patrol name signs for tables		
Screen		
Projector with appropriate cables to connect to laptop computer		
Laptop or desktop computer		
Remote control for projector, for presentations		
Power cords and extension cords		
Sound system appropriate for the venue		
Flip charts, easels, and markers		
Dry-erase markers, if appropriate for room		
Appropriate signage (Gilwell Hall, optional)		
Blank paper pages		
Supplies table		
Seating in rear of room for staff		
Posters: BSA Vision Statement, BSA Mission Statement, Cub Scout Motto, Scout Oath, Scout Law, Scouts BSA Motto, Scout Slogan, Outdoor Code, Venturing Motto		
Signage and inspirational quotes around the room, which may change from day to day (optional, but interesting)		
<u>Den / Patrol Meeting area (1 per den/patrol)</u>		
Seating and tables for participants, troop guide, and any visitors		
Flipcharts, easel, markers		
Appropriate signage (Den # or patrol animal, optional)		



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	Have	Need
<u>Gilwell Field</u>		
3 Flagpoles		
Defined areas for dens/patrols and staff		
Appropriate signage (Gilwell Field, optional)		
<u>Dining Hall (may also be used for other activities)</u>		
Tables and chairs for each participant, staff member, support team, and visitors		
Appropriate signage		
Den number signs for tables		
Patrol name signs for tables		
<u>Campfire area (outdoors if possible, indoors if necessary)</u>		
Seating for with good sightline for participants, staff, and any visitors		
Appropriate signage		
<u>Patrol Leaders' Council Meeting area (Days 2, 3, 4, and 5)</u>		
Table large enough for 8 patrol leaders and senior patrol leader		
Chairs for troop guides, assistant senior patrol leader, quartermaster, scribe		
Chairs for adult leaders – Scoutmaster and assistant Scoutmasters		
Appropriate signage		
<u>Chaplain Aides Meeting area (Days 3 and 4)</u>		
Table large enough for 8 chaplain aides and religious coordinator		
Appropriate signage		
<u>Optional activity area – a more flexible space</u>		
Tables and chairs that can be reset depending on need for a general gathering area, Blue and Gold ceremony, indoor space for interfaith service/campfire in inclement weather		



WOOD BADGE

Day-specific Setup Needs

In addition to the daily venue needs as listed:

Day Two

	Have	Need
Patrol Leaders' Council area above, plus: One large round table (used for Patrol Leaders' Council in the Round and one of the Know the Territory elements) placed in troop meeting area		
Area for project planning application activity: * Newton cars best done indoors due to small parts and need for stable, level table for distance trial. * Bottle rockets need a large outdoor area for safe observation and rocket landing.		

Day Three

Chapel area, outdoors if possible. Indoor is also appropriate. Seating for participants, staff, and any visitors Appropriate signage		
Model campsite area, near troop meeting area – see curriculum for Day Three Troop Meeting		
Separate areas for each patrol for Front-end Alignment game		
Area for Chaplain Aides meeting (see daily venue)		
Trading post area, if offered		

Day Four – Outdoor Experience

Pre-arrival venue setup for new area (for two-weekend format), see above		
Check-in table		
Outdoor learning area (Gilwell Hall/troop meeting area) (see venue list above)		
Patrol meeting sites (picnic tables or other similar separate areas)		
Staff campsite, already set up		
Medical area, if applicable		
Patrol campsites, with cooking gear, flies/shelters already in place		
Problem Solving Round-robin sites		
Large open area for final problem-solving activity		
Area for Patrol Leaders' Council (see daily venue)		
Area for Chaplain Aides meeting (see daily venue)		



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Day Five

Same as Day Four plus:

Indoor/covered area for Patrol Leadership Quest presentations, final troop luncheon, and sessions

Chapel area (see Day Three)

No Chaplain Aides meeting this day

Have	Need

Course-made posters, if used, should be simple and inspirational, such as:

"Success is a journey, not a destination." —Arthur Ashe

"A leader is like a shepherd. He stays behind the flock, letting the most nimble go out ahead, where upon the others follow, not realizing that all along they are being directed from behind." —Nelson Mandela

"As we look ahead into the next century, leaders will be those who empower others." —William H. Gates III

"The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first." —Robert Greenleaf

"Everybody can be great...because anybody can serve." —Martin Luther King Jr.



Gilwell Field Assemblies Overview

This overview applies to all days of a Wood Badge course. Actual content covered at assemblies may vary by day and will be detailed in the lesson plans for each day's assembly.

Gilwell Field Variations

- Before a Wood Badge course begins, staff members should designate the area that will serve as Gilwell Field.
- A course with its first days based in the outdoors—at a Scout camp, for example—may well have an actual field to serve as the Gilwell Field assembly area. It should have flagpoles capable of displaying an American flag, Pack 1/Troop 1 flag, and one other flag (or more).
- When the opening days are based indoors—at a conference center, for example—staff can use the main assembly room for Gilwell Field gatherings. In some settings, the square of participants and staff can be arranged around the perimeter of the space; in other rooms the patrol members may simply stand at their tables as they take part in the proceedings. Flags can be displayed on flagpoles or hung vertically against a wall.
- When Wood Badge participants embark on the outdoor experience portion of the course, the spirit of Gilwell Field moves with them. Staff should designate a Gilwell Field assembly area in the vicinity of the various patrol campsites and again establish a method of displaying the appropriate flags. This may be done with rustic flagpoles, with lines tossed over tree branches, or by tightly stretching ropes horizontally between two trees and hanging the flags from them (a video presentation is available online).
- Local conditions will dictate the actual arrangement of people on the field. The graphics in the lesson plans serve as sample formations. See note below about troop guide placement.

Opening Flag Ceremony

- The assistant Scoutmaster for program should assign staff members to conduct the Day One opening flag ceremony, including presentation of the historic flag, descriptive reading, and patriotic song to model a proper flag ceremony to participants at the first Gilwell Field assembly. On subsequent days, program patrols will be expected to use these elements as well.

Invocations

- Invocations and benedictions have been introduced at Gilwell Field assemblies, troop meetings, and campfires in response to recommendations from the National Council's Religious Relationships Committee. These recommendations are not a statement of policy, and course directors may adjust the frequency with which



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prayers are offered to achieve a balance with respect to their participants' preferences.

Safety Moments

- A Safety Moment is required for every Gilwell Field assembly. The quartermaster should deliver this brief, daily announcement for safety awareness. The day's topic can be chosen to align with the location and local conditions or any other of the safety topics relevant to the group.
- BSA has created a collection of Safety Moments—discussions for Scouts and Scouters that pertain to a wide variety of potential hazards—that may be chosen for delivery. These can be found at <https://www.scouting.org/health-and-safety/safety-moments/>.

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.
 - **Day Two:** The troop guide follows the patrol on to Gilwell Field and lines up at the end of the patrol.
 - **Day Three:** The troop guides join their patrols and then are invited to join the staff line.
 - **Days Four and Five:** The troop guides line up at the designated spot with the rest of the staff.
- The Day Four Gilwell Field Assembly lesson plan provides an optional layout that integrates the day's youth staff members into the assembly formation, if desired.

General Guidelines

- The program on Gilwell Field needs to move along: extended and funny but time-wasting "presentations" by staff or patrols should be discouraged.
- The program patrol should be told by their troop guide to walk the most direct route to the flag poles and not try to stay in step or count cadence.
- When the program and service patrols' symbols of service are presented, the old and new program patrol leaders can come out at the same time, and the old leader presents the symbol to the new leader. This is followed by the old and new service patrol leaders similarly exchanging the symbols and embellishments.

"The Gilwell Song"

- "The Gilwell Song" will be taught to participants at the Blue and Gold Banquet and will be sung at the Gilwell Field assemblies beginning on Day Two. It should always be sung at a lively, energetic pace but not overly fast, and there should be no clapping or running around while singing. If seated during the Gilwell Song,



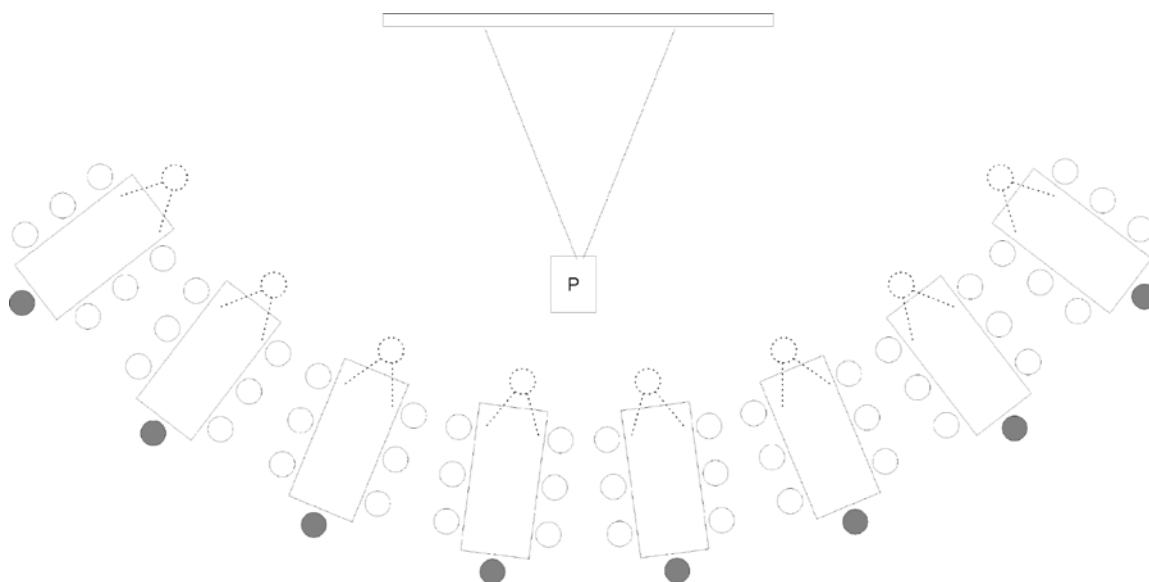
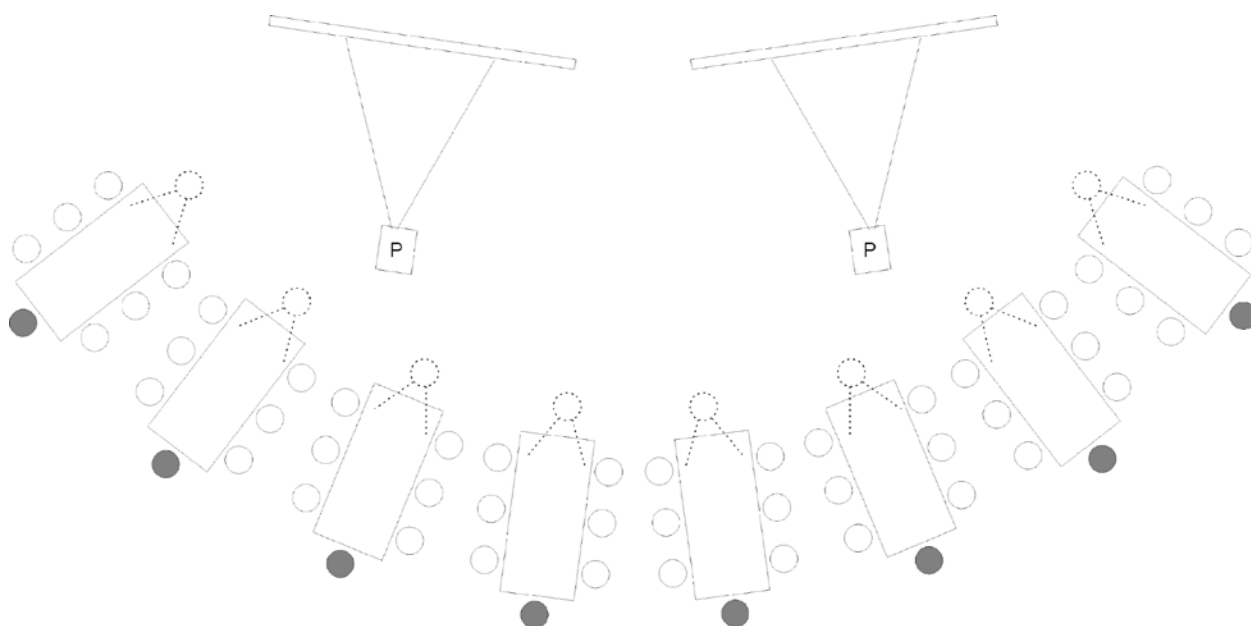
WOOD BADGE

- participants should stand during their patrol's verse and during the chorus. If already standing when "The Gilwell Song" is sung (such as at a Gilwell Field assembly), participants may take one step forward when their patrol sings its verse.
- Staff members who are serving as troop guides should sing the verse of the patrol they are serving until they join the rest of the staff at assembly on Day Three. This helps participants learn their verses of "The Gilwell Song" more quickly. Staff members who are not serving as troop guides should sing the verse of their original patrol wherever they are standing and thus avoid the confusion associated with running around to join a patrol. Everyone should sing the chorus.
 - **Note:** There is no staff verse for "The Gilwell Song." The singing of a staff verse is exclusionary, not at all inclusive, and should not be done. The recognition for serving on (or having served on) a Wood Badge staff is receiving and wearing a third Wood Badge bead.



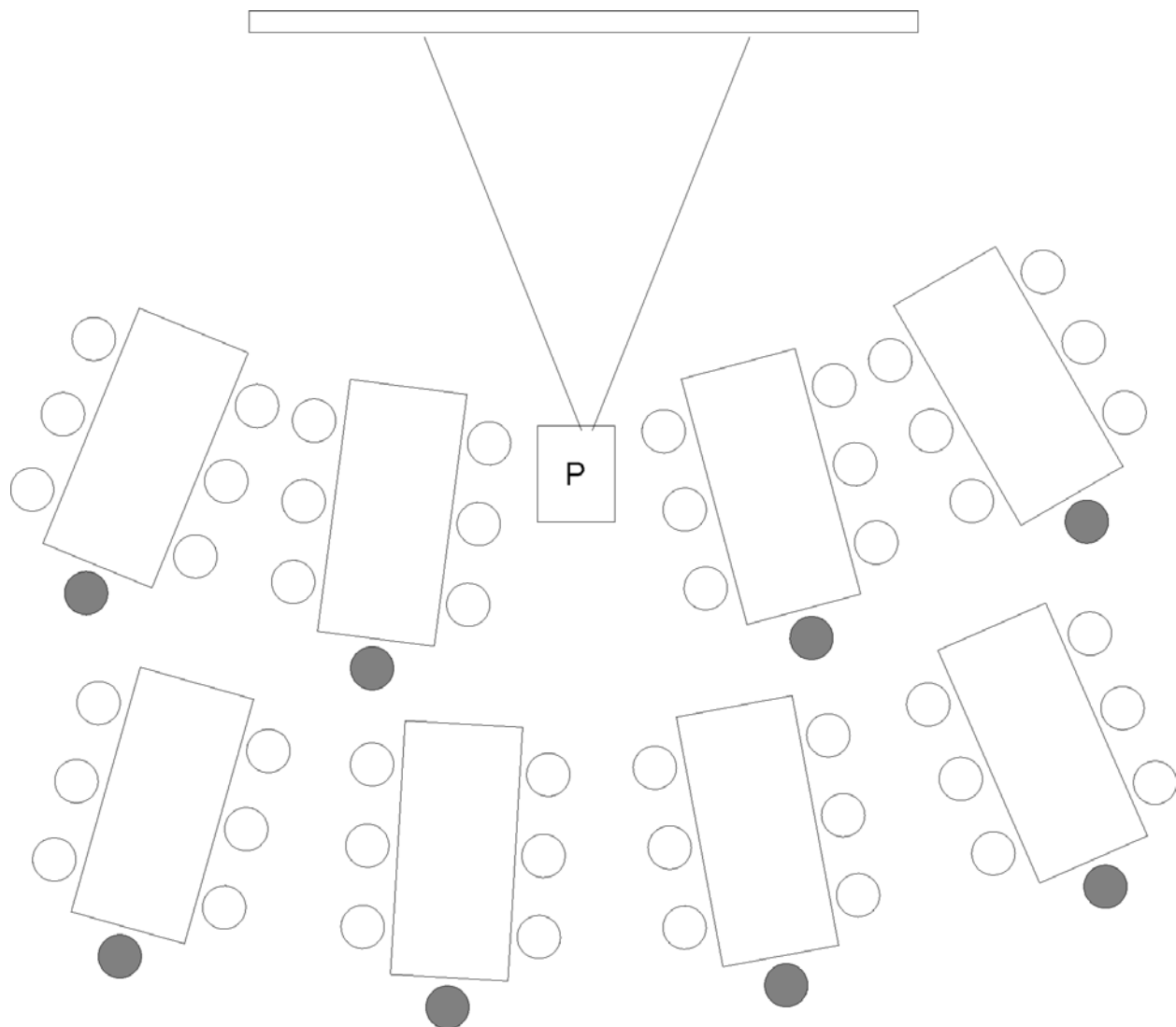
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Gilwell Hall Presentation Area Layouts



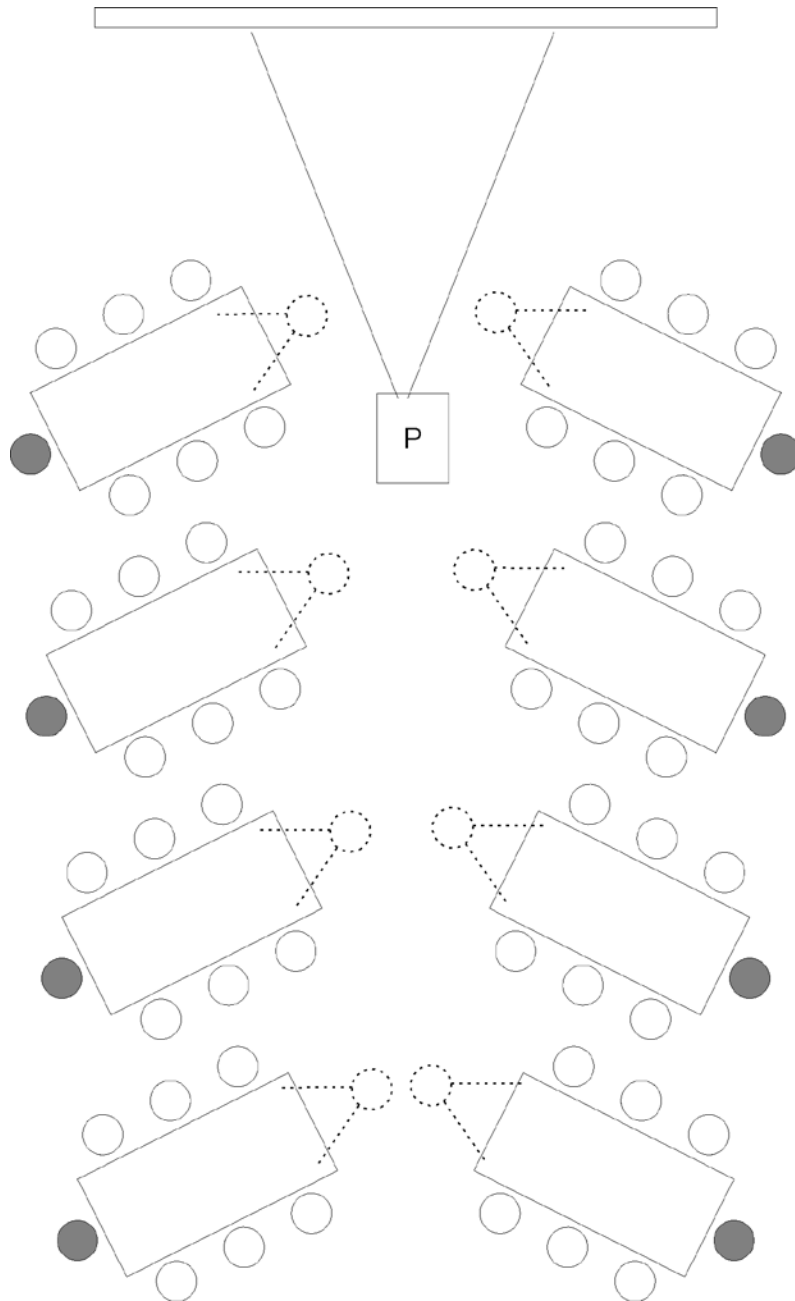


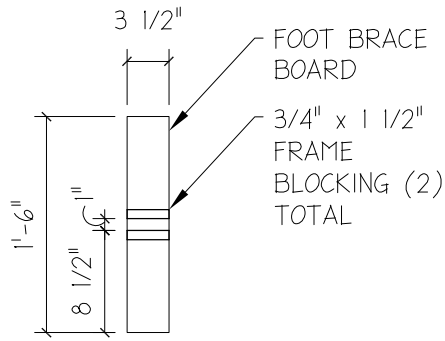
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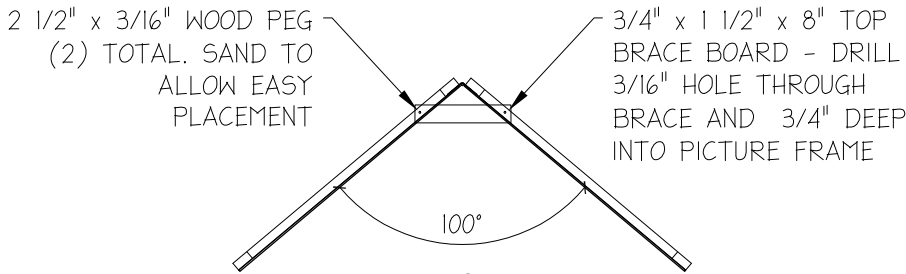


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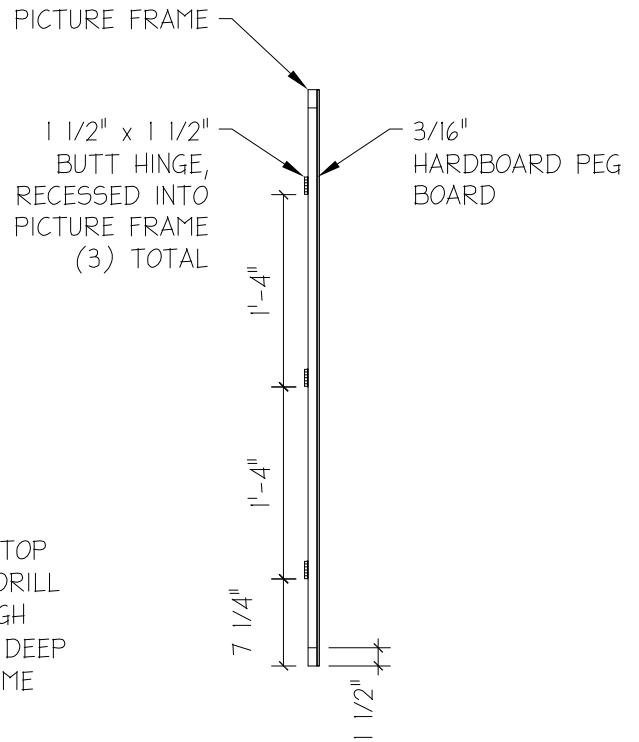




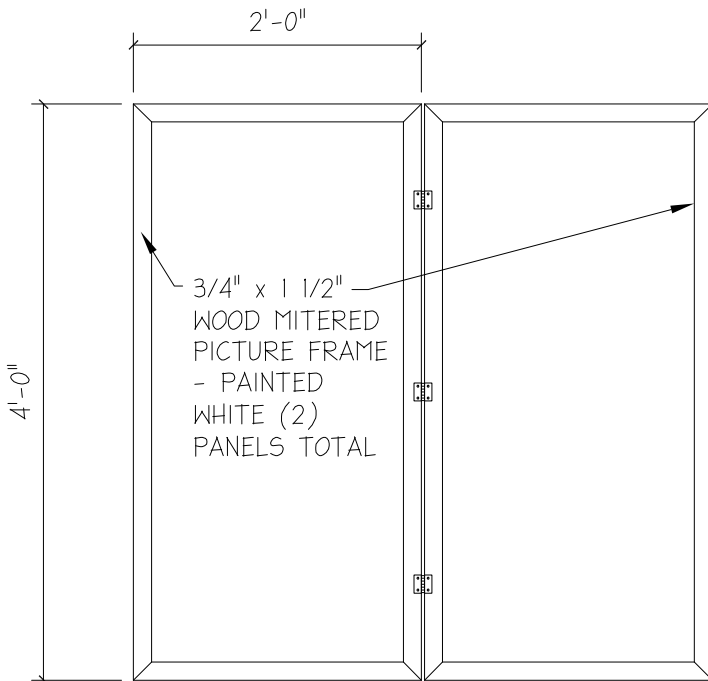
PANEL FOOT BRACE



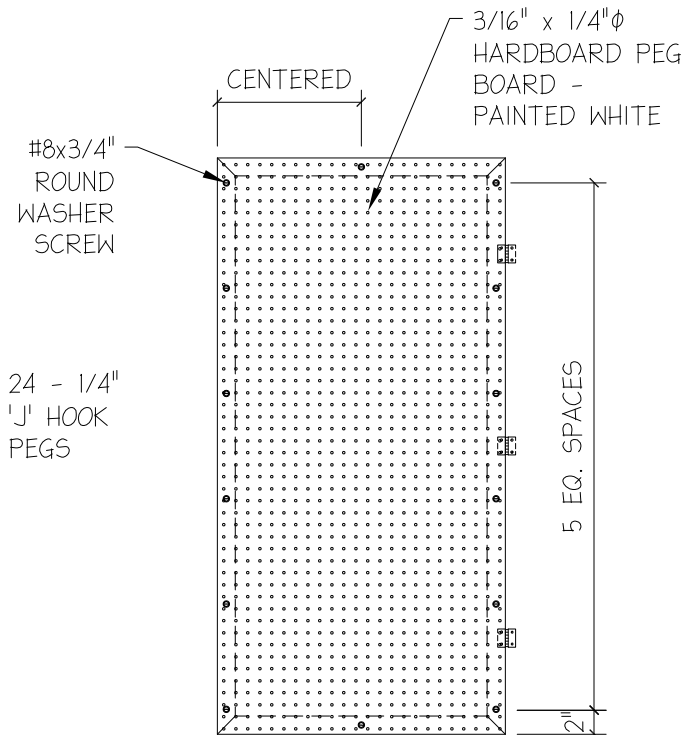
PANEL TOP VIEW



PANEL SIDE VIEW



FRAME BACK VIEW



PANEL FRONT VIEW



Scribe List

Items the scribe may be requested to produce/print. See day-by-day lists for specific information.

Participant Resources

Songbook

(Pocket-size, could include songs, prayers, daily flag ceremonies, acronym explanations, Gilwell Song, etc.)

Participant Notebook, one per participant

- Owner's name page
- Patrol roster contact page
- Map of facilities
- Important dates
- BSA Vision and Mission Statements
- Five Themes
- 14 Competencies
- Patrol totem explanation and examples
- Roles and Responsibilities of Patrol Leadership
- Patrol Position Roster
- Patrol Self-assessment worksheet
- Campfire Program Planner (#33696A) and other campfire resources
- Interfaith Worship Service Planner
- Order of Worship handout
- Outdoor Code & Outdoor Ethics, The Land Ethic, The Leave No Trace Seven Principles, The Principles of Tread Lightly
- Blank Wood Badge Ticket worksheet
- Lesson summaries
- Game questions
- Session worksheets and resources
- Blank pages for notes

Patrol leader notebook, one per patrol

- Patrol roster contact page
- Purpose of the patrol leader notebook
- Program and Service Patrol Responsibilities
- Roles and Responsibilities of Patrol Leadership
- Patrol Position Roster
- Campfire Program Planner (#33696A)
- Patrol Self-assessment Worksheet (Start, Stop, Continue)—Days Two through Five
- Interfaith Worship Service Planner
- Outdoor Code & Outdoor Ethics, The Land Ethic, The Leave No Trace Seven Principles, The Principles of Tread Lightly
- Daily participant course schedules (choose appropriate course format for Days Three and Four)*
- Daily flag ceremonies (if not in Songbook)
- Troop and Patrol Meeting Plans
- Game and Activity Instructions and Worksheets
- Blank pages for notes

Facilitator and **Troop Guide** resources as indicated or requested

* Note that Daily Participant Course Schedules are fillable PDFs so that site-specific locations may be added.



Day One

Session 1: Check-in

Name tags with den number
Day One *The Gilwell Gazette*, one per participant
Participant Notebook, one per participant
Songbook (optional) one per participant

Session 3: Course Overview

Summary handout, one per Participant Notebook

Session 4: Drive Vision, Mission, and Values

Summary handout, one per Participant Notebook

Session 5: Know Thyself

Personal Values worksheet, one per Participant Notebook
Values Cards (one set per participant, if printed and decks not purchased)
Summary handout, one per Participant Notebook

Session 6: The Ticket

Blank Wood Badge Ticket worksheet, one per Participant Notebook
Sample Wood Badge Ticket worksheet, one per Participant Notebook
Leadership Competency Matrix, one per Participant Notebook

Session 8: Den Meeting

Patrol Leader Notebook, one per patrol:
 Patrol Position Roster
 Roles and Responsibilities of Leadership
 Day One participant schedule*
Participant Notebook:
 Cub Scout Den Meeting Program worksheet
 Woggle Tying
 Aims and Methods of Scouting

Session 9: Communicate Effectively

Zulu Toss game instructions, one per Patrol Leader Notebook
Communication Methods worksheet, one per participant
Summary handout, one per Participant Notebook

Session 10: Include and Optimize Diverse Talent

Real-world application handouts: Scenarios and Summary, one each per participant
Summary handout, one per Participant Notebook

Session 12: Pack Meeting—Blue and Gold Banquet

Staff member program, one per participant
Participant program, one per participant
Program and Service Patrol Responsibilities, one per Patrol Leader Notebook

Session 15: Opening Campfire

Campfire Leadership, one per Participant Notebook
The Campfire Program Planner, one per Participant Notebook
Campfire Program Options, one per Participant Notebook



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Day Two

Day Two *The Gilwell Gazette*

Session 1: Breakfast Assessment

Day Two Start, Stop, Continue worksheet, one per Patrol Leader Notebook
Day Two participant course schedule, one per Patrol Leader Notebook*

Session 3: Troop Meeting

New name tags with patrol name
Troop meeting plan, one per Patrol Leader Notebook and one per troop guide
"What Are You Most Afraid Of" worksheet, one per patrol
Patrol Method First-aid Kit Game—Facilitator Guide, one per facilitator
Patrol Method First-aid Kit Game worksheet, one per patrol
Patrol Meeting Agenda, one per Patrol Leader Notebook and one per troop guide

Session 4: Patrol Leaders' Council Meeting (in the round)

Meeting agenda, one per patrol leader and senior patrol leader
OMHIWDMB, one per patrol leader and senior patrol leader
Stop, Start, Continue worksheet, one per Participant Notebook
Day Three participant course schedule (3 + 2 or 5 x 1), one per Patrol Leader Notebook*

Session 5: Learn to Listen, Listen to Learn

Role-play #1: Speaking and Listening, one per troop guide
Role-play #2: Effective Listening, three or four (one per pair of participants) per troop guide
Role-play #3: Listening in Adversarial Situations, one per troop guide
Tips on Giving and Receiving Feedback, one per Participant Notebook
Summary handout, one per Participant Notebook

Session 6: Plan with a Bias for Action

Campout Shopping List and Duty Roster, one per Participant Notebook
The Campfire Program Planner, one per Patrol Leader Notebook (see Day 1: Campfire)
Vision of Future Success Worksheet, one per Participant Notebook
Troop Meeting Program Planner, one per Participant Notebook
Cub Scout Den Meeting Program, one per Participant Notebook (see Day 1: Den Meeting)
Summary handout, one per Participant Notebook

Session 7: Planning Activity

Rockets or Newton Car Activity Planning Worksheet, one per Patrol Leader Notebook

Session 8: Develop Individuals and Teams

Develop Individuals and Teams Matrix, one per Participant Notebook
The Teaching EDGE Model, one per Participant Notebook
Summary handout, one per Participant Notebook

Session 12: Patrol Meeting

Patrol Meeting Agenda Suggestions, one per troop guide

Session 13: Know the Territory

Round 1: Method Madness Game Cards, one set per patrol
Round 2: Merit Badge Mix-up Game Cards, one set per troop, divided up by patrol
Round 3: Lightning Round Answer Sheets, one set per patrol
Round 5: Extreme Tic-Tac-Toe, plan for four sheets per pair of participant plus extras
Summary handout, one per Participant Notebook



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Day Three

Day Three *The Gilwell Gazette*

Session 1: Breakfast Assessment

Day Three Start, Stop, Continue worksheet, one per Patrol Leader Notebook

Session 3: Interfaith Worship Service Instruction

Script for Interfaith Worship Service by Staff, one per staff participant

Interfaith Worship Service Program, one per participant

Session 4: Troop Meeting

Day Three Troop Meeting Plan, one per Patrol Leader Notebook

The Land Ethic, one per Participant Notebook

The Leave No Trace Seven Principles, one per Participant Notebook

The Outdoor Code & Outdoor Ethics, one per Participant Notebook

The Principles of Tread Lightly, one per Participant Notebook

Front-end Alignment Game Rules, one per patrol leader and troop guide

Front-end Alignment Game Leadership Style "A", one per half of the patrol leaders

Front-end Alignment Game Leadership Style "B", one per half of the patrol leaders

Front-end Alignment Game Scoresheet, one per troop guide

Session 5: Apply Interpersonal Savvy

DISC Behavioral Styles Worksheet, one per Participant Notebook

DISC Behavioral Characteristics, one per Participant Notebook

Summary handout, one per Participant Notebook

Session 6: Patrol Leaders' Council Meeting

Meeting agenda, one per patrol leader and senior patrol leader

Day Four participant course schedule (3 + 2 or 5 x 1), one per patrol leader*

How to Pack for the Outdoor Experience handout (create locally), one per patrol leader

Planning for the Outdoor Experience handout (create locally), one per patrol leader

Session 7: Patrol Chaplain Aides Meeting

Meeting agenda, one per patrol chaplain aide and religious coordinator

Order of Worship handout, one per patrol chaplain aide

Interfaith Worship Service Planning Worksheet, one per patrol chaplain aide

Sample for an Interfaith Worship Service handout, one per patrol chaplain aide

Session 9: Patrol Meeting

Day Three Patrol Meeting Agenda (3 + 2 or 5 x 1), one per Patrol Leader Notebook

Session 10: Manage Conversations

Planning a Conversation Worksheet, one per Participant Notebook

Summary handout, one per Participant Notebook

Session 11: Coach and Mentor

Role-play #1: Starting Fire with Wet Wood", three copies

Role-play #2: Tom R. Sage and Megan Meecham,

copies of the Tom script (page 1) for half the participants

copies of the Megan script (page 2) for half the participants

Summary handout, one per Participant Notebook

Session 14: Day Three Recap

Summary handout, one per Participant Notebook



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Day Four

Day Four *The Gilwell Gazette*

Session 1: Breakfast Assessment

Day Four Start, Stop, Continue worksheet, one per Patrol Leader Notebook

Session 3: Travel to Outdoor Experience

Day Four Patrol Meeting Agenda, one per Patrol Leader Notebook

Session 4: Embrace and Lead Change

Summary handout, one per Participant Notebook

Session 5: Create a Culture: "Train Them, Trust Them, Let Them Lead!"

Reading #1: "Venturing Crew 700's Bike Hike", one copy for the facilitator

Reading #2: "14-year-old Scout Alex and the Dutch Oven", one copy for the facilitator

Reading #3: "Pack Potluck Party", three copies for the facilitator

Reading #4: "Senior Patrol Leader Diego Arrives Late", three copies for the facilitator

Summary handout, one per Participant Notebook

Session 6: Patrol Leaders' Council

Meeting agenda, one per patrol leader and the senior patrol leader

Day Five participant course schedule, one per patrol leader*

Session 7: Patrol Chaplain Aides Meeting

Meeting agenda, one per patrol chaplain aide and the religious coordinator

Session 9: Problem Solving Round-robin

Instructions for each patrol problem (found in lesson plan), one per facilitator

Session 12: Patrol Leadership Quest Introduction

Patrol Leadership Quest Instructions, one per Patrol Leader Notebook

Session 13: "Diversity and Inclusion" Game

"Diversity and Inclusion" Game Instructions, one per patrol

"Outwitted" poem (two copies per sheet to print and separate), one per participant

"Diversity and Inclusion" Game Questions, one per Participant Notebook

Day Five

Day Five *The Gilwell Gazette*

Session 1: Breakfast Assessment

Day Five Start, Stop, Continue worksheet, one per Patrol Leader Notebook

Session 4: Patrol Leader's Council

Meeting agenda, one per patrol leader and senior patrol leader

Session 7: Use the Tools

Summary handout, one per Participant Notebook

Session 8: Inspire the Heart

Summary handout, one per Participant Notebook

Session 9: Course Assessment

Participant Course Evaluation, one per participant

Staff Course Evaluation Forms, one per staff member



Staff Rosters

This form will be used TWICE:

- 210 days BEFORE the course, fill in the information for each staff member and the course information. Save the report as "Staff Roster for Review."
- Submit it as directed in the *Schedule of Course Reports and Transmittals*.
- By 30 days AFTER the course, update the staff roster with any additional staff members and remove those who have dropped. Save the new report as a separate "Final Staff Roster."
- Submit it as directed in the *Schedule of Course Reports and Transmittals*.

Course Number: _____

Host Council: _____

Course Director: _____

Course Dates: _____

Location(s): _____

	Name (Last, First)	Age (optional)	Gender	Ethnicity (optional)	Prior Staff Experiences (#)	Mailing Address	Preferred Phone	Email	Potential Staff Role in Course	Primary Registered Position	District/Council	Occupation
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	Name (Last, First)	Age (optional)	Gender	Ethnicity (optional)	Prior Staff Experiences (#)	Mailing Address	Preferred Phone	Email	Potential Staff Role in Course	Primary Registered Position	District/Council	Occupation
(38)												
(39)												
(40)												



Staff Expectations

We have a duty to other Scouters, to ourselves, our participants, and indeed to the youth of this country to be the best examples we can be, during the course, after the course, and in our daily lives. This should be our tradition.

If servant leadership is to become a reality in a Wood Badge course, the success or failure rests with us. Positive attitudes will get positive results.

“Lead by example” can be defined as: to act in a way that shows others how to act. Service, decency, kindness, and respect are always our expected behaviors at Wood Badge and are goals that extends beyond the course through our participants to the youth served. What happens at Wood Badge goes far beyond the course itself. What the staff does, the participants will also do. We must be present, interested, engaged, attentive, and receptive to inquiries and opinions.

We all agree that leadership should be moral, ethical, and legal, but to be a true servant leader, hope and humility must be added to those qualities. Therefore, all of us must demonstrate and believe in the following servant leadership characteristics:

- The staff will be prepared. They will complete their homework, preparation, and practice prior to the course.
- The staff will lead by example and demonstrate respect for the participants.
- The staff will assume personal responsibility for their actions and have integrity in their work with the participants.
- The staff will be humble. They will seek opportunities to be of service throughout the course.
- The staff will be motivated and motivating. They will encourage the participants and remember that none of us are as smart as all of us.
- The staff will be available. They will welcome feedback, and by being available will set a positive example and remember the law of reinforcement: What the leaders do, the scouts will do.
- The staff will be unselfish. They will care more about the success of the participants than their own recognition. The staff should not expect to stand in the spotlight. It is all about the participants.
- The staff will be kind. They will follow the “Golden Rule.”
- The staff will be transparent in what the course will offer before and during the course. There should be no mysteries about what is to come or withholding of information.
- The staff will believe in the importance of what they are doing. “Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.” —Margaret Mead
- The staff will always remember that Wood Badge is not about joining a “club” or what their “critter” is. Wood Badge is about growing and improving Scouting. Wood Badge is about empowering the youth to serve and to lead.

As Baden-Powell said 100 years ago, **“The best progress is made in those troops where power and responsibility are really put in the hands of the patrol leaders.”**



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Summary

We are here to be of service—to each other during staff development, to our participants during the course and while they are working their tickets, and to Scouting at all times.



Staff Development Plan

Introduction

The Wood Badge experience provides participants with firsthand knowledge regarding how teams develop and achieve excellence. Participants take part in an active learning process through involvement in the planning, development, presentation, and assessment of a patrol project. This process gives participants the opportunity to enjoy a world-class learning experience that will strengthen their long-term commitment to Scouting and provide them with valuable leadership skills. The staff development will help prepare staff members of an upcoming Wood Badge course to support this process.

Recognizing the course director's commitment to make the most efficient use of every volunteer's time, this Staff Development Plan should be closely followed. Scouters are volunteers with families, careers, and busy lives. They may give more serious thought to serving as a Wood Badge staff member when they learn that staff development for the course will be completed within a 90-day period.

While the formal staff development process begins 90 days before the opening session of a Wood Badge course, a great deal can be accomplished before then. The selection and approval of the course director and scheduling for the course on council calendars should occur about a year prior to delivery of the course. Through extensive planning, the course director can create a meaningful experience not only for course participants but for the staff as well. Each staff development session should be enjoyable and provide staff members with the knowledge they need to deliver a quality course.

It is expected that the staff will develop into a high-performance team. It's up to the team leader to assess every stage of team development and adjust the leadership style as the team progresses. In keeping with the goal of the staff becoming an empowered high-performance team, every staff member should receive a link to the Wood Badge online resources.

Key Events in Wood Badge Staff Development

- | | |
|---|-----------|
| • Course approval/course director selection | –360 days |
| • Staff recruitment and assignments | –270 days |
| • Participant recruitment | –270 days |
| • Staff orientation meeting | –120 days |
| • Staff development meeting 1 | –90 days |
| • Staff development meeting 2 | –60 days |
| • Staff development meeting 3 | –30 days |

Note: Schedules for the staff orientation meeting and for the three staff development meetings can be found in the Staff Development Meeting Schedule.



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Staff Recruitment and Assignments (–270 Days)

Once the council training chairperson and council Scout executive give approval to conduct a course, the course director can immediately begin the important task of assembling a list of prospective staff members with an eye toward recruiting a highly diversified staff. At a minimum, the staff should include adult volunteers from Cub Scouting, Scouting BSA, and Venturing. About 270 days prior to the course (but only after the Scout executive's approval), the course director may communicate with prospective staff members and invite them to serve on the Wood Badge staff.

During this initial contact, course directors should talk at some length with each prospective staff member and communicate expectations for the course and for the staff and invite qualified candidates to join the Wood Badge staff. The course director should follow up those discussions with a formal letter of appointment to confirm acceptance. The letter of appointment should be accompanied by information regarding the Staff Development Plan, staff orientation meeting, uniform requirements, equipment requirements, recruitment plans, and a staff roster.

When a staff member accepts an appointment for a role in the Wood Badge course, he or she should receive the *Wood Badge Curriculum and Administration Manual* to begin their development process. It is never too early to start to absorb all that must happen before and during a course. Each staff member needs to be familiar with the entire schedule and curriculum, and of course, the sessions and duties for which they are directly responsible. Everyone needs to review the "Develop Individuals and Teams" session as a reminder that the staff is a team that will go through those stages.

The course director and staff members should also begin to have conversations within their district and council areas in which they are involved so that the needs in those areas can be incorporated into a collection of possible ticket goal items for participants.

Participant Recruitment (–270 Days)

The course director will help the staff advisor develop a plan to recruit 48 participants (for eight patrols of six participants each). This plan should involve all Wood Badge staff members in the recruitment effort immediately after they have formally accepted appointments to serve during a Wood Badge course. Each staff member should take personal responsibility for recruiting at least two course participants.

The course director can provide staff members with information regarding potential participants they can contact and information about the course that will assist them in their recruitment efforts. An incentive for all staff members is the fact that at no later than 30 days before the opening of the Wood Badge course, at least 30 participants must have committed to attend and paid the fees in full. If recruitment falls short of that number, the course will be canceled.

Staff Orientation Meeting (–120 Days)

About 120 days before the course, staff members should assemble at a staff orientation meeting to meet one another and commit themselves to the expectations of the course director. The course director may also review the recruitment plan in place to encourage



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potential participants to sign up for the course. The course director will lead a staff session on the expectations of modeling servant leadership throughout the course.

Staff Development Meeting 1 (~90 Days)

The first formal staff development meeting is conducted about 90 days before the course begins. During this daylong meeting, the staff will review the status of recruitment efforts and participate in several team development activities and sessions that the participants will experience during the course. Sessions will be practiced with staff members serving as course participants.

Staff Development Meeting 2 (~60 Days)

The second staff development meeting takes place about 60 days before the beginning of the course. This meeting will help the staff gain a greater understanding of what participants will experience and learn during the course. More troop and patrol sessions will be presented, with staff members serving as course participants.

Staff Development Meeting 3 (~30 Days)

The final gathering for staff development occurs about 30 days before the course and highlights the curriculum elements for the final day of the course.

Additional Staff Development

All presentations require a top-notch presentation from whatever staff member is tasked to present. Special attention should be given to the presentation skills of every presenter. Often, it may be necessary to schedule extra time for practicing presentations with a staff member who is an effective presenter and coach. Course directors should consider scheduling extra time **before** staff development begins. It is easier to cancel a prescheduled time if it is not needed than to schedule a needed time at the last moment.

Troop guides are the primary counselors to participants in developing tickets but often have only the experience gained writing their own tickets. Consider using small groups of troop guides, working with the assistant Scoutmaster for troop guides and other experienced staff to draft a vision and a goal or two for several Scouting positions as practice.

Set some time for all staff to go through each of their presentations at least once in front of a small but knowledgeable audience of individuals who can help coach them. **All presenters may need extra time beyond the three scheduled weekends to prepare and polish their presentations.**

Wood Badge Staff as a Team

The responsibility for the delivery of a world-class course rests on the shoulders of all staff members acting together as a highly productive team. While the course director provides overall leadership and guidance, it is up to staff members to master all aspects of their responsibilities and to develop a thorough understanding of the intent, framework, and content of Wood Badge.



Course Connections

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

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



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



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



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



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



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



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



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



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



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



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



WOOD BADGE

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



WOOD BADGE

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



WOOD BADGE

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



WOOD BADGE

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



WOOD BADGE

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



WOOD BADGE

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



Staff Development Schedule

(See also the *Schedule of Course Reports and Transmittals*)

360 days before the course begins:

Days Before the Course	Action	Notes
–360	Local council or group of councils decides to host a Wood Badge course.	<ul style="list-style-type: none">• Schedule course in the host council calendar.• Reserve the site.• Include Wood Badge in the annual operating budget.
–360 to –270	<ul style="list-style-type: none">• Select and notify the course director.• Submit <i>Request for Authorization to Conduct a National Training Course</i>.	
–360 to –270	<ul style="list-style-type: none">• With the council Scout executive, Council Training Chairman, review the list of potential staff members.• Receive approval for prospective staff from Scout executive and Council Training Chairman.	The course director conducts the review, noting expected roles for each potential staff member.
–270	<ul style="list-style-type: none">• The course director recruits staff members.• All staff gather ideas at district and council levels for ticket goal ideas.	The course director notifies staff members with letters of invitation/acceptance and any applicable informational packets.
–270 to –240	The staff begins recruiting participants.	Remind staff members about the goal of recruiting 30 to 48 participants.



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Days Before the Course	Action	Notes
-130	The course director meets with assistant Scoutmasters, senior patrol leader, scribe, and quartermaster.	Discuss staff development, facility, and equipment issues.
-120	Staff Orientation meeting	Anticipated length of meeting: 3.5 hours
-90	Staff Development Meeting 1	Anticipated length: one full day
-60	Staff Development Meeting 2	Anticipated length: one evening plus one full day
-30	Staff Development Meeting 3	Anticipated length: one full day
-30	Confirm 30 to 48 participants.	Advise the area training chair or area Wood Badge coordinator of the number of participants signed up and paid.
-30	Send 15-question pre-course assignment to participants.	See appendix for pre-course assignment.
-30	Hold participant orientation (optional).	Anticipated length: 1 hour
-15	Review staff readiness.	The course director and assistant Scoutmasters, quartermaster, scribe, and troop guides
-1	Staff members arrive at the program site.	<ul style="list-style-type: none"> • Set up camp (lodging, learning areas, meal area). • Review participants' data. • Assign participants to dens and patrols.
Day One	Wood Badge course begins.	



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Safety note: Before all orientation and development meetings, make sure to have the emergency contact information at hand. This information is often not gathered until a course begins, but these meetings away from home warrant having such information ready with the hope of not needing it.

STAFF ORIENTATION

120 days before the course begins: 3 ½ hours duration

This is the first gathering of the full staff. The purpose is to begin developing the staff into a high-performance team.

Action	Responsible Staff Members / Notes
Arrival—Sign in and set up room	<ul style="list-style-type: none">• Scribe and quartermaster are responsible.• Provide snacks and drinks (part of course budget).
Welcome and introductions	<ul style="list-style-type: none">• The course director and senior patrol leader are responsible.
Discuss expectations of staff members. See Staff Expectations (Appendix A14).	<ul style="list-style-type: none">• The course director is responsible.• Discuss servant leadership through positive role modeling, living by the Scout Oath and Scout Law, and participant satisfaction.
Review the recruitment requirements and schedule.	<ul style="list-style-type: none">• The course director is responsible.• Review the status of recruitment and next action items.
Review the Course Connections (Appendix A16) with staff. Make preliminary assignments for sessions, if not already done.	<ul style="list-style-type: none">• The Course Director is responsible.• Staff members should review the Develop Individuals and Teams by the first Staff Development meeting.
Provide the link to the online folder for Wood Badge course directors.	<ul style="list-style-type: none">• The course director is responsible.• Explain that each staff member should read the entire curriculum and administration and have begun preparations before Staff Development Meeting 1 at –90 days.• Staff members should review the Develop Individuals and Teams session (by –90 days).



WOOD BADGE

Action	Responsible Staff Members / Notes
Conduct a Question and Answer session.	The course director is responsible.
<ul style="list-style-type: none">• Confirm assignments.• Practice “The Gilwell Song” and depart. There will be no staff verse sung at Wood Badge.	The course director is responsible.

The progression of practice sessions through staff development is designed to help staff members understand their own development in preparing to deliver the course. Most presentations during Wood Badge training are scheduled for 60–70 minutes. When modeling presentations during staff development meetings, allow enough time to fully practice the essential parts of the session. Following the curriculum, the troop sessions to be completely presented during staff development meetings are

- Drive Vision, Mission, and Values;
- Develop Individuals and Teams;
- Apply Interpersonal Savvy;
- Know Thyself; and
- Include and Optimize Diverse Talent.

These will help the staff understand the importance of these topics to their own personal and team development as well as give them a better foundation on which to help the participants grasp the concepts. Other troop presentations at staff development meetings should be abbreviated. Troop guides should fully practice their patrol presentations with a variety of staff.

STAFF DEVELOPMENT MEETING 1

90 days before the course begins. Full day.

Time	Action	Responsible Staff Members / Notes
7:30 a.m.	Arrival—Sign in and set up room.	<ul style="list-style-type: none">• Quartermaster and scribe are responsible.• Provide snacks and drinks.
7:15 a.m.	<ul style="list-style-type: none">• Conduct welcome.• Review the day’s schedule.	The course director is responsible.
8:00 a.m.	Servant Leadership review/activity.	The course director is responsible
8:30 a.m.	Question and Answer session.	The course director is responsible.



WOOD BADGE

Time	Action	Responsible Staff Members / Notes
9:00 a.m.	Review the Gathering Games session .	Assistant Scoutmaster for program is responsible.
9:20 a.m.	Conduct the Drive Vision, Mission, and Values session.	The staff member who will deliver the session is responsible for this session.
9:50 a.m.	Break	
10:00 a.m.	<ul style="list-style-type: none"> Logistics Safety and health procedures 	<ul style="list-style-type: none"> Assistant Scoutmaster for logistics is responsible. Discuss equipment, food and water needs, travel, health and safety, emergency procedures.
10:20 a.m.	Conduct the Know Thyself session.	<ul style="list-style-type: none"> Troop guides are responsible. Everyone participates.
11:05 a.m.	Break	
11:15 a.m.	Conduct Apply Interpersonal Savvy session.	The staff member leading this session responsible.
12:10 p.m.	<p>Brown bag lunch</p> <p>Talk Time. Overview and flow of Course</p>	<ul style="list-style-type: none"> Course director should use this time to review staff assignments. Discuss the importance of each staff member, individual responsibilities, requirements, and standards. Discuss role-modeling, the attitude of servant leadership expected, the Scout Oath and the Scout Law. Point out the need for teamwork and being accessible and open with participants.



WOOD BADGE

Time	Action	Responsible Staff Members / Notes
1:00 p.m.	Conduct the Develop Individuals and Teams session.	The staff member who will deliver this session is responsible.
2:05 p.m.	Break	
2:20 p.m.	Conduct Learn to Listen, Listen to Learn session.	Troop guides are responsible.
3:05 p.m.	Break	
3:15 p.m.	Conduct overview of Plan with a Bias for Action session.	The staff member who will deliver the session is responsible. Everyone participates.
4:00 p.m.	Review the project planning exercise (rockets or Newton cars).	The course director and assistant Scoutmaster for program are responsible.
4:30 p.m.	Break	
4:45 p.m.	Conduct the “Getting to Know You” Game .	Troop guides are responsible.
5:20 p.m.	<ul style="list-style-type: none">Review assignments.Practice “The Gilwell Song”—There will be no staff verse at Wood Badge.	The course director and senior patrol leader are responsible.
5:30 p.m.	Dismiss	



WOOD BADGE

STAFF DEVELOPMENT MEETING 2

60 days before course begins.

Evening, overnight, plus full day.

Time	Action	Responsible Staff Members / Notes
Day One: Evening		
7:30 p.m.	Arrival—Sign in and set up room.	<ul style="list-style-type: none">• Quartermasters and scribes are responsible.• Provide snacks and drinks.
7:45 p.m.	<ul style="list-style-type: none">• Conduct a welcome.• Review the day's schedule.	The course director is responsible.
8:00 p.m.	Review recruitment procedures and progress.	<ul style="list-style-type: none">• The course director is responsible.• Have staff members present their reports.• Set plans for the next recruitment phase.
8:15 p.m.	Discuss the daily newsletter, <i>The Gilwell Gazette</i> .	<ul style="list-style-type: none">• Scribe is responsible.• Distribute sample copies of <i>The Gilwell Gazette</i> and explain the production schedule for the first issue.• Discuss how to collect information for stories from staff and participants.
8:30 p.m.	Conduct the Create a Culture: "Train Them, Trust Them, Let Them Lead!" session.	Staff member facilitating this session is responsible.
9:30 p.m.	Complete a dress rehearsal of the staff portions of the campfire.	The staff member organizing the campfire is responsible.
10:15 p.m.	Cracker barrel	Quartermaster is responsible.
11:00 p.m.	Lights out	



WOOD BADGE

Time	Action	Responsible Staff Members / Notes
Day Two		
7:15 a.m.	Breakfast	Quartermaster is responsible.
7:50 a.m.	Review the course for Days One and Two.	The course director and senior patrol leader are responsible.
8:25 a.m.	Practice crossover ceremony and skit for Blue and Gold Banquet .	Course director, senior patrol leader, and assistant Scoutmaster for program are responsible.
8:45 a.m.	Break	
9:00 a.m.	Practice the Day One Gilwell Field Assembly .	The assistant Scoutmaster for program, course director, and senior patrol leader are responsible.
9:20 a.m.	Practice the Front-end Alignment game.	<ul style="list-style-type: none"> The course director and troop guides are responsible. Review purpose, standards of play, and debrief.
9:45 a.m.	Set up Know the Territory game area.	
10:00 a.m.	Conduct the Know the Territory game.	<ul style="list-style-type: none"> The staff member who will deliver this session is responsible for this session. Because this is a dress rehearsal, the facilitator should utilize all materials that will be used during the actual Wood Badge course.
10:50 a.m.	Break	
11:00 a.m.	<ul style="list-style-type: none"> Discuss the opening luncheon for the Wood Badge course. Question/answer session covering Days Three and Four of the course. 	<ul style="list-style-type: none"> The course director and senior patrol leader are responsible.



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Time	Action	Responsible Staff Members / Notes
Noon	Lunch Talk Time	<ul style="list-style-type: none">• Quartermaster is responsible• Course director is responsible
1:00 p.m.	Conduct Include and Optimize Diverse Talent session.	<ul style="list-style-type: none">• The staff member who will deliver this session is responsible.• All staff members participate.
2:10 p.m.	Conduct the Manage Conversations session.	Troop guides are responsible for this session.
3:20 p.m.	Break	
3:30 p.m.	Conduct Communicate Effectively session.	The troop guides are responsible.
4:45 p.m.	<ul style="list-style-type: none">• Question/answer session—general.• Review assignments for recruitment, session development, equipment, and logistics.	The course director and entire staff are responsible.
5:00 p.m.	<ul style="list-style-type: none">• Make assignments.• Sing “The Gilwell Song” and depart. There is no staff verse at Wood Badge.	The course director and senior patrol leader are responsible.



WOOD BADGE

STAFF DEVELOPMENT MEETING 3

This is the final training and development meeting for staff.

(30 days before the course begins)

Time	Action	Responsible Staff Members / Notes
8:00 a.m.	Arrival—sign in and set up room.	<ul style="list-style-type: none">Quartermaster and scribe are responsible.Provide snacks and drinks.
8:15 a.m.	<ul style="list-style-type: none">Discuss the day's agenda.Discuss status of recruitment efforts.	The course director is responsible.
8:30 a.m.	Conduct an overview of Day Five of the course.	The course director is responsible.
8:45 a.m.	Review the Patrol Leadership Quest.	The course director and senior patrol leader are responsible.
9:15 a.m.	Conduct Question and Answer session about all five days.	The course director is responsible.
10:00 a.m.	Discuss the purpose and scope of the Leadership Connections .	The course director is responsible.
10:30 a.m.	<ul style="list-style-type: none">Review The Ticket session.Discuss the ticket forms, helpful ideas, and approval process.	The course director and staff member presenting the session are responsible.
11:30 a.m.	Discuss equipment needs and logistics of the Wood Badge course.	The quartermaster and assistant Scoutmaster for logistics are responsible.
Noon	Brown-bag lunch Talk Time	<ul style="list-style-type: none">Quartermaster is responsible.Course director is responsible.
1:00 p.m.	Practice Leadership Connections .	Troop Guides are responsible.



WOOD BADGE

Time	Action	Responsible Staff Members / Notes
1:45 p.m.	Review schedules for Days Four and Five of the course.	<ul style="list-style-type: none"> The course director and assistant Scoutmaster for logistics are responsible. Review in detail the overnight experience (including locations of patrol sites and the troop assembly area, the return of the staff to base camp, and communications and safety requirements). Review the closing luncheon and Summary Session.
2:15 p.m.	Question and Answer session.	<ul style="list-style-type: none"> The course director is responsible. Troop guides should practice facilitating these.
2:30 p.m.	<ul style="list-style-type: none"> Conduct the Use the Tools session. Review the purpose of using tools to represent the competencies. 	The course director and senior patrol leader are responsible.
3:00 p.m.	Conduct the Inspire the Heart session.	<ul style="list-style-type: none"> The course director is responsible for this session. Because this is a dress rehearsal, the facilitator should utilize all materials that will be used during the actual Wood Badge course.
4:00 p.m.	Finalize any remaining issues/details.	<ul style="list-style-type: none"> The course director is responsible.
4:45 p.m.	Share the final challenge for excellence with staff members.	<ul style="list-style-type: none"> The course director is responsible.
5:00 p.m.	Review assignments, sing "The Gilwell Song" (no staff verse) and depart.	



Participant Rosters

This form will be used twice:

Thirty days BEFORE the course, fill in the information for each registered participant and the course information. Save it as "30-day Pre-course Participant Roster." Submit it as directed in the *Schedule of Course Reports and Transmittals*.

By thirty days AFTER the course, update the 30-day Pre-course Participant Roster with any additional participants and remove those who have dropped. Save the new report as a separate "Final Participant Roster." Submit it as directed in the *Schedule of Course Reports and Transmittals*.

Course Number: _____
Host Council: _____

Course Dates: _____
Location(s): _____

Note if participant is from another council

Name (Last, First)	Age (optional)	Gender (optional)	Ethnicity (optional)	Mailing Address	Preferred Phone	Email	Primary Registered Position	District/Council	Occupation	Ticket Completion Date
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30-day Pre-course Signup Report

Thirty days before the course, fill in the information for each registered participant and the course information. Submit it as directed in the *Schedule of Course Reports and Transmittals*.

Course Number: _____

Course Dates: _____

Host Council: _____

Location(s): _____

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WOOD BADGE

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	Name	Address	City, State, Zip	Cell phone	Home phone	Email
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WOOD BADGE

Wood Badge Pre-course Assignment

An important focus of the upcoming Wood Badge course will be a consideration of our roles as leaders in Scouting, in the workplace, in our communities, and in the nation. Among the most valuable discussions that will occur will be an ongoing consideration of setting leadership goals and then determining the way those goals can be reached.

This pre-course assignment is intended to help you lay the groundwork for the course by developing a clearer understanding of your personal interests, values, and sense of the future. At Wood Badge, you will have the opportunity to channel that information into the development of specific goals and effective means of action.

- This assignment is for you to do on your own.
- No one except you will see the results of this assignment.

Use this opportunity to take a good look at where you are now in terms of interests, leadership skills, and opportunities, and where you would like to be. Be as honest as you can. Enjoy the experience.

What to Do

- Set aside time to think seriously about the following questions. Answer the questions as fully and honestly as you can.
- Write down your answers and bring them to the Wood Badge course. You will find them to be a helpful reference—only you will see the answers.
- Don't worry about what the "right" answers are or about satisfying someone else's idea of how you should respond. No one except you will see what you write.

The Questions

1. What are my top three strengths as a leader? How can I apply these skills or talents so that I could be of service to youth in my unit, district, or council?



WOOD BADGE

2. What do I consider my top three growth opportunities for my leadership abilities? How can I improve in these areas while serving in my current role? Are there other trainings or classes I can take to improve myself?
3. What is my most impactful experience so far in Scouting? Thinking about this experience, is there a way I could allow others to have the same experience?
4. What qualities of character do I most admire in those I view as strong leaders? Do I have these qualities? Is there anything in my approach I could change to help me become a stronger leader?
5. Who is a leader that has significantly impacted my life, and why? In my Scouting role, can I make the same impact? How would I do it?



WOOD BADGE

6. If there were no barriers, what improvements would I see made in my local Scouting program? Is there anything I could do to effect that change or have a role in those improvements?
7. What do I consider to be my most important roles in life (e.g., parent, mentor)? Are any of these roles something I can improve in tandem with Scouting?
8. In two years, what role do I see for myself in Scouting? What is one thing I could do to help myself get there?
9. If I could make a difference in just one child's life, what would I do? If I can impact one child, can I lead others to impact many children?



WOOD BADGE

10. When I think of “diversity and inclusiveness,” what do I think of? Does my Scouting unit, district, or council practice this type of inclusiveness? Is there anything I could do to increase the practice of inclusiveness?
11. What Scouting experience have I had that I should have handled differently? What could I have done differently? How can I change my current approach or prepare others to do handle this type of thing better?
12. What do I hope the youth will gain by participating in Scouting? Am I doing things now to help Scouts gain what I envision they will achieve? If not, how could I?
13. How does my current role support the Scouting movement?



WOOD BADGE

14. What are my top three personal values? How have my core values been shaped throughout my life? What could I do to also help shape the core values of the youth/adults I work with? If working with adults, how could I lead differently, in a way that more mimics my core values?

15. What do I hope to achieve by taking Wood Badge?



WOOD BADGE

Personal Resource Questionnaire

Name: _____

I would like to be called: _____

Address: _____

Phone numbers: Home: _____ Cell: _____

Occupation: _____ Date of birth: _____

District: _____ Council: _____

Years in Scouting as an adult: _____, as a Youth: _____

Current primary Scouting position: _____

Other positions held, and how long?

Scouting awards you have received:

State what you feel is a fair evaluation of your physical condition.

List any dietary, physical, or other special needs. _____

Religious preference: _____

An interfaith service or services will be held. If you have religious needs, please specify them here, or otherwise inform the course director.

Camping: How much experience have you had, and how comfortable are you with it?

List your training experience in Scouting. (**Note:** You must have completed the basic and outdoor training required for the position in which you are registered.)

Have you taken a Wood Badge course prior to this one? _____ If so, when? _____

Where? _____ Course Number: _____ Patrol: _____

List of others and their email addresses who should be contacted as recruits for Wood Badge

Were you recruited to attend by someone? _____

Why did you sign up for this course? _____

First aid training, including CPR: _____

Emergency Contact _____ Phone: _____



WOOD BADGE

Personal Equipment List

(Note: Adjust to suit the needs of each course and each portion of the course.)

Required

- Full official Scout uniform(s) for your current Scouting position
(Note: A complete uniform includes the official shirt; shorts, long pants, skirts, or culottes; socks; and belt. A neckerchief and slide will be provided.)
- Scout activity uniform(s)
Official pants, skirt, or culottes; socks; belt; and a Scouting t-shirt or other Scouting shirt
- Shoes or boots appropriate for camp
- Scout cap, if desired
- Windbreaker or jacket
- Rain gear (poncho or rain suit)
- Underwear
- Sleeping clothes
- Handkerchief or bandana
- Sunscreen
- Insect repellent
- Tent with mosquito netting
- Ground pad, air mattress, or cot
- Sleeping bag
- Flashlight or headlamp with spare batteries
- Pocketknife or multiple tool-type knife (no fixed-blade knives)
- Medication in labeled containers
- Toiletries
- Towels and washcloths
- Pens, pencils
- Water bottle
- Backpack for carrying your gear to and from the site of the outdoor experience
- Handbook for your Scouting program

Optional

- Pillow
- Change of shoes
- Moccasins or camp slippers
- Shower footwear
- Sunglasses
- Religious book(s)
- Books of camp songs, skits, etc.
- Camera
- Camp chair
- Day pack



Final Staff Roster

The Final Staff Roster is based upon the pre-course Staff Rosters found in Appendix A (A13_Admin):

- 210 days BEFORE the course, you filled in the information for each staff member and the course information, saved the report as “Staff Roster for Review,” and submitted it as directed in the *Schedule of Course Reports and Transmittals*.
- By 30 days AFTER the course, update that staff roster with any additional staff members and remove those who have dropped. Save the new report as a separate “Final Staff Roster.” Submit it as directed in the *Schedule of Course Reports and Transmittals*.



Final Participant Roster

The Final Participant Roster is based upon the pre-course Participant Rosters found in Appendix A (A18_Admin):

- Thirty days BEFORE the course, you filled in the information for each registered participant and the course information, saved the report as “30-day Pre-course Participant Roster,” and submitted it as directed in the *Schedule of Course Reports and Transmittals*.
- By 30 days AFTER the course, update that pre-course participant roster with any additional participants and remove those who have dropped. Save the new report as a separate “Final Participant Roster.” Submit it as directed in the *Schedule of Course Reports and Transmittals*.



WOOD BADGE

World Friendship Fund Transmittal

International Department
Boy Scouts of America
1325 West Walnut Hill Lane
P.O. Box 15209
Irving, Texas 75015-2079

Date: _____

Account No. 6400-64003

The participants of Wood Badge Course No. _____ have made a contribution to extend world friendship in a personal way.

A check to the World Friendship Fund in the amount of \$ _____ is enclosed.

Signature: _____
Course Director

Signature: _____
Scout Executive

Council name and No.: _____



WOOD BADGE

Participants by Scouting Position

At registration, please record the primary position in which each participant is registered with the Boy Scouts of America and enter the total numbers here.

	Number of Participants	Percentage of Total
Cub Scouting		
Lion den leader	_____	_____
Tiger den leader	_____	_____
Wolf den leader	_____	_____
Bear den leader	_____	_____
Webelos den leader	_____	_____
Cubmaster	_____	_____
Pack committee	_____	_____
Other (<i>specify</i>)	_____	_____
Scouts BSA		
Scoutmaster	_____	_____
Assistant Scoutmaster	_____	_____
Troop committee	_____	_____
Other (<i>specify</i>)	_____	_____
Venturing		
Crew Advisor	_____	_____
Crew Associate Advisor	_____	_____
Crew committee	_____	_____
Other (<i>specify</i>)	_____	_____
Sea Scouts		
Skipper	_____	_____
Other (<i>specify</i>)	_____	_____
Exploring	_____	_____
District		
District chair	_____	_____
District committee	_____	_____
District commissioner	_____	_____
Unit commissioner		
Cub Scouts	_____	_____
Scouts BSA	_____	_____
Venturing	_____	_____
Other (<i>specify</i>)	_____	_____
Council		
President	_____	_____
Council commissioner	_____	_____
Executive board	_____	_____
Other (<i>specify</i>)	_____	_____
Area (<i>specify</i>)	_____	_____
Regional (<i>specify</i>)	_____	_____
National Council (<i>specify</i>)	_____	_____
BSA Professionals	_____	_____
Total	_____	_____

Course No. _____

Course Director _____



WOOD BADGE

Application for Wood Badge Training Recognition

Part 1. To be completed on the last day of the course, certified by the course director, and sent to each participant's local council Scout executive along with a copy of that participant's Wood Badge ticket.

Name _____ Email _____
Address _____ City, State, and Zip _____
Phone: Home _____ Cell _____
Participant's council name and number _____
District name _____
Scouting position _____ Unit No. _____
Course number _____ Location _____ Dates _____
Course Director _____

Part 2. To participant's council training center:

This Wood Badge participant has completed the training phase of the course. I attest that the Wood Badge ticket has been completed and recommend that the participant be awarded Wood Badge recognition.

Certified by Ticket Counselor _____
Date _____
Certified by Course Director _____
Date _____

Part 3. To be completed by the council training chair and Scout Executive (or designee) upon participant's completion of the Wood Badge ticket.

Date _____

TO: Scout Executive, Council Service Center
Course Host Council

This will certify that the above-named participant has completed the Wood Badge application of practical training to the satisfaction of the council training committee. We request that notice of Wood Badge completion be posted in the course records and that Wood Badge recognition items be sent to _____

For awarding on this date: _____

Scout Executive _____

Council and Council No. _____

Training Committee Chair _____

Part 4. To be completed by the course host council.

☐ Beads, woggle, neckerchief, and certificate shipped ☐ Records posted



Final Ticket Report

Within 19 months of the end of the course, fill in the date the participant completed his or her ticket. Leave this space blank for anyone who did not complete their ticket. Save this report as "Final Ticket Report." Submit it as directed in the *Schedule of Course Reports and Transmittals*.

Course Number: _____

Course Dates: _____

Host Council: _____

Location(s): _____

Name: Last, First	Occupation	Home Council	District	Scouting Position	Ticket Completion Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					



Name: Last, First	Occupation	Home Council	District	Scouting Position	Ticket Completion Date
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
31					
32					
33					
34					
35					
36					
37					
38					
39					
40					
41					
42					
43					
44					
45					
46					



Name: Last, First	Occupation	Home Council	District	Scouting Position	Ticket Completion Date
47					
48					
49					
50					
51					
52					
53					
54					
55					
56					



WOOD BADGE

Course Director's Closeout Report

Submit as directed by the *Schedule of Course Reports and Transmittals* within 30 days of close of course.

Dates of course _____

Wood Badge Course No. _____

Region _____ Area _____

Host council name _____ Host council No. _____

Course dates _____ Course location _____

Number of participants: (volunteer) _____ (professional) _____

Number of staff members: (volunteer) _____ (professional) _____

_____ participants were not certified. List their names and circumstances on a separate sheet.

The following staff members were presented with assistant course director beads:

Comments:

Host Council Scout Executive signature _____ Date _____

Course Director signature _____ Date _____

Address of course director _____

Attachments (copies to area training chairman and national office):

- Course final staff roster
- Course final participant roster
- Participants by Scouting position form
- Future staff recommendations, including information on current staff and promising participants
- Names and circumstances of uncertified participants, if any
- Comments and recommendations

Note: If the course was operated below the minimum number of participants, circumstances should be explained on a separate page, including the name and title of the individual who authorized the course.



Future Staff Recommendation Form

- There is NO official form for making staffing recommendations.
- Use this worksheet in any way that helps you and your council's Wood Badge program.

Instructions for Using Electronic Spreadsheet Option

Staff Sheet: (copy from the staff worksheet that has only one heading row)

1. Copy the column headed 'Name' from your roster* and paste it into Column 1 on the Staff sheet here.
2. Copy the column headed 'Staff position' from your roster and paste it into Column 2 on the Staff sheet here.
3. The form will fill automatically from your inserted information.
4. You may want to mark the positions each staffer has already held before asking for feedback.
5. See additional notes in the margins of the Staff sheet on how to insert check marks and check boxes.

Participant Sheet: (copy from the participant worksheet that has only one heading row)

1. Copy the column headed 'Name' from your roster and paste it into Column 1 on the Participant sheet here.
2. Copy the column headed 'Patrol' from your roster and paste it into Column 2 on the Participant sheet here.
3. The form will fill automatically from your inserted information.
4. See additional notes in the margins of the Participant sheet on how to insert check marks.

NOTE: Since NYLT and Wood Badge now reflect each other, this form includes an NYLT option. Share your results with your council NYLT coordinator and future course directors as well as with your Wood Badge coordinator and course directors.

Course #:

Council: _____

Course Director: _____

Dates: _____

[illegible]

Participant Staff Potential

Participant		Patrol	For Sure	Likely	Maybe	Not Likely	NYLT	Comments
Ex.	Little Bo Peep	Lamb				✓		Gets lost too easily
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
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56								



WOOD BADGE

Sample Letter of Invitation

(Adjust to meet your course situation. Instructions and portions of the letter that may need to be tailored specifically are in italics.)

Dear *(Scouter's Name)*:

Wood Badge is intended for all adults in Scouting, as well as national, council, and district volunteers and professionals. It focuses on leadership. The objective is to demonstrate the aims and methods of Scouting through the presentation of leadership skills, organizational tools, and a variety of activities based on the best of Scouting traditions. In addition, participants will enjoy the fellowship of sharing the experience with volunteer and professional Scouters while having a great deal of just plain fun.

I invite you to participate in one of our upcoming Wood Badge courses *(or the upcoming Wood Badge course)* that our council is presenting *(along with the ABC Council)*. This will be a tremendous opportunity for you to

- Understand Scouting as a family of interrelated, values-based programs providing age-appropriate activities for youth.
- Recognize leadership concepts used in America and discover how those concepts are relevant to our values-based movement.
- Apply the skills you learn to your Scouting role, at work, at home, and elsewhere.
- Revitalize your commitment to Scouting by sharing in an inspirational experience that helps to provide Scouting with renewed leadership to accomplish its mission.

Many Scouters consider Wood Badge to be the peak experience of their Scouting careers. It has served as a source of inspiration to thousands. In return, Wood Badge participants have positively affected the lives of millions of America's youth. Wood Badge will help you perform your Scouting functions more effectively and with less time and trouble, improving your unit for your child and all the other members.

The course(s) will be conducted at Camp _____ in *(two weekend sessions or one five-day session)*. The dates are _____ to _____. You must attend and participate for all five days, and after the course you will do some projects to help your unit and Scouting in general. You design the projects and complete them within the 18 months after the course.

The cost of the course is \$_____, submitted as follows:

Deposit of \$_____ with application.

Second payment of \$_____ by _____.

Balance by _____.



WOOD BADGE

Limited scholarship assistance is available. Please contact _____, our course director, if you have any concern about attending because of cost or would like to seek an alternative payment schedule.

Course enrollment is limited. I encourage you to register as soon as possible to reserve your spot.

I sincerely hope that you can participate. You will enjoy it fully and benefit from it immensely. You are to be commended for the work you are doing now in Scouting. The Wood Badge experience will enable you to make an even greater contribution as you help deliver the promise of Scouting.

Should you need more information, one of our Wood Badge Scouters will be glad to visit with you. Please feel free to contact *(name, probably the course director)* at

(phone number) _____ or *(email)* _____.

I urge you to register right away using this link *(link to online registration page, if any)*, or go to our council website at *(insert the URL)* to register.

Yours in Scouting,



WOOD BADGE

Sample Letter of Acknowledgment

(Adjust to meet your course situation. Instructions and portions of the letter that may need to be tailored specifically are in italics.)

Dear _____:

I am pleased to welcome you to the upcoming Wood Badge course and to acknowledge receipt of your acceptance. Let me give you an overview to help you prepare for the course.

First, please do the following before *(date)*_____:

1. Pay all fees directly to _____ Council.
2. Mail your completed personal resource questionnaire to the course director or scribe. At check-in for the course, you will hand carry your completed medical form, signed by a physician, with you. Do not email this. **We cannot allow you to participate in this course without a current, complete medical form with parts A, B, and C.**
3. For planning purposes, at least one month before the course begins, please tell the course director or quartermaster of any special dietary needs or physical limitations.

(The following paragraph should be written to include specifics concerning the location, dates, times of arrival and departure, and any additional information that will help participants understand the major details of the course.)

Our course will begin with registration at 7 a.m. on *(day and date; e.g., Friday, May 18, 2020)* at *(name of course location)*. A map is attached. I have also attached a suggested equipment list to assist you in planning. *(Insert a sentence describing any special camp-related cautions such as mosquitoes, ticks, bears, etc.)* See the attached Personal Equipment List for information on clothing and equipment needed to successfully cope with these situations in the outdoors. **Attendance for all five days of the course is required.**

To help you begin considering issues that will be important during the course, please set aside time in the coming weeks to consider and to answer the 15 questions of the enclosed pre-course assignment. The assignment is for your benefit, and only you will see your answers; instructions are included with the assignment.

The first three days of the course will be held at *(location)*_____. Most of that time will be filled with instruction in various leadership development skills. All your meals will be prepared by staff members. The final two days of the course will take place in the backcountry, where you will camp and cook as a member of your patrol using the principles of Leave No Trace. The hike to the campsites will be relatively short and easy; however, we will provide alternative transportation for anyone who requires it.



WOOD BADGE

During the Wood Badge course, please wear the uniform of your position in Scouting. If you serve in more than one capacity, wear the uniform representing the position in which you are most active. Enclosed with this letter is a BSA Uniform Inspection Sheet.

(Enclose the appropriate, most current uniform inspection sheet.) Please inspect your uniform before coming to the Wood Badge course and make any corrections. Should you have any questions, refer to the current BSA Guide to Awards and Insignia. In addition to your official uniform, you may at times during the course wear an “activity uniform” consisting of uniform pants (short or long) and a Scouting T-shirt. Non-Scouting shirts are not acceptable.

During course activities, we ask that you keep your phone in silent mode, so as to avoid interruptions. For emergencies only, you may be reached during the course at this telephone number: _____.

If you have any questions, please feel free to call me at _____ during the day or _____ in the evening. I join with the rest of the Wood Badge staff in welcoming you to the upcoming course. I am certain it will be a mountaintop experience for all of us.

Yours in Scouting,

Wood Badge Course Director



Sample Course Director and Staff Recognition Ceremony

Concept

This presentation ceremony is generally held the afternoon or the evening before the first day of a Wood Badge course. If staff recognition has not previously been awarded, the course director will receive the fourth bead, and new staff members will receive their third beads. The first master of ceremonies should be someone who has already earned the fourth bead, since they have gone through the same experience. This person recognizes the course director. The course director then presents the new staff members with their third beads and certificates.

Ceremony

Master of Ceremonies: “Before us are some of the symbols of Wood Badge. I ask you to reflect upon them.”

Note: *Display some symbols of Wood Badge—an axe-in-log, kudu horn, the central theme chart.*

“The time has come when your commitment and responsibilities warrant distinctive tokens of recognition. Course Director, will you please step forward?”

“Mr./Ms. Course Director, you have worked long and faithfully on preparations leading up to this moment when you receive a fourth Wood Badge bead in recognition of this commitment.

“You were selected to direct this course because of what you have done and will continue to do for Scouting. Mr./Ms. Course Director, on behalf of all those who will benefit from your commitment to this course, it is now my honor to present you with your four beads and your course director’s certificate. Congratulations.”

Note: *Remove the course director’s three-bead set and replace it with the four-bead set.*

“Staff, I present your course director!”

Course Director: “Thank you. By accepting a position on the staff of this course, each of you has accepted a commitment to develop the leadership skills of our fellow Scouters. By doing so, you will contribute to the reality of Scouting and all that it promises. In this way, you too will spread the light of Scouting.

“Together we have undergone a comprehensive and demanding period of staff development. Tomorrow our work begins in earnest.



WOOD BADGE

"The course will pass all too quickly. Together we will watch a group of Scouters develop leadership skills and grow in their love for the Scouting program. It will be hard work, but it will be a labor of love with great rewards.

"The time has come when your commitment and responsibilities warrant distinctive recognition. When I call your name, please come forward."

Note: *Call the names of previous staff members who have already received their third beads, then wait for them all to move forward.*

"Will you do your best to maintain a positive attitude during the course? If so, answer, 'I will.'"

"As I call your name, please come forward.

Note: *Call the names of new staff members, then wait for them all to move forward.*

"Will you do your best to maintain a positive attitude during the course? If so, answer, 'I will.'"

"It is now my pleasure to present you with your third Wood Badge bead and your staff certificate.

Note: *Remove each staff member's two-bead set and replace it with the three-bead set.*

Note: *Present staff certificates.*

"Staff, please signify that you accept the responsibility of fulfilling your staff positions by making the Scout sign and repeating after me:

"I, (name), promise to do my best to be worthy of the position as a staff member of Wood Badge course No. _____, for the good of the course participants, my fellow Scouters, and the World Brotherhood of Scouting."

"Congratulations! Let us close by singing 'On My Honor.'"



WOOD BADGE

Patrol Letter (Optional) (Sample Draft Letter from the Troop Guide)

(Date)

Dear Patrol Members:

I was honored to serve as your troop guide during your Wood Badge course. Wood Badge is a special program, and I hope you have many wonderful memories of your participation in the course.

I also hope you have learned some new skills, refined some others that you already knew, and strengthened your knowledge about and commitment to Scouting. Most everything in the course should serve you well, in and beyond Scouting.

I have enjoyed getting to know you and observing your patrol's development. I hope our Scouting paths will cross again.

Yours in Scouting,

(Signature)

Troop Guide



WOOD BADGE

Patrol Letter

Sample Draft Letter from the Scoutmaster

(Note: To be shared with participants as the staff departs the outdoor experience site late in the afternoon of Day Four.)

(Date)

Dear Patrol Members:

Congratulations upon successfully completing the practical stage of Wood Badge training. You should be proud of all that you have accomplished individually, and especially as a team. I am confident that, as you return home, the Wood Badge experience will help you to be a better leader and that you will play an important role in showing **Leadership in Scouting, Leadership in America** as we develop our youth into the next generation of leaders of character. You have an important role to play in strengthening Scouting in your units, districts, and councils. You have an even more important role to play in the lives of those you know, work with, serve and love—youth and adults. You can help others grow in their knowledge and skills, as well. Remember your promise “to help other people at all times.”

Wood Badge is an opportunity to develop lasting friendships while improving leadership and personal skills. This course has been challenging. It is full and demanding. For most participants, Wood Badge stands tall as a highlight of their Scouting careers. Some have described it as a life-changing experience.

Wood Badge training is just one of many opportunities we have to better ourselves through lifelong learning. As leaders, we must commit ourselves to continue to develop and grow. The opportunity, for each of us, to “become” a better person never really ends.

This evening is for you. Take time around your campfire and reflect on what you have learned during your time at Wood Badge training. Then, take time to celebrate your success as a team, and know that all of us serving on your Wood Badge staff are thinking of you and wishing you all the best.

Yours in Scouting,

(Signature)

Scoutmaster, Troop 1



Sample Wood Badge Recognition Script

Foreword

This ceremony should fully focus on the person receiving the recognition. Any in-depth Wood Badge history or spotlight on any staff member should be avoided. Additionally, “The Gilwell Song” only should be sung when the audience is all Wood Badge Scouters, as it would exclude those who have not been a part of the experience and therefore cannot participate in the song.

Preparation

Suggested ceremony assignments:

- Master of Ceremonies (may be the course director or someone selected by the candidate)
- Escorts/helpers to present neckerchief and woggle
- Person to present beads (course director, family member, or whomever the candidate would like)

The honoree-Participant (Scouter being recognized) should provide the master of ceremonies with a summary of their accomplishments, either to be shared by the MC or the participant themselves.

Note: Tell the team members that you will explicitly tell them when to perform their function during the ceremony; therefore, they need not worry about missing a cue. Various team members may give the different explanation portions of the ceremony. Personalize by using the participant’s name where appropriate.

Introduction to the Presentation Ceremony

Master of Ceremonies: We are here today to recognize _____ for his/her commitment to Scouting and his/her accomplishments resulting from the Wood Badge experience.

Explanation of Wood Badge

Note: Intended for general information, especially if non-Wood Badge people are present.

Master of Ceremonies: “Baden-Powell, the founder of Boy Scouting, began the training of adult Scouters in 1911 by organizing a series of lectures. In 1919, he made a further advance in Scouter training by devising and instituting the Wood Badge experience. He said, ‘One of the purposes of Wood Badge training is to get Scouters to think about the practice of Scouting, to meet, to exchange experiences, and to live together in the spirit of the Scout Oath.’



WOOD BADGE

“Wood Badge, while different in every country, is a world-wide training program, found in over 100 countries, today <insert participant’s name> joins tens of thousands of Scouters across the world who share in the learnings and recognition.

“Wood Badge is designed to be advanced leadership training for Scouting’s adults at the unit, district, council, and professional levels, taught through living the experience of a Scout troop employing the patrol method.

“The Wood Badge program consists of two phases: the training phase and the application phase.

“The training phase is set in an indoor and an outdoor environment where the participants partake in five days of classroom and hands-on learning activities.

“The application phase involves the participant’s commitment to complete a set of personal goals relating to his or her Scouting position. This commitment is known as ‘the Wood Badge ticket.’ In addition to strengthening the program in which the participant is involved, the ticket provides the opportunity to practice and demonstrate a working knowledge of the leadership skills presented during the course.

“When the participant has fulfilled the terms of his or her ticket, the Wood Badge recognition is presented.”

The Ceremony

Master of Ceremonies: “Would the award team now take their places?”

Note: *Call by name as they come forward.*

Master of Ceremonies: “Would escorts (*call by name*) please bring forward our recipient(s) (*call by name*) to be recognized?”

Note: *Speaker turns and faces the recipient(s). Address them by name.*

Master of Ceremonies: “(*Call recipient’s name(s)*), You have accomplished many things since you arrived at the training site and began your Wood Badge experience. In the course, you were introduced to many leadership and Scouting skills, and you wrote a ticket that was your commitment to put into practice what you had learned. You also set certain goals, which you expected to accomplish. During the application period, you were coached and counseled by a Scouter, and together, you evaluated your progress. Finally, you and your coach/counselor agreed that you had reached your goals.”

Note: *Speaker turns back and faces the audience. Take some time to talk about the accomplishments and benefits resulting from the ticket of this Scouter.*



WOOD BADGE

“<Insert Participant Name> has completed five goals that have made an impact to the Scouting movement and our Scouts.”

- Share or have the participant share one or two of the participant’s accomplishments or highlights.

Master of Ceremonies:

The Meaning of the Neckerchief

“When Wood Badge started in 1919, W. F. DuBois MacLaren, the commissioner in Scotland, purchased Gilwell Park near London, England, and presented it to the Scouting Association as a training center. We honor him by wearing a patch of the MacLaren hunting tartan upon the neckerchief.

“Please present the Wood Badge neckerchief.” *(Assigned team member does so.)*

The Meaning of the Woggle

“Wood Badge Scouters the world over are recognized by a two-strand leather woggle. Please present the Wood Badge woggle.” *(Assigned team member does so.)*

The Meaning of the Beads

“Wood Badge is named for the badge given those who successfully complete the entire experience. The badge consists of two wooden beads, worn on a leather thong around the neck. These are replicas of a bead necklace obtained in 1888 by Baden-Powell while he was serving in the military in Africa.

“Please present the Wood Badge beads.” *(Requested presenter does so.)*

Conclusion of Ceremony

“It has been said that Wood Badge is the peak Scouting training experience. This may be true, but it is much more. It is a commitment—a commitment to lifelong learning, a commitment made by a candidate, toward service to Scouting and its ideals, and to one’s self. Every Scouter accepted for a Wood Badge course subscribes to this commitment both in words and deeds.

“In the words of Baden-Powell, ‘In every country the aim of the Scout’s training is identical. Namely, efficiency for service toward others; and with such an object in common, we can, as an international brotherhood of service, go forward and do far-reaching work.’

“The Wood Badge award carries with it a certificate that reads: **‘Wood Badge, given by Boy Scouts of America, in recognition of completing the National Wood Badge requirements.’** It is signed by the chief Scout executive.” *(Present the certificate.)*

“And now we would like to invite you to congratulate these Scouters for their completion of Wood Badge.”



Gathering Adventures Rotation Stations

Sample Rotation Times for 60 minutes/8 stations

Depending on the size of your course and when participants arrive, you may have six, seven, or eight activity stations. Dens may not have a chance to visit all stations. Create a schedule below that allows time to do the activity plus a two-minute debrief. Build in time for travel between stations, as well. Be Prepared.

	Activity Station 1	Activity Station 2	Activity Station 3	Activity Station 4	Activity Station 5	Activity Station 6	Activity Station 7	Activity Station 8
Den 1								
Den 2								
Den 3								
Den 4								
Den 5								
Den 6								
Den 7								
Den 8								



Day One Gathering Activity

Station 1: Flag Etiquette

Wolf Required Adventure: Council Fire (Duty to Country)

- With your den or pack, participate in a flag ceremony and learn how to properly care for and fold the flag.

Materials Needed

For this activity, have two or three U.S. flags. Deliberately refer to how EDGE is applied in teaching this skills station.

Facilitator Instructions

Explain: Facilitator should explain the importance of teaching Scouts to respect the U.S. flag. Our flag represents our people, our land, and our many ways of life. By handling and displaying it correctly, we learn how to respect the flag and the ideals it represents. Some basic rules help ensure that the U.S. flag will always be displayed in an orderly and respectful manner. These rules include hoisting it briskly, lowering it slowly, and folding it properly. Facilitator should speak through the steps for folding a flag, which may be done with a demonstration.

“Folding the U.S. flag takes a team of two: The two partners begin by folding the flag in half lengthwise and then again in half lengthwise, keeping the blue field on the outside. Then, while one holds the flag by the blue field, the other makes a triangular fold in the opposite (striped) end and continues folding in triangles until nothing shows but the blue field. Secure the end by tucking it into the other folds. When stored, always keep the flag folded in this manner.”

Demonstrate: Facilitator may ask participants who have or have not yet experienced folding a U.S. flag to be part of the demonstration. Regardless of the participants' experience, the facilitator should call out the step-by-step instructions while demonstrating each step.

Guide: Facilitator may form teams to mix experience/inexperience participants. Start each team with the flag open and the facilitator calling out the steps. Be sure each flag is positioned correctly before triangle folds begin. Have team members switch positions and follow the process again.

Enable: Review use of EDGE and ask if participants feel (1) enabled to fold the flag properly, and (2) confident in using EDGE method to teach Scouts. If time permits, facilitator may have teams try to fold the U.S. flag with their eyes closed and using their sense of touch.



WOOD BADGE

Debrief:

Scouting involves games 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).

Ask: Which of the aims of Scouting does flag etiquette promote?

Answers may include citizenship training, character development, and leadership development.

Ask: Where can we always find a U.S. flag to use for an opening ceremony whether indoors or outdoors?

Remind everyone that Scouts always have a United States flag for opening ceremonies anywhere in the world and in the outdoors. Remember, Americans placed a U.S. flag on the moon. We can always direct attention to the sky for an opening ceremony.



Day One Gathering Activity

Station 2: Knot-Tying

Bear Required Adventure: Bear Necessities

- Demonstrate how to tie two half-hitches and explain what the hitch is used for.

Arrow of Light Required Adventure: Scouting Adventure

- Show how to tie a square knot, two half-hitches, and a taut-line hitch. Explain how each knot is used.

Materials Needed

For this activity, you need about 14 knot-tying ropes.

Facilitator Instructions

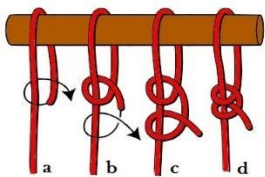
Explain: Every knot has a specific use, and the EDGE method will be used to teach knot-tying skills.

Joining knots, like the square knot, join together two ropes.



1. Hold a rope end in each hand.
2. Pass right end over and under rope in your left hand.
3. Pass rope end now in left hand over and under rope in your right hand.
4. Pull the knot snug. Remember “right over left; left over right.”
5. If you go right over left and then right over left again, you’ll end up with a granny knot, which is not very secure.

A hitch is a knot that ties a rope to something. Use two half-hitches when you want to tie a rope (called a “guy line”) to a tent or dining fly. The knot will slide down easily to secure the rope.

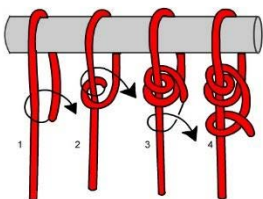


1. Pass the end of the rope through the grommet or around the post.
2. Bring the end over and under the body of the rope (known as the “standing part”), then back through the loop that has formed. This makes a half-hitch.
3. Take the end around the standing part a second time and tie another half-hitch.
4. Pull the knot snug.



WOOD BADGE

A taut-line hitch (“taut” is another word for “tight.”) is like two half-hitches, but it creates a loop that doesn’t slide. Use it to attach the guy line on your tent or dining fly to a stake in the ground. You can easily adjust it to tighten the rope.



1. Pass end of the rope around the tent stake.
2. Bring end under and over the standing part of the line to form a loop, then twice through the loop.
3. Again bring rope end under, over, and through a loop, but this time farther up the standing part.
4. Work any slack out of the knot.
5. Slide the hitch to tighten or loosen the rope.

Demonstrate: Facilitator may opt to demonstrate while explaining how to tie each knot.

Guide: Facilitator may mix experienced/inexperienced participants into teams and help guide knot tying.

Enable: Facilitator may discuss flexibility provided in EDGE to go back to Explain and Demonstrate as needed.

Debrief

Scouting involves games 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).

Ask: Which of the aims of Scouting did this knot tying activity promote?

Answers may include character development and leadership development.

Discuss: How did this activity provide an example of how to apply the EDGE method when teaching a skill?

Ask participants to reflect on how they experienced the EDGE process.

Discuss how we as adults sometimes must exercise enormous patience in continuing to guide while sometimes returning to explain or demonstrate before guiding again and then enabling others. Now, participants can teach their Scouts to teach each other using the EDGE method.



Day One Gathering Activity

Station 3: Blanket Ball

Wolf Required Adventure: Running with the Pack

- Play catch with someone in your den or family who is standing 10 steps away from you. Play until you can throw and catch successfully at this distance. Take a step back and see if you can improve your throwing and catching ability.

Bear Required Adventure: Grin and Bear It

- Play a challenge game or initiative game with the members of your den. Take part in a reflection after the game.

Materials Needed

For this activity, you need two sheets or blankets and two balls or large soft objects. If time permits, increase the fun by adding additional balls to the game.

Facilitator Instructions

Form two groups. Group members grab hold of a blanket's edges, with a ball in the center of the blanket.

1. Have players practice throwing the ball up and catching it by moving the blanket up and down in unison, trying to get the ball as high as possible.
2. After the groups have developed some skill in catching their own ball, have players toss a ball toward the other group to catch on their blanket. Have groups practice throwing a ball back and forth.
3. After the groups have developed some skill in catching the ball from the other group, have groups simultaneously toss their ball to the other group.

Debrief

Scouting involves games 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).

Ask: Which of the aims of Scouting does this activity promote?

Answers may include character development, personal fitness, and leadership development.

Ask: How did each group decide to toss the ball to the other team?

Ask: What skills do participants feel they further developed?

Answers may include team-building skills, communication skills, cooperative or collaborative skills, etc.



Day One Gathering Activity

Station 4: Disability Awareness

Wolf Elective Adventure: Cubs Who Care

- With your den, try doing three of the following things while wearing gloves or mittens:
 - Tying your shoes
 - Using a fork to pick up food
 - Playing a card game
 - Playing a video game
 - Playing checkers or another board game
 - Blowing bubbles
- Paint a picture two different ways: Paint it once the way you usually would paint it, and then again while using a blindfold. Discuss with your den the ways the process was different.

Webelos Elective Adventure: Aware and Care

- Take part in an activity that simulates dexterity impairment.

Materials Needed

For this activity, have at least six sets of gloves, a couple decks of cards, boxes of crayons, and plain sheets of paper for each round. Refer to the EDGE process.

Facilitator Instructions

Explain: The facilitator should explain the importance of teaching Scouts to be aware of differences in abilities and challenges faced by others. This adventure is intended to help Scouts learn about physical disabilities, which are more easily understood at their age than learning and intellectual disabilities.

Demonstrate: The facilitator should demonstrate how simple activities can be set up for Scouts that raise awareness of disabilities, teach empathy, and provide opportunities to be kind, helpful, friendly, and cheerful.

Guide and Enable: The facilitator should guide and enable participants in trying a variety of activities wearing gloves, such as playing cards and using crayons. Instruct participants to draw a simple picture, then to try to draw the same picture with eyes closed, and finally to draw the picture with their non-dominant hand. How do the drawings compare?



Debrief

Scouting involves games 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).

Ask: Which of the aims of Scouting does this activity promote?

Answers may include character development, personal fitness, and leadership development.

Ask: How was it harder for you to handle the cards wearing gloves?

Ask: Did you use your dominant hand to hold the paper when you drew the picture with the other hand?

- What if you weren't able to hold the paper with your hand as you drew?
- Is that more like a real situation where you must use your non-dominant hand because your dominant hand is incapacitated?

Ask: How have you made accommodations for adults and Scouts with a known disability?

Ask: Did this give you any insight into the frustrations of a youth who is trying to keep up with his or her peers?

Ask: How can we encourage youth to educate other youth to be inclusive, to recognize that everyone is different and, although some may have more challenges than others, to not exclude anyone?



Day One Gathering Activity

Station 5: Patch Memory Game

Arrow of Light Required Adventure: Scouting Adventure

- Describe the First Class Scout badge, and tell what each part stands for. Explain the significance of the First Class Scout badge.

Materials Needed

Print and cut out the position patch template and square knot template on card stock.

Position Patches

- Print and cut out position patches.
- Glue the patches with words back-to-back to the matching patch that does not have words on it. This is game piece #1; game piece #2 is the title card.

Square Knots

- Print and cut out all cards.
- Glue square knot award back-to-back to the description card. This is game piece #1; game piece #2 is the title card.

Facilitator Instructions

Facilitator should explain the importance of having activities to help Webelos Scouts transition into Scouts BSA. The purpose of this activity is to help participants get to know positions and awards in Scouting they may not know.

Memory Game Exercise

- Place all position patches on table with the worded side facing up and place all square knot awards side by side with correct title cards. Allow a minute or so for the participants to try to memorize what they are. Then, have participants turn their backs.
- While their backs are turned, you turn over position patches so that the wordless side shows, and lay out the position title cards; then mix up the square knot awards and their title cards.
- Have participants turn around and see if they can match the position patch and square knot awards to the correct title card.



Debrief

Scouting involves games 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).

Ask: Which of the aims of Scouting does this activity promote?

Answers may include character development, mental fitness (memory), or leadership development (know the positions and awards in Scouting).

Ask: How does this type of activity help with transitions in Scouting?

Knowing the positions and awards in Scouting helps us to better understand the structure, program, and values.



Day One Gathering Games

Station 5: Patch Memory Game (Position Patches) Materials and Instructions

Preparation

- Print out all pages on card stock.
- Glue the position patches to the opposite side of the matching patch that does not have the corresponding title.

Exercise

1. Place all position patches on a table with the official emblem side facing up. Allow a minute or so for the participants to try to memorize what they are.
2. Then have participants turn their backs while you turn the cards over so that the side emblem-only patch shows face up.
3. Lay out the position word cards. Then have participants turn around and see if they can now match the patch to the correct position word card.





WOOD BADGE





WOOD BADGE





WOOD BADGE





WOOD BADGE





WOOD BADGE





WOOD BADGE





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WOOD BADGE



Assistant Patrol
Leader

Quartermaster

Den Chief

Venturing Crew
President

Cubmaster

Webelos Den
Leader



Troop Historian	Librarian	Scoutmaster
Assistant Senior Patrol Leader	Patrol Leader	Troop Guide
Instructor	Pack Committee	Scribe
District Commissioner	Venturing Crew Advisor	District Executive



Day One Gathering Activity

Station 5: Patch-matching Game (Square Knots) Materials and Instructions

Preparation

- Print and cut out all knots, descriptions, and titles from table.
- Glue knot and description together back-to-back. This is “game piece” #1.” The knots key below is here to help match them up. “Game piece” #2 is the title card.

Exercise

Place title cards and knot picture cards, with pictures facing up, on activity table surface. See if participants can recognize and match the picture of the knot card to the title card. The description on the back of the knot is for further exploration and an understanding of knots that youth and adults may earn or have bestowed upon them and wear on their uniforms.

<p>The Distinguished Commissioner Service Award is the highest recognition that can be given to a commissioner who is consistently engaged in distinguished and exceptional commissioner service resulting in significant, positive impact to youth, units, and a district and/or council.</p>	<h2>Distinguished Commissioner Service Award</h2>
<p>The Doctorate of Commissioner Science recognizes completion of a standardized training program, including a thesis or project, and the achievement of performance objectives to improve unit service.</p>	<h2>Doctorate of Commissioner Science</h2>
<p>The Medal of Merit may be awarded to a youth member or adult leader who has performed an act of service of a rare or exceptional character that reflects an uncommon degree of concern for the well-being of others.</p>	<h2>Medal of Merit</h2>



The **Silver Beaver Award** recognizes registered Scouters of exceptional character who have provided distinguished service within a council.

Silver Beaver Award

The **William D. Boyce New-Unit Organizer Award** recognizes volunteers who organize one or more traditional Scouting units.

William D. Boyce New-Unit Organizer Award

The highest rank in Cub Scouts is the **Arrow of Light**.

Arrow of Light

The **youth religious emblem program (knot)** is designed to encourage youth members to work on the religious emblem pertaining to the denomination of their choice.

Youth Religious Emblem



Adult Religious Emblems—An Adult religious recognition award is presented by nomination only. The recognition is presented to worthy adults for their outstanding service to youth both through their religious institution and the BSA.

Adult Religious Emblem

The **Scouting Service Award** recognizes adult volunteers who have earned one of the following awards that represent their dedication to a special segment of Scouting:

- Asian American Spirit of Scouting Service Award
- Whitney M. Young Jr. Service Award
- American Indian Scouting Association—Grey Wolf Award
- Special Needs Scouting Service Award
- Scouting Vale la Pena! Service Award

Scouting Service Award

Seabadge is an intense leadership and management training focused on the "how to" aspects of managing a successful youth led Sea Scout program.

Seabadge

The **William T. Hornaday Award** represents a substantial commitment of time and energy by individuals who have learned the meaning of a conservation/environmental ethic.

William T. Hornaday Award



The **Commissioner Award of Excellence in Unit Service** recognizes commissioners who provide exemplary unit service.

Commissioner Award of Excellence in Unit Service

The **James E. West Fellowship Award** is available to those persons who give gifts of \$1,000 or more to a council endowment fund.

James E. West Fellowship Award

The **Order of the Arrow—Distinguished Service Award** is presented to OA members—youth and adults—who have rendered outstanding service to the Order on a sectional, regional or national level.

Order of the Arrow— Distinguished Service Award

The **Silver Antelope Award** recognizes registered Scouters of exceptional character who have provided distinguished service within a region.

Silver Antelope Award



The **George Meany Award** is a national recognition approved by the AFL-CIO executive council. It may be presented to any adult union member who has made significant contributions to youth by volunteering with BSA.

George Meany Award

The **Venturing/Sea Scout Leadership Award** is presented by councils, regions, or National Council to Venturers/Sea Scouts who have made exceptional contributions to Venturing/Sea Scouts. There are levels of the medal, which indicate the basis on which the award is presented—council, area, regional, or national.

Venturing/ Sea Scout Leadership Award

The **Philmont Training Center Master Track Award** recognizes Scouters who attend conferences at PTC, return to and promote PTC conferences, recruit others to do the same, and train others.

Philmont Training Center Master Track

The **Community Organization Award** is a category of awards for secular, national, and community organizations to award for exceptional voluntary service.

Community Organization Award



The **District Award of Merit** is awarded by a district to a registered Scouter who renders service of an outstanding nature at the district level.

District Award of Merit

The **Scouter's Training Award** is earned by roundtable commissioner staff, Cub Scout leaders, Webelos Scout leaders, Scouts BSA leaders, Venturing leaders, Sea Scout leaders, commissioners, and district committee members to encourage training and performance.

Scouter's Training Award

The **Unit Leader Award of Merit** is presented to unit leaders to encourage units to be strong and viable by attaining certain benchmark characteristics of strong units.

Unit Leader Award of Merit

Eagle Scout is the highest rank that can be earned in Scouts BSA. It can also be earned through Venturing and Sea Scouts.

Eagle Scout



WOOD BADGE

Quartermaster is the highest rank earned by a youth in Sea Scouting and is awarded to Scouts who complete a number in addition to showing dedication and leadership.

Quartermaster

The **Silver Buffalo Award** is designed to recognize registered Scouters and others of exceptional character who have provided distinguished service at the national level.

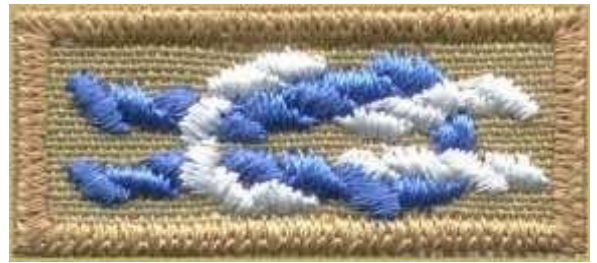
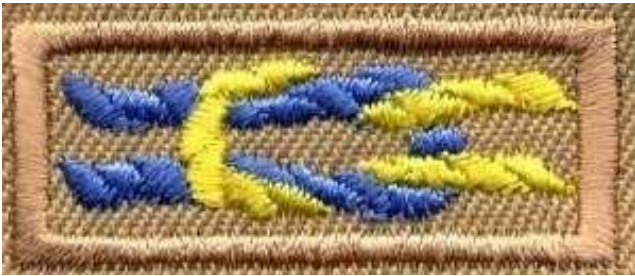
Silver Buffalo Award

The **International Scouter Award** encourages Scouters to broaden their involvement in Scouting through participation in world Scouting activities and recognizes Scouters for their contributions to world Scouting.

International Scouter Award

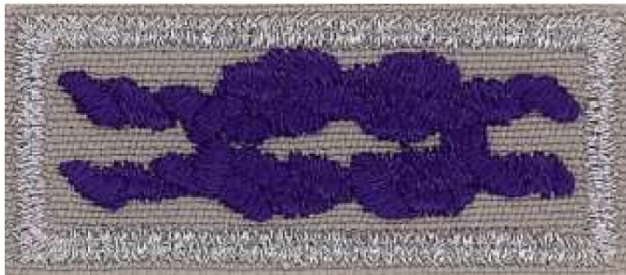
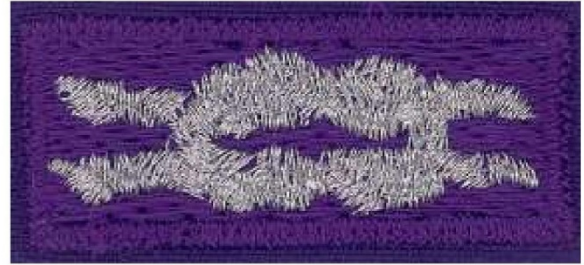


WOOD BADGE



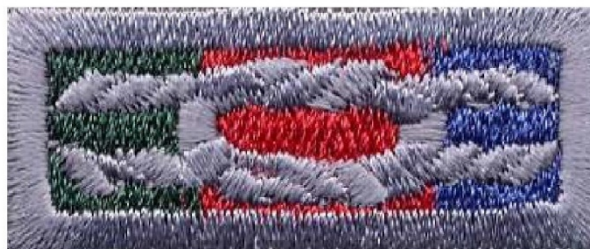


WOOD BADGE



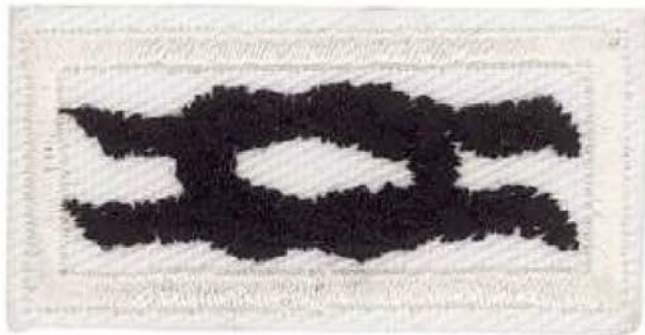


WOOD BADGE





WOOD BADGE





Day One Gathering Activity

Station 6: Sherpa Walk

Wolf Required Adventure: Howling at the Moon

- Show you can communicate in at least two different ways.

Webelos Elective Adventure: Aware and Care

- Develop an awareness of the challenges of the blind through participation in an activity that simulates blindness.
- With your den, participate in an activity that focuses on the acceptance of differences in general.

Materials Needed

For this activity, have at least six blindfolds (e.g., handkerchiefs) and set up a short course from point A to point B that passes through a significant obstacle, such as cluster of trees, that would be challenging to navigate. Facilitator acts as a spotter to keep participants from harm.

Facilitator Instructions

Instruct the group that they need to get from point A to point B through an obstacle while blindfolded.

1. Have group members line up and give them blindfolds to put on.
2. Explain that one member in the center of the line—the Sherpa—can see but is not allowed to talk.
3. Everyone else can talk but cannot see.
4. Tell them that it is up to the group to go from point A to point B.
5. Instruct the group that you will be walking with them, providing spotting as they move along.



Debrief

Scouting involves games 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).

Ask: Which of the aims of Scouting does this activity promote?

Answers may include character development and leadership development.

Ask the group the following questions:

- Did the group establish an effective communication system? Describe it. Who created it?
- Who was the leader, really?
- Did you trust each other? Did you trust the leader?
- How did you take care of each other?
- Did you help the group or “blindly” follow?
- What other communication systems could the group have used?
- How was danger signaled?

Ask the Sherpa the following questions:

- How did you feel about being the only sighted one?
- How did you feel about dual leadership roles?
- Were there other means of communicating with the group?

Discussion:

Scouts are helpful, cheerful, and trustworthy. In that context, discuss the importance of working together to share ideas, being part of a team, and learning to cope with stress, fear, and anxiety. Through this activity, team members should recognize that all people are different and have challenges but that people with challenges are not helpless and often give back to their community through service to others.



Day One Gathering Activity

Station 7: Standing Staves

Tiger Required Adventure: Games Tigers Play

- Play 2 initiative or team-building games with the members of your den.
- Listen carefully to your leader while the rules are being explained, and follow directions when playing.
- At the end of the game, talk with the leader about what you learned when you played the game. Tell how you helped the den by playing your part.

Materials Needed

- Need 1 stave per player. Deliberately refer to how EDGE is applied in teaching this skills station.
- Instructor may view this resource: <https://troopresources.scouting.org/standing-staves-video/>

Facilitator Instructions

Explain: Facilitator should explain the importance of team building and cooperation. This game uses staves to stress cooperation by keeping staves upright while moving around the circle and catching each stave from one to another. Each player holds a stave in a circle facing each other.

Players stand in a large circle facing inward. Each player holds a stave upright in front of their body. When the leader calls “One up!”, all players move to the right and try to catch the next stave before it falls. If the leader calls “One down!”, all players move to their left and try to catch the stave before it falls. A player who fails to catch the next stave drops out of the game, and the gap in the circle remains. If “Two up!” or “Two down!” is called, player must bypass one stave and catch the next. When two Scouts are left, a leader stands between them. They move to the left of him for “Up!” and right for “Down!”.

Demonstrate: Facilitator should demonstrate movement as part of the circle while explaining.

Guide: Next, facilitator should have players practice each of the instructions (One up! One down! Two up! Two down!).

Enable: Review use of EDGE and ask if participants feel enabled to play the game on their own. Facilitator should be the first to call out instructions. Facilitator may offer to have a dropped player take turns calling out instructions.



Debrief

Scouting involves games 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).

Ask: Which of the aims of Scouting does a team-building and cooperative game promote? Answers may include character development and leadership development.

Other Questions to Ask:

- How difficult was it to keep the staves upright? Did it get easier as you progressed? Why did that happen?
- Did it matter how a player let go of the stave?
- What increased the challenge?
- What was the biggest problem you encountered with this activity?



Day One Gathering Activity

Station 8: Helium Sticks

Tiger Required Adventure: Games Tigers Play

- Play 2 initiative or team-building games with the members of your den.
- Listen carefully to your leader while the rules are being explained, and follow directions when playing.
- At the end of the game, talk with the leader about what you learned when you played the game. Tell how you helped the den by playing your part.

Materials Needed

- One stick long enough for the group or a hula hoop.
- Facilitator may watch resource: <https://troopresources.scouting.org/helium-stick-video/>

Facilitator Instructions

Explain: Facilitator should explain the importance of team building. As a den, all players put the tips of two fingers of each hand under the stick. Players may stand on both sides of a stick. Working together, try to lower the stick to the ground without anyone's fingertips losing contact with the stick. Hula hoop may be used as an alternative. Deliberately refer to how EDGE is applied in teaching this skills station.

Demonstrate: Facilitator should demonstrate how to place tips of two fingers under a stick.

Guide: Next, facilitator should guide players and remind everyone to make sure their fingers do not lose contact with the stick, encourage players to communicate.

Enable: Review use of EDGE and ask if participants feel enabled to play the game on their own. Facilitator should allow players to communicate on their own.

Debrief

Scouting involves games 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).

Ask: Which of the aims of Scouting does a team-building and cooperative game promote? Answers may include character development and leadership development.

Other Questions to Ask:

- Did you initially think the activity would be as challenging as it was?
- How did you have to work as a team to be successful?
- What creative approaches were used?
- How did different individuals contribute to success?



Day One Gilwell Field Assembly

Agenda

Cubmaster leads this:

- **Good Morning, Pack 1! Welcome** to our Wood Badge course and to the Gilwell Field assembly.
- **Gilwell Park** was the home of the very first Wood Badge course, and Gilwell Field serves as a symbol linking all Wood Badge courses through the years and throughout the world.
- As Cub Scouts, we will use the Cub Scout **sign (demonstrate)** when we need to get the attention of our fellow Scouts and to give them our attention as well. It is the ears of Akela high up on the **straight arm**.
- We will use the Cub Scout **salute (demonstrate)** to salute the flag. It is two fingers to the bill of the cap. We use the Cub Scout salute while the American flag is being raised.
- Den Chiefs of Pack 1, please conduct our opening flag ceremony.

Assistant Scoutmaster/den chief may lead the flag ceremony:

- Color guard advance. (*Den chiefs present the flags.*)
- Please post the American flag; Scouts, salute. Please join in saying the **Pledge of Allegiance Two.**
- Please make the **Cub Scout sign** and recite the **Scout Oath and Scout Law Two.**
- Please present the Historic Flag of 1777. (*At this command, explain its significance.*):
 - **Historic American Flag Presentation—The Flag of 1777**
With the signing of the Declaration of Independence, the new American nation needed a flag of its own. On June 14, 1777, Congress passed this resolution: “Resolved: That the flag of the thirteen United States be thirteen stripes alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.”
- Each star and each stripe represented one of the colonies that would become the United States.
- The Flag of 1777 flew over the young nation for 18 years.
- George Washington was the only president to serve under this banner. To this day, June 14, the birthday of our flag, is celebrated each year as Flag Day.
- Please post the Pack 1 flag.

Singing of “America the Beautiful”

- Let us honor this flag with a song that also honors America. Please join in singing “America the Beautiful,” which is on page ____ in the songbook.



WOOD BADGE

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!

- (Following singing of “America the Beautiful”) Color guard, dismissed.

Cubmaster leads this:

- We will begin with an **invocation led by** _____.
- Today we are joined by Scoutmaster _____ and members of Scouts BSA Troop 1, who are visiting us today in anticipation of our crossover ceremony at our Blue and Gold Banquet tonight. We will be introducing the other members of the troop at the banquet.
- We have staff with information to share with you this morning.
 - _____ has our weather report (Options: roll weather dice; read weather rock).
 - _____ has instructions about first aid.
 - _____ has our safety moment (hydrate, etc.).
 - _____ has instructions from the scribe.
- Den 1, you are responsible for lowering the flags at 5:50 p.m.
- When we dismiss, den chiefs please bring your dens to Gilwell Hall for the course overview session that comes next.
- As we close, I would like to offer you a **Cubmaster’s Minute** with some thoughts on serving others.
- When I say servant leader, who comes to mind? Maybe someone well known or someone you know close to home? (**Read: Cubmaster’s Minute, below**)

Cubmaster’s Minute

“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.**”



WOOD BADGE

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.”

Conclusion *(following Cubmaster's Minute)*

- Den chiefs, please take charge of your dens. Pack dismissed.



Course Overview—Summary

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 used 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.

Wood Badge focuses on 14 key competencies of effective leaders. It leverages decades of the Boy Scouts of America'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 their full potential. This summary of the course will provide you the perspective of what we plan to cover.

Wood Badge Mission

The mission of Wood Badge is to inspire and prepare adults to achieve the mission and aims of the BSA through premier leadership training that sets the example for youth empowerment that will benefit the world.

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.

Five Themes

Five themes are presented and discussed in this course, and they are implemented using 14 competencies. The themes are:

- **Living the Values**—about personifying the Scouting values and setting the example.
- **Growing**—about knowing and growing thyself first and a commitment to continuous improvement and lifelong learning.
- **Connecting**—about the importance of personal relationships.
- **Guiding**—focusing on enabling and developing others.
- **Empowering**—ultimately helping other people to become healthier, wiser, freer, more autonomous, and more likely, themselves, “to serve and to lead.”



Fourteen Leadership Competencies

- Drive Vision, Mission, and Values
- Know Thyself
- Communicate Effectively
- Include and Optimize Diverse Talent
- Learn to Listen, Listen to Learn
- Plan with a Bias for Action
- Develop Individuals and Teams
- Know the Territory
- Apply Interpersonal Savvy
- Manage Conversations
- Coach and Mentor
- Embrace and Lead Change
- Create a Culture: “Train Them, Trust Them, Let Them Lead!”
- Inspire the Heart

Study of Leadership

The research into how to lead groups first arose as a result of the Second Industrial Revolution in the late 19th and early 20th centuries. The first work environments were industrial ones, in which a car plant or a steel plant or an oil refinery gathered large numbers of workers in a small space to produce products. Henry Ford, of course, is given credit for creating the assembly line process in which each worker did one and only one job repeatedly as the line advanced to build cars. It appeared that this process would result in expert workers doing their jobs with great precision repeatedly.

What this process lacked, as we now know, is worker satisfaction or motivation to do the same repetitive and boring job for 10 hours or more.

In the early 1900s, Frederick Taylor began the process of analyzing work processes in such a way as to be sure they were as efficient as possible. If you have ever seen the original 1950 movie called *Cheaper by the Dozen* with Clifton Webb and Myrna Loy, you will have witnessed the story of Frank and Lillian Gilbreth, who were among the early proponents of time and motion studies in industry.

Later, the Hawthorne studies in Illinois in the 1920s and 1930s showed that industrial efficiency could be improved by improving conditions such as work breaks, better work stations, and—who knew?—paying attention to what made workers feel a part of the work process and listening to their ideas for improvements. It turned out that evaluating workers’ feedback, such as how much light they might prefer, could improve productivity.

As the 20th century unwound, work environments turned from industrial to more soft skills like insurance services and fast food and retail services. In these cases, the clear-cut focus on producing more cars or textiles gave way to work that was harder to measure. At this point, more people-focused studies of the workplace and how to be a good leader began to appear.



WOOD BADGE

"10 Leadership Theories in 5 Minutes" (www.youtube.com/watch?v=XKUPDUDOBVo)

Listed below are the 10 leadership theories that are worth reflecting on, to help you become a more effective leader:

1. The Great Man Theory postulated that great leaders are born and not made. You either have great leadership or you don't. The theory also attempted to identify the traits all great leaders have in common, but there are too many to be concise. One weakness of this theory is that we now understand that a great deal of leadership can be learned.
2. The Trait Theory of Leadership states that there are certain characteristics or traits that help us lead effectively. A shortcoming of this theory is that there are so many leadership traits that work, it is hard to narrow down a single set of traits.
3. The Skills Theory of Leadership revolves around certain skill sets within a leader that make the leader successful. These skills involve technical skills, people skills, and conceptual skills.
4. The Style Theory of Leadership focuses on the different styles of leadership. For example, some lead with an autocratic and demanding style and others a democratic style that invites participation.
5. The Situational Leadership Theory holds that there is no "one size fits all" model of leadership. Good leaders must adapt their style, skills, and traits based upon the current situation they are leading. Effective leaders learn to adapt.
6. The Contingency Theory of Leadership states that, though a leader can and needs to adapt to the situation, the leader still defaults to his or her own style, personality, and approach. So, the trick is to fit the right leader to the right situation. Effective leadership is contingent on matching the leader's style to the right setting.
7. The Transactional Theory of Leadership contends that people will follow leadership if there is a fair and equitable transaction that takes place—if the incentives match what is required of them. So, the leader's job is to find the right mix of rewards and punishments.
8. The Transformational Theory of Leadership states that leaders gain buy-in and commitment by encouraging and inspiring their followers toward a vision. Leaders get results by transforming the environment and relationships.
9. The Leader-Member Exchange Theory states that effective leadership occurs when there is a fair exchange between the leader and those being led. Both sides benefit from the exchange that takes place.
10. The Servant Leadership Theory holds that the leader is the servant of those whom he or she leads. The leader is focused on serving rather than being served. The servant leader creates an environment of trust and cooperation, which results in reciprocal service and ultimately higher performance.

How the Wood Badge Course Operates

- **The Troop Format**—Used for most of the course to illustrate and practice leadership in a Scouting setting
- **The Gilwell Gazette**—A daily newsletter to keep everyone in the course informed and provide them stories about patrols and participants
- **The Wood Badge Ticket**—An application based on your vision and the skills you'll learn in the course. You will be counseled on the completion of your ticket by an assigned ticket counselor.



WOOD BADGE

Drive Vision, Mission, and Values—Summary

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.

Key Wood Badge Themes

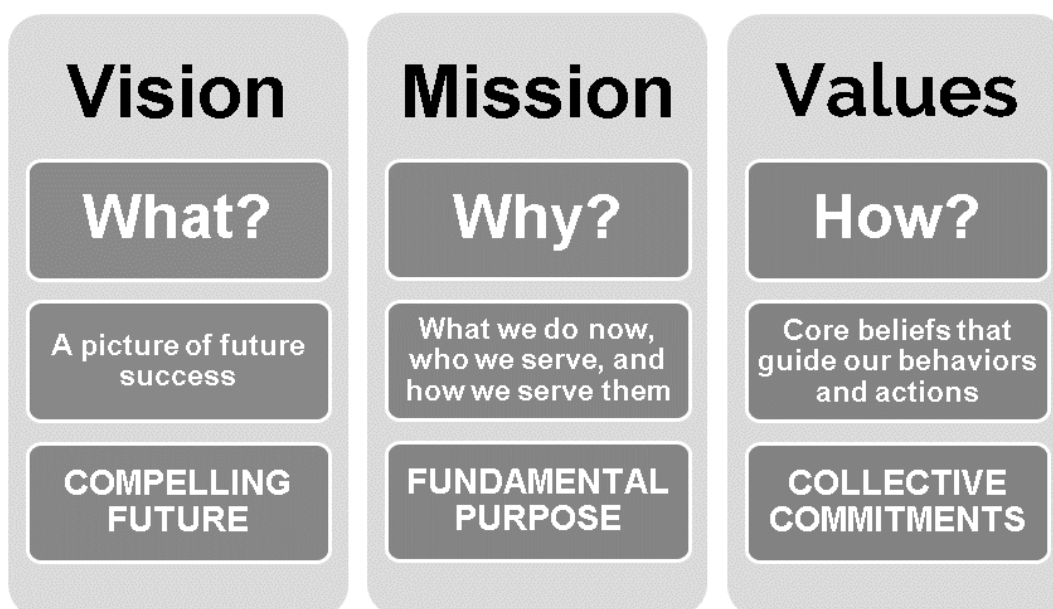
- Growing—Understanding one's personal vision, mission, and values sets the stage for developing a Wood Badge ticket.
- Living the Values—Relating one's personal vision, mission, and values to those of Scouting enables Scouters to live the values and serve as a role model for youth.

Connections to Other Sessions

- This session is followed by the “Know Thyself” den session, in which participants will explore their personal vision and values and begin thinking about their personal mission in Scouting.
- The next pack session will be “The Ticket,” in which participants will begin relating their personal vision, mission, and values and those of Scouting to their individual Wood Badge tickets.

References

- *The Seven Habits of Highly Effective People* by Stephen Covey
- *Start with Why* by Simon Sinek





WOOD BADGE

Mission vs. Vision

“What we do now, who we serve, and how we serve them”

vs.

“A picture of future success”

Values

“Core beliefs that guide our behaviors and actions”

Boy Scouts of America—Vision

“The Boy Scouts of America will prepare every eligible youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Scout Law.”

Boy Scouts of America—Mission

“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.”

Boy Scouts of America—Values

Scout Oath

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

“The creation of a thousand forests is in one acorn”

—Ralph Waldo Emerson



Scout Law

A Scout is:

- Trustworthy
- Loyal
- Helpful
- Friendly
- Courteous
- Kind
- Obedient
- Cheerful
- Thrifty
- Brave
- Clean
- Reverent



Personal Values Worksheet

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

1. _____

2. _____

3. _____

4. _____

5. _____

1. _____

2. _____

3. _____

“By choosing to embrace and practice good values every day, you may not always get what you desire, but you will always be the person you desire to be.”

—John C. Maxwell, *Today Matters*



Values Cards

Simplicity

Lacking complications

Trust

Belief in the character, strength,
or truth of someone or something

Effectiveness

Executing at a high level in order
to achieve maximum results

Kindness

The quality of being friendly,
generous, and considerate

Integrity

The quality of being honest and
having strong moral principles

Wisdom

Having intellectual capacity,
rationality, and reasoning ability



Honesty

**Speaking the truth;
being sincere and
having integrity**

Growth

**The pursuit of lifelong learning
and personal development**

Courage

**Having mental or moral strength
to resist opposition, danger,
or hardship**

Competence

**The ability to do something
successfully or efficiently**

Fairness

**Treating others in an
ethical manner**

Balance

**Striving to give equal attention
to work, home, and hobbies**



Status

The amount of respect, admiration,
or importance given to a person

Money/Wealth

An ample quantity of material
possessions; riches

Commitment

Dedication to a cause or activity

Accountable

Accepting responsibility for
actions and outcomes

Volunteerism/Service

Serving the community and
sharing time and talents

Structure

Using well-ordered
processes and systems



Quality

A distinctive attribute or characteristic possessed by someone or something

Passion

Strong degree of fondness; boundless enthusiasm

Independence

Being self-dependent and non-reliant on the influence of others

Diversity

Appreciating and respecting the uniqueness of others

Achievement

Success gained by the application of ambition and effort

Perfection

Possessing the highest degree of excellence



Loyalty

**The quality of being faithful
to someone or something**

Urgency

**State of requiring immediate
action or attention**

Teamwork

**Cooperation among members
of a unit in work or activity**

Recognition

**Giving and receiving
acknowledgment and
special attention**

Legacy

**Making a difference today
that will influence and
impact the future**

Knowledge

**Something learned
and kept in mind**



Fun

Enjoyment, amusement,
or lighthearted pleasure

Fitness

Being physically fit
and healthy

Family

The ability to spend quality
time with family members

Faith/Religion

Freedom to believe in
a higher power of choice

Efficiency

The power to produce a desired
result with the greatest economy

Creativity/Innovation

Thinking and acting in a
unique and inventive manner



Change

**To embrace and value
doing things differently**

Authority

**Possessing the power or right
to give orders, make decisions,
and enforce obedience**



Know Thyself—Summary



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.

Key Wood Badge Themes

- Growing
- Connecting
- Living the Values

Connections to Other Sessions

This session will set the foundation for the rest of the course—“that you cannot lead others until you learn to lead yourself”—and connects to sessions on the following competencies and sessions: Drive Vision, Mission, and Values; The Ticket; Communicate Effectively; Learn to Listen, Listen to Learn; Manage Conversations; and Inspire the Heart.

References

- *The 21 Irrefutable Laws of Leadership* by John Maxwell
- *Leadership Gold* by John Maxwell



Competency Summary

Know Thyself

Introduction

During Wood Badge, we will learn more about personal growth and personal planning. These concepts facilitate leadership skills useful in every aspect of our lives.

Self-Leadership

We cannot lead others if we cannot lead ourselves. And self-leadership is not always easy: as John Maxwell points out in *Leadership Gold*, “[t]he toughest person to lead is always yourself.” The key to self-leadership is the identification of personal values.

Personal Values

BSA is a values-based youth organization. Our values are reflected in the Scout Oath and the Scout Law, and other organizations are founded on personal values. For instance, Rotary International’s motto is “Service Above Self.”

Values reveal who we really are as a person, not who we would like to be or who we think we should be.

Your answers to your Personal Resource questionnaire may offer clues about the values that have influenced you, your leadership purpose, and your opportunities for growth.

Grow Opportunities

Identifying additional knowledge, attitudes, and skills needed to lead yourself will enhance your ability to lead others.

Leading Others

To lead others, you need to “lead from the inside out.”

Your Take-Home Message

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.

“Know yourself to improve yourself.”

—Auguste Comte, French philosopher



Wood Badge Ticket Worksheet

Name		Wood Badge Course Number	
Email Address		Home Phone Number	
Primary Scouting Position			
My Personal Vision of Success			
Ticket Counselor Name			
Ticket Counselor Phone Number			
Ticket Counselor Email Address			
Course Director Name			
Course Director Phone Number			
Course Director Email Address			

You have 18 months to work your ticket. If you have a question or concern about any part of your ticket, please contact your Ticket Counselor as soon as possible to discuss the issue.

Your ticket completion deadline is:

--

Ticket Goal	Write a short statement that gives a simple description or overview of this ticket goal.		
S Specific	<p>What exactly will you accomplish? Goals are clear, detailed, and unambiguous. A specific goal will usually answer the five "W" questions:</p> <ul style="list-style-type: none"> ▪ 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. 		
M Measurable	<p>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;</p> <ul style="list-style-type: none"> ▪ How much? ▪ How many? ▪ How will I know when it is accomplished? 		
A Attainable	<p>This term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch the goal-setter to achieve it, the goal is not extreme. An attainable goal will usually answer questions such as;</p> <ul style="list-style-type: none"> ▪ How can the goal be accomplished? ▪ What kind of roadblocks might interfere, and how can they be overcome? 		
R Relevant	<p>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;</p> <ul style="list-style-type: none"> ▪ Does this seem worthwhile? ▪ Why is this goal significant to my role in Scouting? 		
T Timely	<p>When will you achieve this goal? A commitment to a deadline helps focus efforts on completion of the goal on or before the due date. A timely goal will usually answer questions such as "when":</p> <ul style="list-style-type: none"> ▪ What can I do 5 months from now? ▪ What can I do 12 weeks from now? ▪ What can I do today? 		
Does This Goal:	Promote Diversity? <input type="checkbox"/> Yes <input type="checkbox"/> No	Promote Membership Growth and Retention? <input type="checkbox"/> Yes <input type="checkbox"/> No	Show a Line of Sight to the Youth? <input type="checkbox"/> Yes <input type="checkbox"/> No
Ticket Counselor Goal Approval:			Date:

Ticket Goal	Write a short statement that gives a simple description or overview of this ticket goal.		
S Specific	<p>What exactly will you accomplish? Goals are clear, detailed, and unambiguous. A specific goal will usually answer the five "W" questions:</p> <ul style="list-style-type: none"> ▪ 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. 		
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A Attainable	<p>This term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch the goal-setter to achieve it, the goal is not extreme. An attainable goal will usually answer questions such as;</p> <ul style="list-style-type: none"> ▪ How can the goal be accomplished? ▪ What kind of roadblocks might interfere, and how can they be overcome? 		
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Does This Goal:	Promote Diversity? <input type="checkbox"/> Yes <input type="checkbox"/> No	Promote Membership Growth and Retention? <input type="checkbox"/> Yes <input type="checkbox"/> No	Show a Line of Sight to the Youth? <input type="checkbox"/> Yes <input type="checkbox"/> No
Ticket Counselor Goal Approval:			Date:



WOOD BADGE

Wood Badge Ticket Worksheet

Name:	Joe Scouter	Wood Badge Course #	BSA-1308-1
Scouting Position:	Chapel Construction and Maintenance. I am the team leader for a group of workers that has built and now maintains the 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 chapel and ensure its survival for years to come			
In the SMART spaces below, please include descriptions on how you will apply the leadership competencies to complete this ticket goal.			
Ticket Goal #1 Write a short statement that gives a simple description or overview of this ticket goal.	Plant acorns to provide the resources of timber for future generations to continue the use of the chapel.		



WOOD BADGE

Is the 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?

Take a minute to discuss this within your den and pick just ONE of these answers. 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.

Ticket Goal #1	Plant acorns to provide the timber resources for future generations to continue the use of the chapel.
S Specific	<p>What exactly will you accomplish? Goals are clear, detailed, and unambiguous. A specific goal will usually answer the five “W” questions:</p> <ul style="list-style-type: none">• 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
<p>The construction 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 chapel. 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 Forest in Hampshire, England. We will educate ourselves about the proper time to plant and methods of planting the acorns.</p>	



WOOD BADGE

Which one of the following SMART characteristics is the best written for its criterion? Please take a few minutes to discuss within your den, and pick just **one** of these answers. Please be ready to explain your choice and what you would do to improve the other items.

Ticket Goal #1	Plant acorns to provide the timber resources for future generations to continue to use of the chapel
A. Measurable:	In the fall of 1308, my team will gather 100 acorns from the great forests surrounding New Forest and plant them. In 1309, the team will plant additional acorns if necessary.
B. Attainable:	After developing a plan, I will use the leadership competency of Manage Conversations and seek the approval from the chapel board of directors to complete this project. My team will work diligently to gather acorns from the great forests around the chapel and plant them along the pathways of the chapel.
C. Relevant:	This ticket goal will maintain the ability to supply the replacement oak lumber for repair work of the chapel. It will let the chapel continue to be a sustainable meeting place for years to come.
D. Timely:	Acorns will be gathered and planted in the fall of 1308.



Leadership Competency Matrix

Ticket Goal					Leadership Competency
#1	#2	#3	#4	#5	
					Drive Vision, Mission, and Values
					Know Thyself
					Communicate Effectively
					Include and Optimize Diverse Talent
					Learn to Listen, Listen to Learn
					Plan with a Bias for Action
					Develop Individuals and Teams
					Know the Territory
					Apply Interpersonal Savvy
					Manage Conversations
					Coach and Mentor
					Embrace and Lead Change
					Create a Culture: "Train Them, Trust Them, Let Them Lead!"
					Inspire the Heart

This form is for your reference in creating your ticket goals.
It is not required to be submitted as part of your ticket.



Patrol Position Roster

	Patrol Leader	Assistant Patrol Leader	Scribe*	Chaplain Aide**
Day One	(Denner)	(Assistant Denner)		
Day Two				
Day Three				
Day Four				
Day Five				

* The positions of scribe and chaplain aide may be held separately by the same individuals throughout the Wood Badge course, or they may rotate among several or all members of the patrol. Patrol leader and assistant patrol leader positions are to be rotated among everyone.

** Ideally with six patrol members, one member will serve the entire course as the patrol's chaplain aide while the other five serve as patrol leaders. If there are only five patrol members, the patrol's chaplain aide should not serve as patrol leader on Days Three and Four because of required participation in attending Days Three and Four chaplain aide meetings, which occur during the patrol leaders' council. On Day Five, the chaplain aide conducts the interfaith service with other chaplain aides.



Woggle Tying

The Turks Head Knot a.k.a. The WoodBadge Woggle 42 inches of Paracord recommended!



Fig. 1

Place the braid around three fingers of the left hand, palm up. The working end of the braid known as "X" and the stationary end as "Y".



Fig. 7

Thread end X under B (fig 6) over A and under B again (fig 7-8).

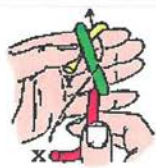


Fig. 2

Bring end x over the stationary end Y (fig 1) and around the back of the hand.



Fig. 8

Turn the hand over, palm up (fig 9). Bring end X along side of and parallel to end Y by threading the strand under A and over B (fig 9-10). Follow the direction of the dotted arrow.



Fig. 3

Thread end x over A and under Y thus forming B (fig 2-3).



Fig. 9

The Turk's head neckerchief slide is formed by following this strand Y around three times; i.e., until there are three braided strands parallel to each other all around the slide (figs 10, 11, 12)

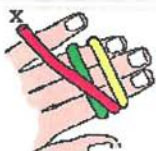


Fig. 4

Turn the hand over, palm down.



Fig. 10

The second time around is indicated in fig 11 as well as the beginning of the third time around. Fig 12 indicates end X on the completion of its third time around.



Fig. 5

Loop A over B and B under A. Hold in position by placing the forefinger of the left hand between A and B.



Fig. 11

In doing this it may be necessary to take in the slack from time to time in order that there will be a sufficient amount of material to complete the slide.



Fig. 6

Thread end X under B through the crisscross loop thus formed by A and B



Fig. 12

It is important to adjust the slide so that it will be neat as well as the right size. Then, too, it will be necessary to remove the slide from the fingers when you thread end X around the for second and third time (fig 11-12).



Roles and Responsibilities of Patrol Leadership

Role and Responsibilities of the Patrol Leader
<ol style="list-style-type: none">1. Take a leading role in planning and conducting patrol meetings and activities.2. Encourage patrol members to fully participate in the Wood Badge course and to achieve all they can.3. Represent the patrol as a member of the patrol leaders' council (PLC).4. Set a good example by living up to the Scout Oath and Scout Law.5. Practice using the leadership and team skills being presented during Wood Badge presentations.6. Ensure that daily patrol self-assessments are carried out in a timely, effective manner.7. Provide patrol members with all the resources and information they need to succeed.8. Empower the patrol to become the best it can be.9. See that the patrol is prepared for all course presentations and activities.

Role and Responsibilities of the Patrol Chaplain Aide
<p>In concert with the chaplain aides of the other patrols and with the assistant Scoutmaster assigned to coordinate their efforts, the patrol chaplain aide will:</p> <ol style="list-style-type: none">1. Learn what resources are available that can be used for religious observances during the course and make that information available to the rest of the patrol.2. Develop and help present the participants' interfaith worship service.3. Assist in conducting any other religious observances that may arise during the Wood Badge course.4. Set a good example by living up to the Scout Oath and Scout Law.



Role and Responsibilities of the Assistant Patrol Leader

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

Role and Responsibilities of the Patrol Scribe

1. Provide interesting and timely material about the patrol to the publisher of *The Gilwell Gazette*—the daily newspaper of the course. (The publisher of the *Gazette* may hand out guidelines to help scribes fulfill their duties or may briefly meet with all the patrol scribes to discuss how best they can assist in making the *Gazette* a worthwhile publication.)
2. Set a good example by living up to the Scout Oath and Scout Law.

Role and Responsibilities of the Patrol Member

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

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

CUB SCOUT DEN MEETING PROGRAM



DEN NO. _____ PACK NO. _____

MEETING PLACE _____ TIME _____

ADVENTURE _____ DATE _____

As den leader, use this form at your monthly pack leaders' or den leaders' meeting to plan the weekly den meetings. Indicate ways for the den chief and denner to help you in the den meeting.

BEFORE THE MEETING STARTS

Den leader, den chief, and adult partner (if a Tiger den) make final preparations; coach denner on part he is to take in the meeting; help denner arrange meeting place.

WHILE CUB SCOUTS GATHER

Collect dues; check at-home advancement activity; have everyone participate in a gathering activity.

OPENING

Simple opening ceremonies—song, yell, Scout Oath and Law, etc.; membership inventory; uniform inspection.

TALK TIME

Theme-related ideas; den's part in pack meeting; plans for special den activities.

ACTIVITIES

Den time to work on completing a required or elective adventure selected by the den.

CLOSING

Ceremonial moment to wrap up the meeting; a brief inspirational closing; say the Scout Oath or Law, or do a flag ceremony.

AFTER THE MEETING

Den leader and den chief review this meeting and discuss plans for next den meeting. Review next meeting assignment with denner. Help denner put room in order.

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:



Aims of Scouting

- Character Development
- Citizenship Training
- Personal Fitness
- Leadership Development

Methods of Scouting

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	



WOOD BADGE

How to Create the Aims and Methods Felt Board Game

The two-sided felt board game should be created in advance. You may use materials that you have or materials that can be found in a local or online craft store. This suggested design prevents the game pieces from blowing away if used in an outdoor setting.

Materials Needed:

- 8 foam boards (8" x 12")
- 16 pieces of 8" x 12" black adhesive felt sheets (or equivalent)
- 3 blue felt sheets cut into thirds (*see image*)
- 3 red felt sheets cut into thirds (*see image*)
- 3 green felt sheets cut into thirds (*see image*)
- Glue
- Velcro adhesive dots (hooks, not loops)
- Aims and Methods of Scouting handout
- Laminated logos for Webelos, Scouts BSA, and Venturing
- Laminated words for Aims of Scouting and Methods of Scouting
- **Note:** Always be sure to update the Aims and Methods of Scouting to be current with the latest list found in the Wood Badge curriculum and on Scouting.org.

Instructions:

This is a two-sided felt board. To make the felt board, attach black felt to both sides of the foam board. On one side, you can permanently glue the words "Aims of Scouting," and on the other side you can permanently glue the "Methods of Scouting" and the blue, red, and green felt pieces with logos as shown in the image below.



Cut out the words for the Aims of Scouting (you may wish to use a larger font size) and the Methods of Scouting. Laminate the words and stick Velcro dots (hooks) to the backs of the words.

Recommended Storage:

The felt board, game pieces (words), and a copy of the Aims and Methods of Scouting handout may be stored together in a two-gallon Ziploc bag, marked with a den number. This will help the quartermaster track that all pieces are returned and ready for use in the next course.



WOOD BADGE

Course Schedule—Day One

Activity	Location
Participants check in (move personal gear)	
Team Formation and Orientation Walk	
Gathering Activities	
Gilwell Field Pack 1 Assembly *	
Course Overview *	
Drive Vision, Mission and Values *	
Know Thyself **	
The Ticket *	
Opening Luncheon *	
Den Meetings	
Communicate Effectively **	
Include and Optimize Diverse Talent *	
Break (Retire Colors – Den 1 only)	
Blue & Gold Banquet *	
“Getting to Know You” Game **	
Leadership Connections **	
Opening Campfire *	
Cracker Barrel	
Lights out	

* Pack/Troop Presentation/Activity

** Den/Patrol Presentation/Activity



Communicate Effectively—Summary

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 resolution to barriers to communication.
4. Apply effective communication to Scouting.

Key Wood Badge Themes

Growing—Participants will gain greater clarity about the nuances of their personal communication style and transfer that knowledge to interpersonal relationships.

Connecting—Participants will learn methods of adapting their style of communication to those they interact with professionally and in the Scouting program.

Connections to Other Sessions

- This session builds on the **Know Thyself** presentation.
- It also correlates to:
 - **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!”**

References

- *What Got You Here Won't Get You There* by Marshall Goldsmith
- *FYI: For Your Improvement* by Michael M. Lombardo and Robert W. Eichinger
- *The Speed of Trust* by Stephen M. R. Covey

Communication Basics

Aristotle's theory of communication:

- Message
- Sender
- Receiver

This theory still applies today, as you experienced in the Zulu Toss game.



Methods of Communication

Communication methods are diverse, often complex, and evolving. The types of communication range from face-to-face communication to various forms of electronic communication. In fact, communication has accelerated as technology has evolved. As Scout leaders, we must commit to change as the communication methods of our Scouts evolve.

Effective Communication

Great leaders are effective communicators. President John F. Kennedy's speeches are outstanding examples of effective communication. His speech covered in **Drive Vision, Mission, and Values** masterfully delivered clear, pointed, and important messages that presented life-changing visions.

Overcoming Barriers to Communication

Effective communication is often blocked by various communication barriers, including bias, environment, lack of clarity, language and cultural barriers, and/or lack of sincerity or common ground. We must develop strategies to overcome these barriers, such as communicating clearly, knowing the information communicated, or sincerely caring about the message and the receiver.

Applying Effective Communication to Scouting

Great Scout leaders are effective communicators. Whether leading a Cub pack committee, a Scouts BSA troop, a district training committee, or a council membership committee, our communication skills facilitate the accomplishment of goals that will enhance the Scouting experience for our youth. Moreover, effective communication will help us change the lives of our Scouts as we become better teachers, trainers, and mentors to the Scouts we serve.

REMEMBER...

GREAT LEADERS ARE GREAT COMMUNICATORS!



Communication Methods

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)			



Instructions—Zulu Toss Game

Materials

One tennis ball, beanbag, or other tossable item per den member

Procedure

1. Each den forms a circle. Participant A tosses one item to participant B, who receives it and then tosses it to participant C, etc., until the item has been touched once by every person. The last to touch it sends it back to participant A.
2. Toss the item around the circle several more times until everyone is used to receiving from and tossing to the same individuals every time.
3. Participant A tosses the item to participant B to start the chain again, except this time, when the item is halfway through the group, the troop guide gives participant A a second item, which they will toss to participant B, participant B to participant C, and so on. There are now two items being sent and received around the circle. If everyone receives from the same person and sends to the same person each time, the items will continue to move smoothly through the system.
4. The troop guide gradually hands participant A more items, timing their introduction into the circle to keep them moving, until all the items are in play.



WOOD BADGE

Include and Optimize Diverse Talent—Summary

Embracing and valuing different people and their talents creates an environment in which everyone wants to do their best. The Boy Scouts of America increasingly recognizes that success is dependent on those who can interact effectively and respectfully with all types of people. Research shows that engagement, innovation, teamwork and accomplishment can all be improved by truly valuing one another. Including and optimizing diverse talent will help you learn and benefit from the wealth of knowledge and experience that other people bring to personal relationships and to teams. It opens the door to new ways of thinking and new opportunities to build organizational success and personal growth.

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.

Key Wood Badge Themes

- Growing
- Connecting
- Empowering
- Living the Values

Connections to Other Sessions

- Drive Vision, Mission, and Values
- Know Thyself (values)
- Apply Interpersonal Savvy (how to work with people)
- Develop Individuals and Teams
- Embrace and Lead Change

Diversity Defined

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.

We all have many talents. Finding and valuing the talents of others benefits everyone.

Different types of diversity represent who we are, what we have experienced, and how we work with our values to benefit ourselves and others. Generational differences exist in all these areas:



WOOD BADGE

- Human—gender/gender identity, sexual orientation, race or ethnicity, age and generation, physical appearance, intellectual abilities and challenges, health/physical ability/disability, personality type, family situations (marital status, incarceration, economic status, etc.)
- Cultural—language, lifestyle, heritage, belief systems and social norms, religious beliefs, traditions, generations, income level, access to technology
- Organizational—teamwork, roles, relationships, leadership, empowerment, hierarchy, education, dress codes, affiliations, one's Scouting program

Values of Diversity

Diversity is an asset! It is the uniqueness each of us brings. Embracing and valuing others allows for the improvement and growth of all—in a group, community, or a nation. It allows us to learn new things from each other and to think from a different perspective, allowing us to better serve our youth.

Your In-group

- Do you rely on the same people most of the time?
- Do you tend to include them more than others?
- When you confine yourself to your in-group, you get the same results over and over.

Challenges

- How do you address the challenges you might face when attempting to incorporate diversity into your team or organization?
- Do you challenge unacceptable behavior?
- Don't be afraid to ask questions. It is how we truly begin to understand others. It is how we dispel stereotypes.

Achieving Diversity

- To truly value inclusion, we may need to offer accommodations and training to help others.
- Ask more questions! It is how we find new talent and ideas.
- We need to actively seek out those who are not being included and give them a reason and a means to participate and to contribute.

Common Ground

- Just as with good communication, establishing what we have in common goes a long way toward working well together. We may have common needs, common interests, common talents.
- Focus on your shared goals and experiences.

Optimizing Diversity

- Working together brings new and fresh ideas, the "I never thought of it that way" ideas.
- Going outside of our in-groups brings these new ideas in.



WOOD BADGE

Overcoming Difficulties

- Setbacks happen. Trial and error can lead to success when we keep our minds open.

Your Ticket

- Your ticket must promote diversity in some way. Scouting will be better because of it!

Summary

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. 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.

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

"The goal is to work toward a world where expectations are not set by the stereotypes that hold us back, but by our personal passions, talents, and interests."

*—Sheryl Sandberg,
American technology executive and Chief Operating Officer of Facebook*



WOOD BADGE

Include and Optimize Diverse Talent

Real-world Application Scenarios

Directions: Take two minutes to address the scenario assigned to your den.

- Determine if there is a diversity issue within a unit or committee.
 - If so, identify its nature.
 - Decide on the best course of action to address the diversity problem if there is one.
 - Then, share your findings with the pack.
-
1. 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?
 2. Our entire unit committee does not believe that girls should be BSA members. How can we get them to accept girls in Scouting?
 3. 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?
 4. 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?
 5. There are several kids with cognitive challenges in the middle school. These youth have not yet been invited to join Scouting. How can you bring them in to Scouting?
 6. Meridian Grade School is culturally diverse. In fact, there are three different packs there, each a separate ethnic group. Is there a way to get them to be interactive? What would the benefit be?
 7. 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?
 8. Your child tells you that a new Scout in your troop has acknowledged being gay. Will it have an effect on your troop?



WOOD BADGE

Include and Optimize Diverse Talent

Real-world Application Exercise

Directions

In this exercise, each den is assigned a team-solving diversity problem depicting a challenging situation that may be due to differences in a unit and its potential for inclusion. Dens have two minutes to consider the following about their scenario:

- Determine if there is a diversity issue within a unit or committee.
- If so, identify its nature.
- Decide on the best course of action to address the diversity problem if there is one.
- Then, share their findings with the pack.

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.

Scenarios

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.)*

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.)*



WOOD BADGE

5. Social integration issues

There are several kids with cognitive challenges in the middle school. These youth have not yet been invited to join Scouting. How can you bring them in to Scouting? *(Possible answer: 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 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.)*



WOOD BADGE

Blue and Gold Banquet Program

Timing is tight! Be ready for your part as the preceding item is ending.

6:00 p.m.	Welcome	Cubmaster
6:01 p.m.	Opening song—"Second Story Window"	Den Chiefs
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 (Course Director is a guest)	Cubmaster
	Staff/guest introductions (not introduced at lunch)	Scoutmaster
6:39 p.m.	Skit—"Spirit of Baden-Powell"	Den Chiefs
6:43 p.m.	Recognitions: Thank-you to Quartermaster staff, cooking crew, and den chiefs	Cubmaster
6:44 p.m.	Arrow of Light Scout Bridging Ceremony	Cubmaster, Scoutmaster, Senior Patrol Leader, Den Chiefs
	Ceremony—"Colors of the Four Winds"	Cubmaster, Den Chiefs
	Bridge entrance	Den Chiefs
	Bridging—all patrols (receive patrol flags)	Scoutmaster, Senior Patrol Leader
	Bridge exit	Den Chiefs
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

Remember: Everybody Sings!!!



WOOD BADGE

Blue and Gold Banquet Program

Welcome	Cubmaster
Opening song—"Second Story Window"	Den Chiefs
Invocation	Chaplain
Announce feeding plan/den rotation to eat	Quartermaster
Song—"The Quartermaster's Store"	Quartermaster Staff
Dinner	
Guest introductions	Cubmaster
Staff/guest introductions	Scoutmaster
Skit—"Spirit of Baden-Powell"	Den Chiefs
Recognitions	Cubmaster
Bridging Ceremony	Cubmaster
Program patrol and service patrol	Senior Patrol Leader
Wood Badge Traditions	Senior Patrol Leader
Closing song—"The Gilwell Song"	Staff Members
Dismiss	Senior Patrol Leader



Program and Service Patrol Responsibilities

Program Patrol

1. Conduct the morning flag-raising ceremony.
2. As part of the flag-raising ceremony, present a brief history of the historic flag for the day and lead the group in the song associated with that flag.
3. Lower the flags in the evening.
4. Ensure that necessary equipment is on hand before the start of each training session, as requested by the staff member delivering the session.
5. Provide leadership for the participant campfire.

Service Patrol

1. Responsible for the general cleanliness of the camp, especially for the latrines, washing places, meeting areas, and the campfire circle.
2. Assist the quartermaster just prior to and after meals.
3. Assist the quartermaster with the evening cracker barrels.
4. Lay campfires, when requested, and extinguish the fires when done.



WOOD BADGE

"Getting to Know You" Game Questions

1

What is your given name, and why did your parents name you that?

If you were to describe yourself as a cartoon character or stuffed animal, which would you be? Why?

Describe the first place in which you remember living.

How do your possessions reflect your personality?

What is the most important thing you have learned in Scouting?

2

What is the one food that you would never serve to company?

Describe something you like about where you live?

If you could be an expert in any field, what would it be?

Who is the greatest leader in world history? Why did you choose that person?

Tell us about your favorite childhood memory?

3

What is your idea of a great vacation?

What do you listen to on your car radio?

Who is the person you most respect in Scouting? Why?

What have you done in your life that makes you proud?

Name a prized possession of yours that some people might think is a silly keepsake.

4

Name the best movie you've ever seen.

Do you have any pets? Why or why not?

Name the best sporting event you have ever seen in person?

What person do you admire the most today?

Describe yourself in one word.



WOOD BADGE

5

What is your favorite color, and what does it make you think of?

Who is your favorite celebrity? Why?

Tell us about your best friend? Why did you pick this person?

Why is Scouting important to you?

Describe an event in your life that helped you become the person you are today.

6

What is your favorite holiday or celebration? Why?

What is your favorite TV show? Why?

If you could live somewhere else, where would it be?

What do people like best about you?

What makes you truly happy?

7

Name a song that makes you happy.

Who was your hero as a teenager? How did that person influence your life?

Are you happy in your job? Why or why not?

Who is your mentor? Tell us about him or her?

What do you like about your Scout unit?

8

If you were king or queen for a day, what would you do?

If you had a week left to live, what would you do?

What is the most important thing you have learned in Scouting?

If you could change one thing about yourself, what would it be?

Talk about one of your worst habits?



WOOD BADGE

9

What do you think of today's youth?

How did you get involved in Scouting?

What is the most important thing you have learned about life?

What do you think is the most important issue facing Scouting today?

What is the most foolish thing you ever did?

10

Name the best Scout you know.

What's the most impressive Scouting ceremony you have ever seen?

Tell us about one of your worst habits?

How did your parents influence your life when you were in high school?

Name three milestones in your life.

11

What is your favorite activity? Why?

Tell us about your best friend? What do you admire most about that person?

What do you think is your greatest strength?

Is your job satisfying? Why, or why not?

How do you feel about your mom or dad?

12

Who was your favorite coach? Why?

What do you plan to accomplish in the next 10 years?

What is the worst moment you have ever had?

If you could live in another state, where would it be?

What is the best tradition in your Scout unit?



WOOD BADGE

"Getting to Know You" Game—Thumbball





Campfire Leadership

Learning Objectives

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

1. Tell why we have campfires.
2. Describe the basic elements of a campfire.
3. Share examples of good campfire elements.
4. Plan a campfire that is appealing and meaningful to youth.

This fun instruction period includes sharing examples of campfire material. Careful planning to involve staff members and course participants will make the session more fun and memorable for all.

Why Have a Campfire?

Begin this session by singing a rousing song or cheer. Ask the staff members: "Why do we have campfires?" List their responses on a flip chart. Guide the group to include the following:

- Fun—enjoyment of all participants
- Entertainment—the best kind of entertainment in the forest or camp setting
- Fellowship—deeper than just "fun"; here we bring the group closer together
- Action—a time to let off some steam in a constructive, enjoyable way
- Adventure—a well-performed campfire can be a memorable experience
- Education—teaching new skills and learning new things
- Inspiration—a great opportunity to build the character of our Scouts
- Leadership Development—an opportunity for a Scout to perform before a group

Elements of a Campfire

During this portion of the session, use a chef's outfit and a big pot for a great visual aid. As you discuss each element, have a staff member demonstrate a short example of each.

A campfire program is like a great stew. Each ingredient is good by itself. Each ingredient adds and complements the others. The stew is best when each ingredient is added in the proper amount and in the proper order. Campfire programs are created the same way.

Opening Ceremonies

The opening ceremony sets the tone of your campfire program. Whether your evening is to be serious or silly, the opening still must be sharp and incisive. It must arrest and continue to hold the attention of the audience.

Of course, the type of campfire will determine the type of opening ceremony. Yours may reflect humor, mystery, or an American Indian setting that, if properly done, can be excellent and fit into Scouting very well. The lighting of the fire is usually considered a part of the opening ceremony.



WOOD BADGE

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

Short Takes

Stunts and skits, the main event of the campfire, should be planned and well-rehearsed.

Stunts are games or magic (sleight of hand, “mental telepathy”) acts. They must have enough action and be visible to keep the audience's attention.

Ideally, a skit should last three to five minutes; longer than that and the crowd loses interest regardless of the punchline. Skits can be action-oriented, contests, humorous, or educational (how-tos and woodcraft).

Tell staff members about the following resources, which make campfire planning easier:

- *Scouting* magazine
- *Boys' Life* magazine, especially "Think & Grin"
- *Patrol Leader Handbook*
- *Troop Leader Guidebook*, 2 vols.
- *Scouts BSA Songbook*

These resources are all good, but the best one is imagination and the original stunts concocted spontaneously. Since original stunts are often tailor-made to fit local situations, they can be extremely entertaining, given some thought.

Cheers can be lots of fun and build a friendly atmosphere. Use cheers during the opening ceremony to set the tone of the campfire.

Applause can provide a variety of actions, including the “Round of Applause,” “Big Hand,” etc.

Run-ons are very short skits, ideal for filling in the seconds between acts. They keep the pace moving and can be planned in the program or impromptu. Every staff member should have two or three run-ons ready to go so that at the first sign of delay, one can be performed.

There are many good resources for skits, such as the jokes in *Boys' Life* magazine that can help get you started.



WOOD BADGE

Songs

Songs help build enthusiasm and excitement at the beginning of the campfire program or help to slow the tempo to set the right atmosphere for the Scoutmaster's Minute at the end.

Tips for Song-Leading

Song-leading can be very easy, even for the beginner, with a little practice. Successful song leaders:

- Know that singing boosts morale and that songs can build spirit and enthusiasm.
- Know the song well and are able to sing it alone and teach it confidently.
- Rehearse with other campfire participants, if possible, by determining who will do and say which parts. Be sure not to start out poorly prepared, because you could lose your audience.
- Practice the song in advance, regardless of how well you know it. (*Practice in front of a mirror or with a few supportive staff members.*)
- Be sure to project energy and enthusiasm to your audience.
- Start off on the right foot by announcing to the audience the title song that will be sung. Don't ask, "Do you know this song?" or "Do you want to sing this song?" because invariably there will be negative feedback from the audience.
- Take charge: keep the introduction short and stay in charge during the song.
- For teaching a new song, teach a few lines at a time, and keep it short, since teaching at the campfire mars the mystical effect and makes the audience harder to control.
- Even with familiar songs, use song sheets or a songbook so the participants have a copy of the words.
- Hum the song or sing the first few words to establish the right pitch for the group.
- Keep the coaching period brief and repeat the words several times. Then have everyone read the song the first time or two at a slower pace, speeding up to full tempo only after the group becomes more familiar with it.
- Lead with their entire body if it's an action song but just with their hands if it's a slow song. Keep the audience at the same tempo using these actions.
- Move your head in time to the syllables of the words as they are sung. Regulate the volume by raising or lowering your hands.
- Put your whole body and enthusiasm into leading and get into the swing and rhythm of the time.
- Have the audience stand for action songs and stay seated for slow songs.
- After singing, tell audience members what a great job they did. That encourages them to sing.
- Avoid yelling, even with an enthusiastic group that tends to sing more loudly.

Of the many resources for songs to sing at camp, the best one is the *Scout BSA Songbook*.



WOOD BADGE

Stories

Stories can be a real treat in any campfire with the right storyteller. Stories can come from a variety of sources, and the best ones have at least some truth in them. Scouts like stories of adventure and action. Serious stories can be used as a Scoutmaster's Minute to help teach or illustrate a moral point.

Telling a story well requires reading it several times and then several times more out loud. When the teller has the basic points down and feels comfortable with the plot, the story should be told out loud several more times, without the notes, for practice. New stories can be learned by reading them or hearing them from other storytellers. The best storytellers make their stories come to life by using imagination and personality.

Tell staff members about the variety of storytelling:

Ghost Stories

These are the most-requested type of campfire story but one that must be handled with care. In Scouting, we try to make Scouts feel at home in the woods. A good scare can be fun, but never try to frighten your Scouts with a ghost story.

A ghastly ghost story can spoil months of work, so don't make your ghost stories too tough—and always explain away the “supernatural” parts.

Adventure Stories

Your own imagination is your only limitation here. Adventures are the best choices for campfire stories. The adventure can be factual or fiction and involve Scouting, nature, historical elements, even things that have happened in camp. A Scout can describe the troop's last overnight adventure. Poems such as Robert Service's "The Cremation of Sam McGee" and "The Shooting of Dan McGrew" will work, too.

Humorous Stories

American folklore with its tall tales and impossible exaggeration falls almost automatically into this category. There are fine humorous stories in some of Mark Twain's books.

Hero Stories (Inspirational)

The Bible is an outstanding source of hero stories. Sometimes stories of legendary or American Indian heroes can be used. War heroes, particularly those with a Scouting background, make fine story subjects. Great explorers and pioneers furnish wonderful material for stories of heroes.

Miscellaneous Stories

Included in this category are stories by the Scouts themselves such as “Things I never knew ‘til now” and reports of the day on various camp or troop activities. The moral-tipped short stories used in the Scoutmaster's Minute come under this heading, as well as the “look-at-this” stories by a naturalist or master hiker.



WOOD BADGE

Showmanship

Showmanship is the real gravy of the campfire stew. All campfire acts must be practiced so that they can be performed well. Plan the order of acts so the pace of the campfire flows smoothly.

Costumes can be used to help the audience visualize roles in skits, run-ons, etc. **Simple** costumes work best since they allow performers to quickly slip in and out of characters. Costumes must be tasteful, too.

Keep these tips in mind when planning your campfire:

- **Follow the fire!** This is rule No. 1. When the fire leaps high, make the program lively and loud. As it dies down, the program becomes quieter and deeper.
- **Plan the program** by putting the second-best stunts or skits last and the best ones first. Put noisy, lively stunts early in the show and quiet stunts toward the end.
- **Vary the structure.** The leader can break things up by scattering stunts or skits among individuals in the crowd who will be leading group stunts for the program.
- **Use a tom-tom in the distance.** The tom-tom makes an excellent mood-setter for the pre-opening ceremony.
- **Create a torch-lit trail for the assembly's approach to the campfire.** Use No. 10 cans filled with kerosene-soaked sand, buried in the ground.
- **Sing during the approach.** Singing sounds wonderful to visitors at the fireside, with the music faint in the distance and then louder as the troops arrive and take their places.
- **Create campfire traditions.** Tradition just naturally clings to a campfire. Here is a good tradition-builder: Make a ceremony of saving some of the embers of the season's last big council fire. At the first council fire of the next season, put them in the fire and tell something about the previous season.
- **Encourage audience participation.** This is vital to almost any successful campfire program. Songs work well.
- **Use recognition during the program.** Time for either awards or appreciation should be reserved on the campfire program.
- **Utilize inspiration.** Successful campfires incorporate inspiration by place, procedure, and program; a combination of the three contributes mightily to showmanship.
- **Leave campfires quietly.** Don't allow running or shouting.
- **Conduct campfires infrequently.** Don't have campfires too frequently. You want the campfire to remain a special event. (Even steak eaten three times a day becomes old stuff.)



WOOD BADGE

Closing Ceremony

Make the closing ceremony quiet and inspirational. Use quiet songs and maybe a thought or Scoutmaster's Minute. Key Scouters can help here. "Call to Quarters" or "Taps" sounded way off on a hilltop or in the distance adds just the right touch.

Maintain crowd control. This might be easy with a small group, but organizers should control larger crowds before they reach the campfire area by insisting on a silent approach to the council ring: "In our camp, no one ever makes a sound on the council ring trail. It's an old tradition." Use Scouts and Scouters from the Order of the Arrow or old-timers as guides. Be sure that there is enough light in the campfire area for the Scouts to find their seats easily. If the crowd is big, the program director and guides should allocate seating areas during daylight. Then the job at night will be easier.

Maintain discipline. The leader must be quick but tactful in addressing any disciplinary issues that may arise. Explain at the outset that "We just don't do any razzing or booing here." If it starts, the leader must address and stop it immediately.

Types of Campfires

There are several campfire types to choose from.

General	Include some of all the elements of a campfire: songs, skits, run-ons, cheers, stories, and stunts. This is the most common type of campfire. Generally, the staff will put on an opening campfire for campers on the first evening. On the last evening, many camps have a campfire that involves selected troops and staff acts to round out the program. This presents a great opportunity for entertaining parents and guests.
Songfest	A great opportunity to sing favorite songs and learn new ones.
Storytelling	An opportunity for the great storytellers to spin their yarns.
Educational/Inspirational	Generally more calm songs set the mood, with the bulk of the time devoted to a motivational, educational, or inspirational speaker.
Award	An awards ceremony opportunity such as a court of honor or Order of the Arrow recognitions.
Specialty	You make up your own. One camp had a theme that all the acts (songs, skits, etc.) followed for the program. Other specialty programs start out in the campfire bowl and move around camp as the story is played out. Some of the specialty themes that camps have used include "Come and See," "Search for the Lost Dutchman's Gold Mine," and "Find Black Jack's Hideout."



WOOD BADGE

Campfire Planning

Camp-wide campfires are planned, well-rehearsed productions staged by staff members where everyone has a role to play. Usually, it is the same show each week with little change.

Troop campfires, however, allow patrols to put on songs, cheers, stunts, and skits. Note the difference, and don't try to make a troop campfire like a camp-wide campfire.

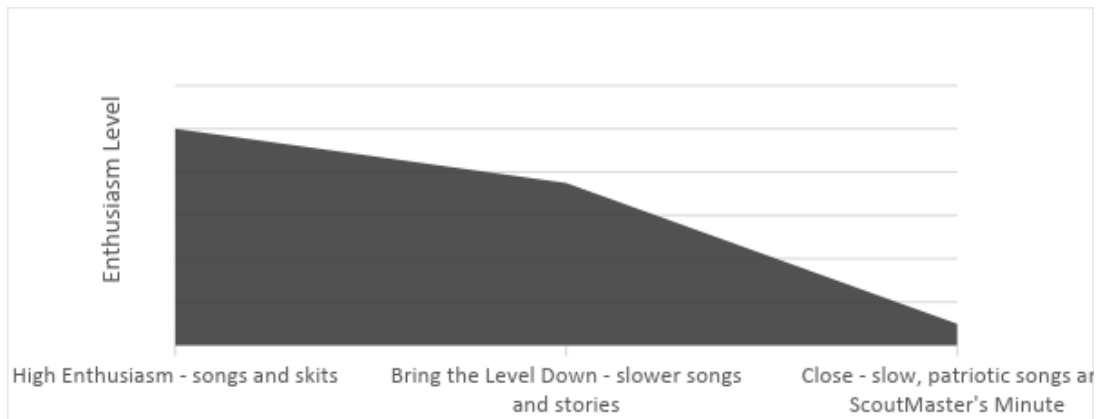
When staff members are invited to troop campfires, they should be ready to lead a song, tell a story, or provide a stunt. This is an opportunity for staff members to be model leaders.

While planning the camp-wide campfire, remember that Scouts are used to instant excitement and entertainment because of the fast pace of television. (Television commercials are placed an average of every 7.5 minutes to break up the pace of programming and to keep the viewer's attention to the program. Even the best skits, stories, etc., have difficulty holding the audience's attention for more than 7.5 minutes.)

- | | |
|--------------------------|--|
| Opening | Use a rousing song or cheer to build audience enthusiasm and participation, followed by a fire lighting (or have the fire pre-lit). |
| Closing | Use a Scoutmaster's Minute to train, inspire, and motivate. |
| Length | Campfires must move along at a quick pace. The ideal length is one hour, and they should not be less than 45 minutes or longer than 75 minutes. Keep the television model in mind; sit-coms last 30 minutes; dramas last an hour. |
| Written Agenda | It is very important that the campfire program agenda be written and shared. Computers and copy machines make it easy to share copies of the program with all participants. The agenda informs everyone about when to go on and when to be ready so that there are no pauses between acts. This works well in most situations. When it is not possible to share a written agenda, the master of ceremonies should announce who is up and who is up next to keep the pace moving. |
| Three-Second Rule | At no time should there be a pause in the campfire program of more than 3 seconds. To keep the enthusiasm at the desired level in a camp-wide campfire, staff members should perform run-ons or cheers if a unit or staff act is not prepared. |
| Follow the Flames | The pace and level of enthusiasm should follow the flames of the campfire. At the beginning of the fire the flames leap high. The fire burns brightly for a time and begins to fade until only the coals are left. The fire and the program build quickly, but after a time the flames and the enthusiasm fade until the end. |



WOOD BADGE



Campfire Standards

It is important that camp and program directors take the lead, with support from staff members, by not allowing unacceptable program material to be performed at a campfire. The unit leader or master of campfire should screen all acts prior to performance at a camp-wide campfire. In Scouting, we teach positive moral values. Campfire programs should be the place where the positive example is set.

Prohibited activities include:

- **Toilet humor**—anything that involves bodily functions, toilet paper, etc.
- **Water**—where the audience or participants get wet
- **Embarrassing an audience member**
- **Disparaging remarks**—about mental or physical disabilities, religious groups, racial and ethnic backgrounds, and others
- **Portraying violent behavior**
- **Anything with sexual overtones**
- **Anything that is not in keeping with the ideals of the Boy Scouts of America**

Ask staff members how the don'ts can be controlled. State that in parts of our society the "don'ts" have become pervasive and, to some, acceptable. But in Scouting, we have standards and can and must rise above "gutter entertainment." If any of these unacceptable items do slip into the campfire program, as the leader, stop them mid-act and move on to the next act.

If an unacceptable act does get "on stage," it is important for the camp or program director to stop the act before it gets too far. One camp uses a "tree check" to take care of the situation. A senior staff member who recognizes an unacceptable act yells, "Tree check!" and all the staff members begin yelling "Tree check!" and start checking the trees around the campfire bowl. This creates enough confusion in a humorous way that the camp or program director can go to the stage and quietly explain that the skit is not appropriate and move the group off stage. Ask staff members for other positive suggestions to handle this unfortunate situation.



WOOD BADGE

Putting It All Together

Now that staff members have reviewed the basics, it is time to put into practice what they have learned by staging a make-believe campfire.

Use a triangular 2 x 4 x 8-foot form to represent the campfire. In the lower left is the lighting of the campfire, the apex is the cresting of the fire, and lower right-hand side represents the fire fading to embers.

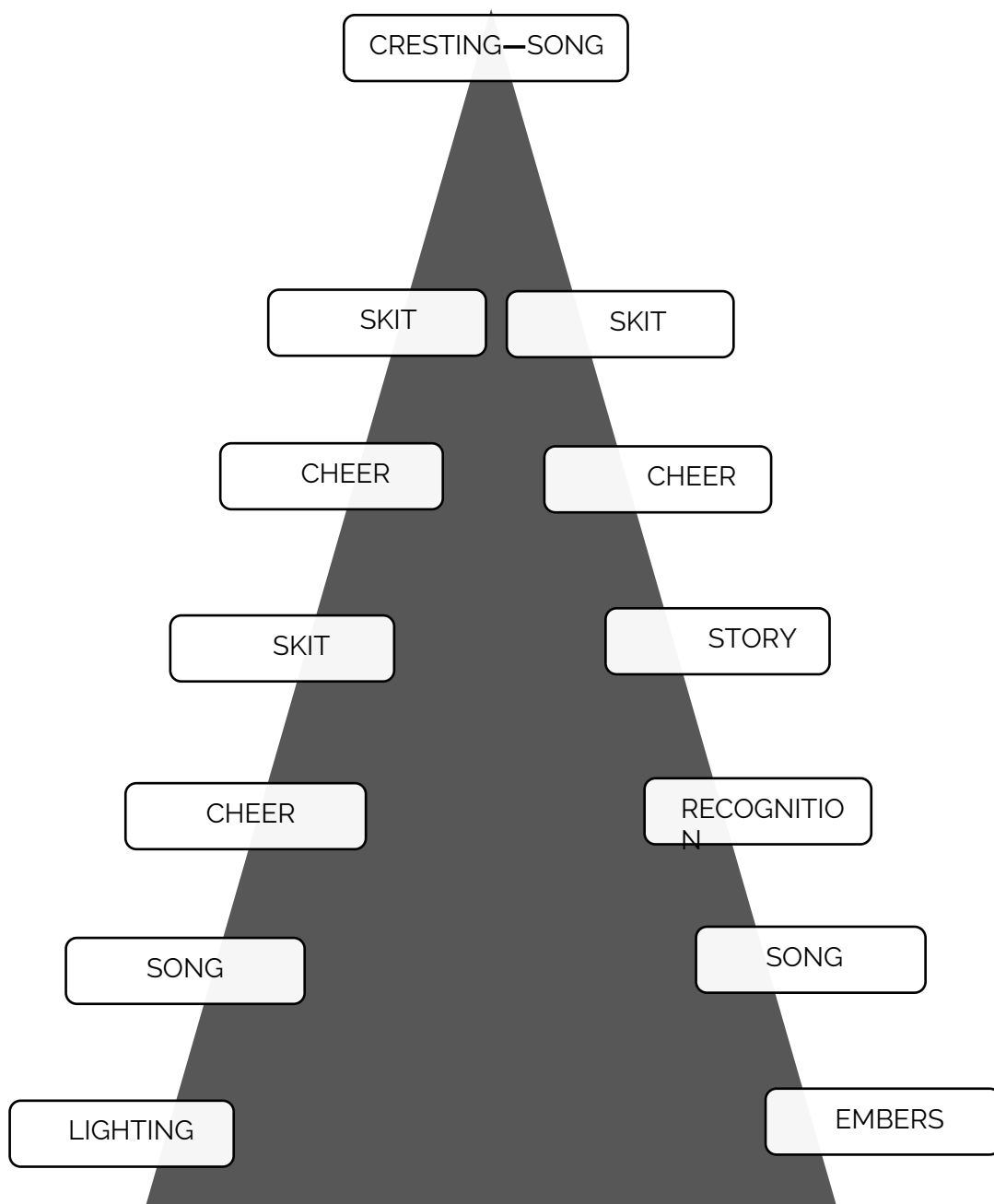
In advance, the instructor will need to nail the form to a base and then attach the prepared signs—Lighting, Crest, and Embers—in each corner of the triangle with pushpins.

Ask staff members to help build a campfire program. Use stiff card stock previously cut into pieces 24 inches wide and 12 inches high. Attach elements of a campfire on the frame at appropriate locations. Tell staff members, “Let’s just get the order we want for our campfire.”

Below is a sample of what it might look like:



WOOD BADGE

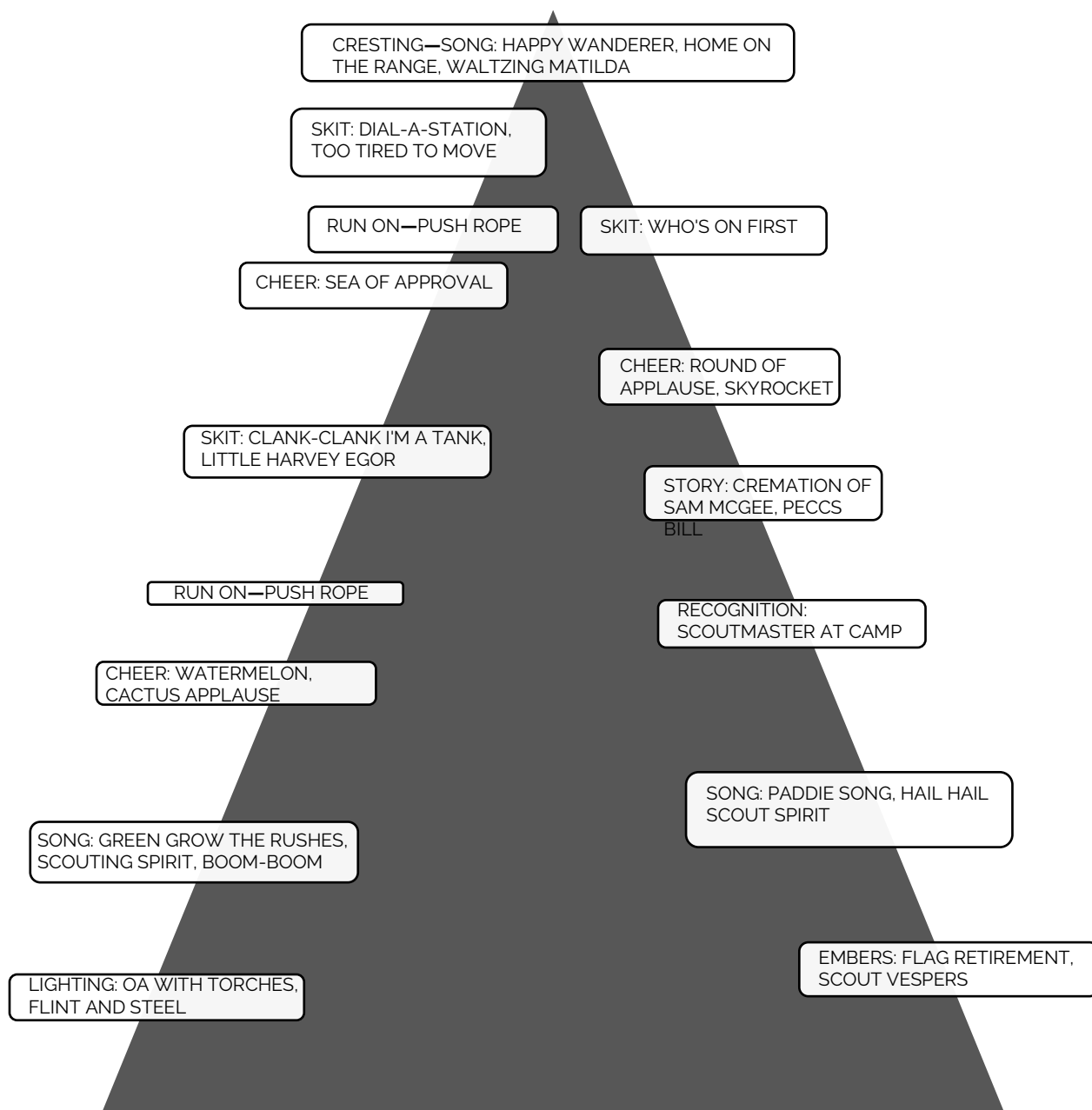


Ask staff members to suggest specific songs, skits, and stunts, cheers, stories, and an opening and closing underneath each of the headings on the cards.

Below is a sample of what it might look like.



WOOD BADGE



Get very specific and quickly select which suggestions to use at the campfire.

Now transfer this list to the Campfire Program Planner, and complete with the following information:

- Assign who will do what.
- Assign times.
- Go through the mock campfire as practice. (Use sample stunts and skits from the *Cub Scout Leader How-To Book* and *Group Meeting Sparklers*.)

THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The MC organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening	Main event		
Closing			
Headliner			
Song leader			
Cheerleader			

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CAMPFIRE PROGRAM

Place _____

Date _____

Time _____

Camp director's approval: _____

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
M. C. _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheerleader _____	Cleanup by _____

Spot	Title of Stunt, Song, or Story	By _____	Time
1	Opening—and firelighting		
2	Greeting—introduction	M.C.	
3	Sing— Yell—		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		



Baden-Powell Story

Robert Stephenson Smyth Baden-Powell, or B-P, the founder of the worldwide Scouting movement, was born in London, England, in 1857.

B-P's father died when he was three years old, leaving his mother with seven children under the age of 14. The family did not have a lot of money, so Robert and his brothers resorted to the outdoors for their recreation. He learned to camp, build fires, catch and cook rabbits, sleep in the out-of-doors or an available barn, and enjoy the benefits of nature.

In 1870, he entered Charterhouse School on a scholarship. He was a lively part of the school community, good at theatrics and talented at sketching, both skills that would aid him later in his career. He was not the best student, though, and would sometimes sneak away from school to a local forest nearby to enjoy the outdoors.

When he finished at Charterhouse, B-P expected to be accepted to Oxford University, where all his brothers had gone and his father had taught. Unfortunately, he failed the entrance exams badly. Searching for other career opportunities, he decided to take the exams for a British army career. With only a few months to prepare, he dove into studies of math, English, science, geography, and foreign languages. Of 700 people who took the exams, Baden-Powell finished fourth for infantry and second for cavalry.

As a result of his high scores, he was immediately made a sub-lieutenant, bypassing any formal officer training, and was posted to India. B-P's time in India was his introduction to the relationship between officers and soldiers and how to lead and inspire men. By the time he was 26, he had achieved the rank of captain.

B-P used his sketching skills and interest in tracking and scouting to gather intelligence for military operations. He also learned bridge-building from the army engineers and ways to improve camp living by making gadgets that made life in the field more comfortable.

All along the way in his army career, B-P noticed that his units were continually receiving young men from the industrial cities of England who had neither experience living in the outdoors nor the ability to look for and deal with an enemy in the field.

In India, and later in Africa, B-P began to develop lessons for non-commissioned officers and soldiers about how to camp, how to track, and how to watch the signs of nature to be able to detect the enemy. This knowledge helped to instill a sense of confidence in those who attended his course. Eventually, the British army would approve the use of its first proficiency badge for the uniform for those judged qualified in scouting. B-P picked the fleur-de-lis, which had for centuries marked north on compasses, as the sign of a trained scout.

In 1887 B-P was sent to Africa and took part in several campaigns against the Zulu, Ashanti, and Matabele tribes. It was in Africa that he would eventually come into possession of a long string of wooden beads, which would be used, years later, when he started training for Scout leaders. His Africa service also brought him into contact with Frederick Russell Burnham, a U.S. Army scout who had served in some of the final Apache wars in the American Southwest. Burnham helped B-P refine his ideas for scout training for soldiers, eventually leading B-P to draft a training manual titled *Aids to Scouting for NCOs and Men*.



WOOD BADGE

By 1899, B-P had risen to the rank of colonel. When the Boer War broke out in South Africa, he was dispatched to mount a defense of the strategically important town of Mafeking. For 217 days, B-P held the besieged town against an overwhelming number of the enemy.

The war was not going well for the British, so the siege of Mafeking and B-P's innovative approach to the siege was widely followed in England. In his comments to reporters, he would downplay the impact of the shelling with comments like "only two dogs wounded." Where he did not have enough equipment, he would move lights and guns around at night to make it appear he was better prepared. He led theatrical activities to keep morale up. He directed his men to drive stakes into the ground to string wire, although he had no wire. He coached them to be careful always to step high over the stakes, to give the illusion of a tough defense.

By the time the siege was lifted, B-P was hailed as the most successful commander in the war. There were wild celebrations all over the nation, and he returned to England to a hero's welcome. He was promoted to major general and appointed inspector general of cavalry for the British army.

To his surprise, he also returned home to find that public interest in the Mafeking siege had led people to his published training manual. While the book was intended to train soldiers, he discovered that hundreds of boys and even some girls had been excited to read the book and hear about adventures camping and hiking. They wanted to know how they could do that.

B-P had long believed that the teaching of outdoor skills led to improved self-confidence, independence, and initiative—ideas that were also being explored in America by Ernest Thompson Seton and Daniel Carter Beard. To test if his ideas worked, B-P took a group of 20 boys camping with him on Brownsea Island off the English coast in the summer of 1907. The boys were from all parts of English society, and they universally loved the fun of camping and hiking. We now recognize the Brownsea camp as the first official Scout camp.

Following the success of Brownsea Island, B-P modified his military scouting manual, with "Scouting for Boys" subsequently published in 1908. The attention and fame he acquired as a result of Mafeking gave him the ability to engage influential leaders in England. Troops began to spring up everywhere, and by 1910, the Boy Scouts of America had been chartered. B-P resigned from the army and started a second career advancing his program for boys to help them grow into great citizens of their nations.

In 1919, the first practical, hands-on version of Scout training for adult leaders was held at Gilwell Park outside of London. As a memento of the course, each of those attending was given one of the wooden Zulu beads B-P had acquired years before. From those beads came the name of the course we now know as Wood Badge.

We've talked a lot today about visions and the long-term impact they can have. Remember the hunting lodge and the acorns? We asked you to start to define your personal vision. We charged you with developing a ticket that will help you focus your vision to have a lasting impact on Scouting. We're using high-tech tools and modern terminology, but these ideas aren't new. They have their roots in the very foundation of our movement.



WOOD BADGE

Baden-Powell saw, in his soldiers and in his society, the need to develop character, self-discipline, leadership, and a commitment to teamwork in young people. He drew on his childhood adventures in the outdoors, and his military experience to help address that need. More than a century later, his vision has had an impact on the lives of millions of young people around the world. The tools we use have changed, but the vision is essentially the same: **to help young people make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law.**

B-P made his impact. What will your impact be?

Note: *For an additional impact on the participants, have the entire staff recite the mission statement with the presenter.*



Campfire Program Options

Type	Title	Content
Song: Patriotic	God Bless America 1939 Irving Berlin, Inc.	God bless America, land that I love. Stand beside her, and guide her, Through the night with a light from above. From the mountains, to the prairies, To the oceans, white with foam, God bless America! My home sweet home. God bless America! My home sweet home.
Song: Patriotic	America the Beautiful Katherine Lee Bates	O beautiful for spacious skies, For amber waves of grain, For purple mountains majesties Above the fruited plain! America! America! God shed His grace on thee And crown thy good with brotherhood From sea to shining sea! O beautiful for patriot dream, That sees beyond the years, Thine alabaster cities gleam, Undimmed by human tears! America! America! God shed his grace on thee, And crown thy good with brotherhood From sea to shining sea!
Song: Patriotic	The Star-Spangled Banner Frances Scott Key	Oh say, can you see by the dawn's early light, What so proudly we hail'd at the twilight's last gleaming? Whose broad stripes and bright stars thro' the perilous fight, O'er the ramparts we watched, were so gallantly streaming. And the rockets' red glare, the bombs bursting in air, gave proof through the night that our flag was still there! Oh say, does that star-spangled banner yet wave, O'er the land of the free and the home of the brave?
Song: Patriotic	America, America <i>(sing in a round)</i>	America, America, How can I tell you how I feel? You have given me so many treasures, I love you so!



WOOD BADGE

Type	Title	Content
Song: Patriotic	America Samuel F. Smith	My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, Land of the Pilgrims' pride! From every mountainside, Let freedom ring. Our fathers' God, to thee, Author of liberty, to thee we sing. Long may our land be bright with freedom's holy light; Protect us by they might, Great God, our King!
Song: Grace	Johnny Appleseed	Oh, the Lord is good to me, And so I thank the Lord, For giving me, the things I need: The sun, and the rain, and the apple seed. The Lord is good to me.
Song: Scout Law	The Yankee Doodle Scout Law (Tune: Yankee Doodle)	Trusty Tommy was a Scout, <i>Loyal</i> to his mother <i>Helpful</i> to the friends about and <i>Friendly</i> to his brother. <i>Courteous</i> to all around, <i>Kind</i> unto the rabbits. <i>Obedient</i> to his father, too, and <i>Cheerful</i> in his habits. <i>Thrifty</i> saving for a need, <i>Brave</i> and not a faker, <i>Clean</i> in thought and word and deed, and <i>Reverent</i> to his maker.
Song: America	I Love the Mountains (sing as a round)	I love the mountains, I love the rolling hills, I love the flowers, I love the daffodils, I love the fireside when all the lights are low. Boom-de-ah-da, boom-de-ah-da, Boom-de-ah-da, boom-de-ay.
Song: Cub Scout	I've Got That Cub Scout Spirit	I've got that Cub Scout spirit up in my head, up in my head, up in my head. I've got that Cub Scout spirit up in my head, up in my head to stay. <i>Continues with:</i> ...deep in my heart. (<i>touch heart</i>) ...down in my toes. (<i>touch toes</i>) ...all over me.



WOOD BADGE

Type	Title	Content
Song: Scout	Scout Vespers (Tune: <i>O Tannenbaum</i>)	Softly falls the light of day, As our campfire fades away. Silently each Scout should ask, “Have I done my daily task? Have I kept my honor bright? Can I guiltless sleep tonight? Have I done and have I dared everything to be prepared?” Listen Lord, oh listen Lord, as I whisper soft and low. Bless my mom and bless my dad, These are things that they should know. I will keep my honor bright. The Oath and Law will be my guide. Mom and Dad, this you should know: deep in my heart I love you so.
Song: Scout	Taps	Day is done, gone the sun, From the lake, from the hills, from the sky; All is well, safely rest, God is nigh.
Song	Chiga Chiga	Hey there, _____*; you’re some real cool cats! You’ve gotta lot of this, you’ve gotta a lot of that! We all think that you’re real neat, So stand on up and do the chiga-chiga beat! To the right, chiga chiga, chiga chiga; To the left, chiga chiga, chiga chiga; Turn around, chiga chiga, chiga chiga; To the ground, chiga chiga, chiga chiga. * <i>Insert ranks, den leaders, moms and dads, den chiefs, etc.</i>
Run On	Theme: General	#1: Knock, knock. #2: Who’s there? #1: Gorilla. #2: Gorilla who? #1: Gorilla me another hamburger, please.
Run On	Theme: General	#1: I’ve been seeing spots before my eyes. #2: Have you seen a doctor? #1: No, just spots.
Run On	Theme: Bugs	#1: What do you call a bee that can’t make up it’s mind? #2: A May-bee.



WOOD BADGE

Type	Title	Content
Run On	Theme: Bugs	#1: I just saw a moth crying. #2: That's impossible. #1: Haven't you ever seen a moth bawl?
Applause & Cheers	Theme: Bugs	Beehive: When leader raises hand, audience buzzes loud. When the leader lowers hands, the audience buzzes quieter.
Applause & Cheers	Theme: Cubstruction	Back Hoe: Pretend to dig by scooping your hands from you knees and up while saying, "Can you dig it?"
Applause & Cheers	Theme: Cubstruction	Nail: You nailed it perfectly!
Applause & Cheers	Theme: Cubstruction	Electric Drill: Make a brrrrr sound as long as one breath lasts.
Applause & Cheers	Theme: Cubstruction	Hammer: Hold nail in one hand and hammer with the other hand, saying, "Bang, bang, OUCH!" Shake hand that got hit.
Applause & Cheers	Theme: Cubstruction	Glue: Clap hands and find them stuck together. Struggle and finally get them apart.
Applause & Cheers	Theme: Cubstruction	Nail Pounding: Start with a nail, drive it in with a hammer, and hit your thumb, "Ouch!"
Run On	Theme: Cubstruction	#1: What nail should you never hit with a hammer? #2: A fingernail.
Applause & Cheers	Theme: Frontier	Chuck Wagon: "Come and Get it!"
Applause & Cheers	Theme: Frontier	Horse Applause: Gallop in place, saying, "Clippety Clop! Clippety Clop!"
Applause & Cheers	Theme: Frontier	Bandana: Throw a bandana into the air. Everyone applauds until the bandana reaches the floor. Repeat, catching bandana at different points during the drop.
Applause & Cheers	Theme: Frontier	Wagon Train: Make a circle with arm above head and say, "Head 'em up!" Point straight ahead and say, "Move 'em out!"



WOOD BADGE

Type	Title	Content
Applause & Cheers	Theme: Frontier	Westward Ho: Narrator says “Westward”, and the audience answers, “HO!”
Run On	Theme: Frontier	#1 Where do cowboys cook their meals? #2 At home on the range.
Run On	Theme: Frontier	#1: What holds up a stagecoach? #2: Wheels!
Run On	Theme: Frontier	#1: Did you know that Davy Crocket had three ears? #2: Sure, he had a right ear, a left ear, and a wild frontier.
Song: Frontier	Happy Trails to You Dale Evans	Happy trails to you, until we meet again. Happy trails to you, keep smilin’ until then. Who cares about the clouds when we’re together? Just sing a song and bring the sunny weather. Happy trails to you, til we meet again.
Song: Frontier	Home on the Range	Oh, give me a home where the buffalo roam, Where the deer and the antelope play. Where seldom is heard a discouraging word, And the skies are not cloudy all day. <i>Chorus:</i> Home, home on the range. Where the deer and the antelope play. Where seldom is heard a discouraging word, And the skies are not cloudy all day.
Applause & Cheers	Theme: Jungle	Alligator: Everyone puts their arms out in front of their body palms together, open the jaws of the alligator by spreading the arms in vertical motion, slowly, then snapping the jaws shut very quickly. Do this three times!
Applause & Cheers	Theme: Jungle	Banana: “Peel bananas, peel peel bananas!” (Repeat twice. Pretend you’re peeling a banana.) “Go bananas, go go bananas!” (Repeat twice. Jump around, spin in a circle, punch fists in the air.)
Applause & Cheers	Theme: Jungle	Elephant: Let your arms act as a trunk, waving it in front of your face. Then raise your arms up and make trumpeting noises.



WOOD BADGE

Type	Title	Content
Applause & Cheers	Theme: Jungle	Monkey: While semi-squatting, raise your left hand to the ribs under the left armpit, and the right hand to the ribs under the right armpit. Make scratching motions while hopping up and down and yelling, "Eek, Eek!"
Applause & Cheers	Theme: Jungle	Zebra: "Zee-bra, zee-bra, ZEEEEEEEE-BEST!"
Applause & Cheers	Theme: Jungle	Frog Pond: Divide into three groups. Group 1, using high voices = "Tomatoes, tomatoes, tomatoes" Group 2, with medium voice = "Potatoes, potatoes, potatoes!" Group 3, with deep bass voices = "Fried bacon, fried bacon, fried bacon!" Rehearse with each group; then add one group at a time.
Song: Jungle	Tarzan of the Apes <i>(Tune: Battle Hymn of the Republic)</i>	I like bananas, coconuts, and grapes. I like bananas, coconuts and grapes. I like bananas, coconuts and grapes. That's why they call me (yell) TARZAN OF THE APES! <i>Repeat softer and softer except the last line.</i> <i>Hand motions:</i> Banana—peeling motion Coconut—picking it from a tree Grapes—picking off vine, popping into mouth
Song: Jungle	Mother Gooney Bird <i>(Tune: Father Abraham)</i>	Mother Gooney Bird had 7 chicks, 7 chicks had Mother Gooney Bird. They couldn't swim, they couldn't fly, They could only go like this: Right wing. (<i>Flap right arm</i>) <i>For each verse add new action:</i> left wing, right foot, left foot, bob head, turn around, SIT DOWN!
Song: Jungle	The Jungle Hokey Pokey <i>(Tune: Hokey-Pokey)</i>	You put your Tiger foot in; You put your Tiger foot out. You put your Tiger foot in, and you shake it all about. You do the hokey-pokey and you turn yourself around. That's what it's all about.



WOOD BADGE

Type	Title	Content
		<i>More verses:</i> Monkey's hand; Zebra tail; Giraffe's neck; Toucan beak; Elephant's trunk; Lion's mane, etc.
Run On	Theme: Space	#1: What are the best days for astronaut to go into space? #2: Moon-day and Saturn-day.
Run On	Theme: Space	#1: Why don't astronauts answer the phone at noon? #2: Because they are out to launch!
Run On	Theme: Space	#1: How do you get a baby astronaut to sleep? #2: You rock-et!
Run On	Theme: Space	#1: Where do astronauts leave their spaceships? #2: At parking meteors!
Run On	Theme: Space	#1: What holds the moon up? #2: Moon beams!
Applause & Cheers	Theme: Space	Blast Off: Count backwards from 5 to 1. Bend knees a little more on each count until you are in a squatting position. Then say " BLAST-OFF " and jump into the air.
Applause & Cheers	Theme: Space	Sky Rocket: Make a motion of striking a match on your pants; lean over to light your rocket. Make a " SHHH " sound; point from the floor to the sky as if you were following the rocket in flight with your finger. CLAP hands and say " BOOM " spread arms wide and say " AHHH! "
Applause & Cheers	Theme: Space	Satellite Cheer: Move right hand in a circle over your head, opening and closing your fist while saying, "Gleep-Gleep! Gleep-Gleep!"
Applause & Cheers	Theme: Space	Rocket Ship Applause: Act as if lighting the fuse of a rocket (<i>make a hissing sound</i>). Raise arms like a rocket taking off (<i>make a "whooooooshing" sound</i>). Make "popping" sound, then while moving hands in circle above head shout, " BOOM! "



WOOD BADGE

Type	Title	Content
Song: Space	Star Wars Song (Tune: <i>Frere Jacques</i>)	R2 D2, R2 D2; 3PO, 3PO; Obi Wan Kenobi, Obi Wan Kenobi, Han Solo, Han Solo.
Song: Space	Moon Walk (Tune: <i>La Cucaracha</i>)	I have a space ship, I have a space ship And I will fly it to the moon. I have a space ship, I have a space ship And I will go there very soon. And when I get there, And when I get there, I will walk among the stars And I will see it, and I will like it! It is so very, very far!
Song: Space	The Noble Captain Kirk (Tune: <i>A Hunting We Will Go</i>)	The noble Captain Kirk He had four hundred men. He beamed them up to the Enterprise, And beamed them down again. And when they're up, they're up, And when they're down, they're down. And when they're only halfway up, They're nowhere to be found.
Run On	Theme: Knights	#1: When was King Arthur's army too tired to fight? #2: When they had too many sleepless knights.
Run On	Theme: Knights	#1: What did King Arthur listen to every evening at six? #2: The knightly news.
Run On	Theme: Knights	#1: There are many castles in the world. Who is strong enough to move one? #2: A chess player.
Run On	Theme: Knights	#1: Why was the period between the tenth and fifteenth centuries A.D. called the Dark Ages? #2: Because it was Knight time.
Run On	Theme: Knights	#1: Why did the King go to the dentist? #2: To get his teeth crowned.
Applause & Cheers	Theme: Knights	Archer: Shoot an arrow into the air. Wait for 5 seconds and then yell, "Bulls Eye!"
Applause & Cheers	Theme: Knights	Three Musketeers: Leader shouts, " All for one "; Audience answers, " And one for all! "



WOOD BADGE

Type	Title	Content
Applause & Cheers	Theme: Knights	Crusaders: Shout “ For King and Country! ”
Song: Knights	When You Are A Knight (Tune: <i>Farmer in the Dell</i>)	When you are a knight, Good is what you do, The Knight’s Code is the thing you use, To live your whole life through. When you are a Scout, Good is what you do, The Cub Scout Law is what you use To live your whole life through.
Song: Knights	Knights of Scouting (Tune: <i>Frere Jacques</i>)	Knights of Scouting, knights of Scouting, Yes we are, yes, we are, Living by the Knight’s Code, helping all our brothers, knights we are, knights we are.
Run On	Theme: Take Flight	#1: What’s the purpose of the propeller on a plane? #2: To keep the pilot cool. If you don’t think so, just stop it and watch him sweat!
Run On	Theme: Take Flight	#1: Where does a bird go when it loses its tail? #2: To the retail store.
Applause & Cheers	Theme: Take Flight	Helicopter: Whirl hands over the top of your head while saying, “ SWISH, SWISH, SWISH. ”
Applause & Cheers	Theme: Take Flight	Jet Plane: Hold palm of right hand straight and move in sweeping motion from right to left, then give a good loud “ ZOOM ” with each action.
Applause & Cheers	Theme: Take Flight	Soaring Kite: Hold out arm as if holding onto a kite string. Say: “ Hold on, it’s soaring higher and higher. ”
Applause & Cheers	Theme: Take Flight	Sonic Boom: Open mouth and move hands but say nothing; then a couple of seconds later yell, “ BOOM! ”
Song: Take Flight	My Kite (Tune: <i>Farmer in the Dell</i>)	My kite is up so high, My kite is up so high, Oh my—just watch it fly; My kite is up so high. My kite is falling down, My kite is falling down, Oh no—it’s down so low; My kite is falling down. The wind has caught my kite, The wind has caught my kite, What fun—I’m on the run; The wind has caught my kite. My kite is up so high, My kite is up so high, Oh my—just watch it fly; My kite is up so high.



WOOD BADGE

Type	Title	Content
Song: Take Flight	ZOOM on By (Tune: <i>If You're Happy and You Know It</i>)	If you're gonna be a pilot, ZOOM on by. If you're gonna be a pilot, ZOOM on by. If you're gonna be a pilot, then your ZOOMS are gonna show it. If you're gonna be a pilot, ZOOM on by.
Run On	Theme: CSI	#1: Knock, knock. #2: Who's there? #1: Ella Mann. #2: Ella Mann who? #1: Ella Mann-tery, my dear Watson.
Applause & Cheers	Theme: CSI	Put 'Em Up: Point to the honorees and yell "Hey you! Put 'em up in the air!" When the Scouts raise their hands (or awards), audience yells: "Great Job!"
Applause & Cheers	Theme: CSI	Siren Cheer: At the leader's signal, everyone makes a siren noise until the leader gives the "stop" signal.
Song: CSI	The Donut Song (Tune: <i>Turkey in the Straw</i>)	Oh, I went around the corner and I walked down the block, And I walked right in to a baker's shop. And I picked up a donut, and I wiped off the grease, And I handed the lady a five-cent piece. Oh, she looked at the nickel and she looked at me, And she said, "This money is no good to me. There's a hole in the middle and it goes right through." I said, "There's a hole in the donut, too!"
Song: CSI	What Kind of Clues (Tune: <i>Oh When the Saints</i>)	What kind of clues, were left behind, What kinds of clues were left behind? We need to look at all the evidence, To see what clues were left behind. Oh did you find, some fingerprints? Oh did you find some fingerprints? We need to look at all the evidence, To find all of the fingerprints. Were there footprints left on the ground? Were there footprints left on the ground? We need to look at all the evidence, To find the footprints on the ground



WOOD BADGE

Type	Title	Content
		<p>Oh did you see us solve the crime? Oh did you see us solve the crime? We found and studied all the clues, To solve the mystery!</p>
Song: General	Be Kind to Your Cub Scouting Friends <i>(Tune: Stars and Stripes Forever)</i>	<p>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.</p>
Skit: General	The Snow and the Skier	<p><i>Tell the participants they are to do exactly what the story says. Characters: Sun (one), Eagles (two or three), Trees (any number), Mountains (any number), Falling Snow (any number), One Skier</i></p> <p>It was a bright and beautiful morning in the forest. The sun had just popped up from behind the mountains. It was happily surveying the scene. The trees were standing very still after the lightly falling snow gently touched their branches and fell in heaps near the bottom of the trees. The mountains were just mountains; they didn't do much. The eagles left their perches close to the top of the mountains and flew up and down. They soared with their wings outstretched. The gentle breeze kept them flying high and flying low. They finally came to rest at the foot of the trees.</p> <p>A skier approached the mountains and decided to ski down. As he left the mountains he skied in and out of the trees, being careful not to step on any of the new fallen snow. He skied and he skied. He skied around one tree and around another. The snow was rising from the ground and falling back to earth as he went by. The sun was watching with great interest. He skied around to the back of the mountains, out of sight. The wind began to blow the trees back and forth. They swayed and swayed. The eagles took flight and flew around the trees and back to the mountains. The sun was blocked by the snow that was blown from the trees. The</p>



WOOD BADGE

Type	Title	Content
		<p>mountains began to tremble as if there were an earthquake nearby. It was dark on the mountain.</p> <p>As the wind died down, the sun came out. The mountain stopped trembling. The trees stopped swaying. The eagles landed and the snow came to rest at the bottom of the trees again. The sun smiled and the skier made one last run among the trees. It was truly a beautiful day again.</p>
Story	Indian Youth and the Snake	<p>Many years ago, Indian youth would go away in solitude to prepare for adulthood. One such youth hiked into a beautiful valley. There he fasted, and on the third day he decided to test himself against the mountain. He put on his buffalo-hide shirt, threw his blanket over his shoulders, and set off to climb the peak.</p> <p>When he reached the top, he could see forever, and his heart swelled with joy. Then he heard a rustle at his feet. Looking down he saw a snake. Before he could move, the snake spoke: "I am about to die. It is too cold for me up here, and I am freezing. There is no food, and I am starving. Put me under your shirt and take me down to the valley."</p> <p>"Oh, no," said the youth. "I know your kind. You are a rattlesnake. If I pick you up, you will bite me, and I will die." "Not so," said the snake. "I will treat you differently. If you do this for me, you will be special. I will not harm you."</p> <p>The youth withstood for a while, but this was a very persuasive snake with beautiful markings. At last the youth tucked it under his shirt and carried it down to the valley. There he laid it gently on the grass. Suddenly, the snake coiled, rattled, and struck, biting him on the leg. "But you promised!" cried the youth. You knew what I was when you picked me up," said the snake as it slithered away.</p>
Skit	CPR Rescuers	<p>Cast: 3 Cub Scouts</p> <p>Setting: Cubs are standing around reading newspapers or magazines as if waiting for the bus to come.</p> <p>1st Cub: (Suddenly grabs his chest and falls down on the ground.) (All others gather around him.)</p>



WOOD BADGE

Type	Title	Content
		<p>2nd Cub: Looks like he's had a heart attack!</p> <p>3rd Cub: Sure does. Does anybody know CPR? <i>(The two Cubs begin to do CPR. Cub 2 pretends to do rescue breathing while Cub 3 pretends to do chest compressions.)</i></p> <p>2nd Cub: <i>(After a while)</i> I'm getting tired. Let's change positions.</p> <p>3rd Cub: OK! Ready? Let's change.</p> <p><i>(3rd Cub lies down on the floor; 1st Cub gets up and starts doing rescue breathing, and the 2nd Cub starts doing chest compressions.)</i></p>
Audience Participation	Why Bear is Stumpy-tailed	<p>FOX = Yee, hee, hee, hee FISH = Yum yum BEAR = Grrowwwl WOODS = All sounds</p> <p>Once upon a time, many years ago, a very big BEAR lived in the WOODS. This BEAR had a beautiful tail, the most beautiful tail in the WOODS. He was always bragging about his beautiful tail. All the other animals in the WOODS decided something had to be done to teach BEAR a lesson. FOX came forward and said he had a plan.</p> <p>So, one winter afternoon, BEAR met FOX coming through the WOODS. FOX had a string of FISH. "My," said BEAR admiring the FISH, "Where did you get such beautiful FISH?" "From the river in the WOODS," replied FOX. Then the FOX asked why didn't BEAR go down through the WOODS to the river and catch some FISH for dinner?</p> <p>BEAR was hungry, and he wanted some FISH. "What's the best way to catch the FISH?" BEAR asked FOX. "Go down through the WOODS to the river and cut a hole in the ice," he said. "Then put your tail in the hole and wait for the FISH to bite. The more beautiful the tail, the more FISH you will catch. When the FISH bite, it may sting and hurt a bit, but you must sit there as long as you can. The longer you sit, the more FISH you will catch," FOX told BEAR. "When you think you have caught enough, pull out your tail. Just give a hard and strong pull. Now, remember all I've told you," said FOX to BEAR.</p>



WOOD BADGE

Type	Title	Content
		<p>Now BEAR knew he had the most beautiful tail in the WOODS and it wouldn't take long to catch those FISH. BEAR went through the WOODS to the river and cut the hole in the ice and sat so his tail hung down in the water. It got colder and colder, and after a while his tail began to sting and hurt, but BEAR remembered what FOX said. It kept on stinging and hurting, but BEAR didn't get up because he believed the FISH were biting, just as FOX had told him.</p> <p>Late afternoon, as the sun started down in the WOODS, BEAR thought he had enough FISH. BEAR tried to stand up and pull out the FISH he had caught, but he couldn't stand up straight. The water in the hole had turned to ice and frozen solid. The part of his tail in water was stuck. BEAR was getting angry, but he remembered what FOX had told him. So, he pulled and pulled and pulled. All of a sudden, BEAR'S tail came out of the ice...but only part of it. His beautiful tail was gone. And to this day, the BEAR has a stumpy tail!</p>
Run On	Theme: General	<p>#1: What is the best way to start a fire with two sticks?</p> <p>#2: Make sure one is a match.</p>
Run On	Theme: General	<p>#1: If you are facing east, what would be on your left hand?</p> <p>#2: Fingers</p>
Run On	Theme: General	<p>#1: What do you eat soup with on the Fourth of July?</p> <p>#2: Fire crackers.</p>



Day Two Start, Stop, Continue Worksheet

Category	Assessment
Start	<p>In our patrol, what should we put in place to improve? (Some things we should START)</p> <p>1.</p> <p>2.</p>
Stop	<p>In our patrol, what is not working? (Some things we should STOP)</p> <p>1.</p> <p>2.</p>
Continue	<p>In our patrol, what is working well? (Some things we should CONTINUE)</p> <p>1.</p> <p>2.</p>



Course Schedule—Day Two

Activity	Location
Reveille	
Breakfast and Patrol Self-assessments	
Gilwell Field Troop 1 Assembly *	
Troop 1 Meeting *	
Patrol Leaders' Council (<i>in the round</i>) *	
Learn to Listen, Listen to Learn **	
Lunch	
Plan with a Bias for Action *	
Planning Application (Rockets or Newton Cars) *	
Develop Individuals and Teams *	
Retire Colors (Program Patrol only)	
Leadership Connections **	
Ticket Time **	
Patrol Meetings **	
Dinner	
Know the Territory *	
Troop Campfire Program *	
Cracker Barrel	
Lights out	

* Troop Presentation/Activity

** Patrol Presentation/Activity



WOOD BADGE

Day Two Gilwell Field Assembly

Agenda

At Gilwell Field

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

- Welcome
- Patrol reports (*roll call*)
- Flag ceremony (*program patrol*)
 - The senior patrol leader directs, “**Program Patrol, please raise the colors.**”
 - The program patrol color guard presents the colors and raises the American flag, then presents the historic flag and song. Instruct everyone to salute as the American flag is raised.
 - Do not recite the Scout Oath and Law at this time; for efficiency, this will be done in the troop meeting.
- 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 each and 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.”
- Program and service patrol transfer of responsibilities
 - Day One Program Patrol: _____
 - Day Two Program Patrol: _____
 - Day One Service Patrol: _____
 - Day Two Service Patrol: _____

The senior patrol leader asks the patrol leaders of the program and service patrols serving since Day One to come forward with their emblems of office. The leaders of the patrols that will assume those responsibilities for Day Two also come forward. Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these duties.
- Announcement examples
 - _____ has our weather report.
 - _____ has instructions from the quartermaster.
 - _____ has our Safety Moment (hydrate, etc.).
 - _____ has instructions from the scribe.
- “The Gilwell Song”
- Dismiss



Troop Meeting Plan

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Pre-opening 20 min	"What Are You Most Afraid Of?" activity	Troop guides	20 min	20 min
Opening Ceremony 15 min	Scout Oath and Law New Scout Induction	Senior patrol leader and staff	15 min	35 min
Skills Instruction 10 min	Sanitation	Quarter-master staff or instructor	10 min	45 min
Patrol Meetings 20 min	Review position descriptions and select patrol leaders, assistant patrol leaders, chaplain aide, and scribe Hold elections <i>Note: A chaplain aide cannot be patrol leader for Days Three and Four.</i> Revisit "Start, Stop, Continue" patrol self-assessments Introduce patrol totem (due for SPL approval by dinnertime) flag, and yell/call	Troop guides	20 min	65 min
Interpatrol Activity 20 min	Patrol method first-aid kit game	Troop guides	20 min	80 min
Patrol Leader Installation 5 min	Install newly elected patrol leaders	Senior patrol leader and Scoutmaster	5 min	85 min
Closing 5 min Total meeting: 90 min	Scoutmaster's Minute	Scoutmaster	5 min	90 min



WOOD BADGE

"What Are You Most Afraid Of?"

Pre-opening Worksheet

Below is an alphabetized list of 14 common fears. You have two tasks:

1. Working on your own, rank all 14 items in the order in which you think a survey of respondents from throughout the United States ranked them. Rank them from "1" (most feared) to "14" (least feared).
2. Once everyone has completed the individual ranking, work together as a patrol to come up with a patrol ranking or average for each item, again using "1" for most feared to "14" for least feared.

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



WOOD BADGE

Patrol Method First-aid Kit Game—Facilitator Guide

Your patrol has been provided with a first-aid kit. These first-aid kits get used by campers each course, and sometimes items get used or misplaced. Your task is to check the contents of the first-aid kit and determine that you have the materials needed to accomplish the following tasks. You may not use items from your personal first-aid kit to supplement missing items to complete the kit. As soon as you have assembled a first-aid kit that will meet all the objectives below, bring the complete first-aid kit to the senior patrol leader.

Task	First-aid Kit Item
Bandage a small cut	
Protect a blister	
Apply cold to a sprain	
Clean and sanitize a wound	
Apply an antibiotic agent to a wound	
Protect your hands from blood-borne pathogens while bandaging a wound	
Treat a bee sting	
Apply an agent to reduce itching	
Wrap a bandage around a large wound	
Clean and sanitize your hands after rendering aid	
Read about first-aid procedures	
Tape a gauze bandage	

Instructions for Patrol Method First-aid Kit Game

Focus of the Game

There are two focuses to the game. The first is to demonstrate the communication links among the senior patrol leader, the patrol leaders, and the patrols. The second is to see the beginnings of teamwork.



WOOD BADGE

Game Procedure

1. The senior patrol leader asks one member from each patrol (**not the patrol leader**) to serve as a judge.
2. The judges then come forward to receive the following instructions:
 - Divide the judges into two groups. Each group will judge the other's group of patrols.
 - The judges will declare the winner of the game, which will be the patrol that finishes its task first.
 - The judges will monitor each patrol as it completes the task. After the game, there will be a discussion about the process the patrols went through.
3. The senior patrol leader distributes one first-aid kit and task sheet to each patrol, and instructs the patrols to wait for the signal to begin.
4. The senior patrol leader announces that the patrol leaders are the only members of the patrol that can communicate with others.
5. This will be a race to see which patrol can complete its first-aid kit based on the task list.
6. The senior patrol leader gives the signal to begin.

Game Process

As each patrol determines that it is missing an item or has an extra item, the patrol leader should ask the senior patrol leader what to do. The patrol leader should turn in the patrol's extra items and receive an item from the senior patrol leader with the counsel that, **"This might work, and if not, come back."** This process continues until the patrols have completed their first-aid kits and a winner has been determined.

Discussion

After declaring a winner (or two), engage in a discussion with the judges, encouraging input from the rest of the patrols. Lead the discussion along these lines:

1. Which patrol won, and why?
2. What did the patrols do when they found they had an extra piece and were missing a piece? (Be sure to stress the role the senior patrol leader played in this. Cub Scouting and Venturing leaders in the group may be unfamiliar with this communication link in troops, and this will help them understand troop operations.)
3. Did the winning patrols have a plan or approach to the task?
4. Did any of the patrols divide the work into sections?
5. Did a leader emerge in the group? Was it always the patrol leader?



Patrol Method First-aid Kit Game

Answer Key

Task	First-aid Kit Item
Bandage a small cut	<i>Adhesive bandage</i>
Protect a blister	<i>Moleskin</i>
Apply cold to a sprain	<i>Cold pack</i>
Clean and sanitize a wound	<i>Antiseptic wipe</i>
Apply an antibiotic agent to a wound	<i>Antibiotic ointment</i>
Protect your hands from blood-borne pathogens while bandaging a wound	<i>Gloves</i>
Treat a bee sting	<i>Tongue depressor</i>
Apply an agent to reduce itching	<i>Hydrocortisone</i>
Wrap a bandage around a large wound	<i>Tape and gauze</i>
Clean and sanitize your hands after rendering aid	<i>Hand sanitizer</i>
Read about first-aid procedures	<i>Manual</i>



WOOD BADGE

Patrol Method First-aid Kit Game

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Treat a bee sting	
Apply an agent to reduce itching	
Wrap a bandage around a large wound	
Clean and sanitize your hands after rendering aid	
Read about first-aid procedures	
Tape a gauze bandage	



Instructions for Patrol Method First-aid Kit Game

Focus of the Game

There are two focuses to the game. The first is to demonstrate the communication links among the senior patrol leader, the patrol leaders, and the patrols. The second is to see the beginnings of teamwork.

Game Procedure

1. The senior patrol leader asks one member from each patrol (**not the patrol leader**) to serve as a judge.
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3. The senior patrol leader distributes one first-aid kit and task sheet to each patrol, and instructs the patrols to wait for the signal to begin.
4. The senior patrol leader announces that the patrol leaders are the only members of the patrol that can communicate with others.
5. This will be a race to see which patrol can complete its first-aid kit based on the task list.
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Game Process

As each patrol determines that it is missing an item or has an extra item, the patrol leader should ask the senior patrol leader what to do. The patrol leader should turn in the patrol's extra items and receive an item from the senior patrol leader with the counsel that, **"This might work, and if not, come back."** This process continues until the patrols have completed their first-aid kits and a winner has been determined.



WOOD BADGE

Patrol Meeting Agenda Recommendations

1. There are four patrol meetings in the course. The first patrol meeting occurs at 8:30 a.m. on Day Two, before any patrol leaders' council meetings have taken place. For this patrol meeting, it is suggested that the troop guide assist the patrol leader to cover the following items:
 - Roles and responsibilities
 - Elections of patrol leader, assistant patrol leader, scribe, and chaplain aide
 - Revisit "Start, Stop, Continue" (or other reflection tool, such as "Rose, Thorn, Bud"), introduced at breakfast
 - Patrol totem
 - Patrol flag
 - Patrol yell/cheer
 - Responsibilities for campfire
2. For the second and all subsequent patrol meetings, no prescribed agenda is recommended. Instead, the troop guide should merely support the patrol leader, who will address duties, assignments, and unfinished projects (such as the Patrol Leadership Quest presentation) received at the patrol leaders' council held before these patrol meetings or at other times during the course.



WOOD BADGE

Day Two Patrol Meeting Agenda

The troop guide will help the patrol leader cover the following agenda items:

1. Roles and responsibilities
2. Elections of patrol leader, assistant patrol leader, scribe, and chaplain aide
3. Revisit “Start, Stop, Continue” (introduced at breakfast)
4. Patrol totem
5. Patrol flag
6. Patrol yell/cheer
7. Responsibilities for campfire



WOOD BADGE

Patrol Leaders' Council

Day Two Agenda

1. Welcome
2. Introductions
3. Announcements
 - Time and location of the Day Three chaplain aides meeting
 - Information about the outdoor experience
4. Purpose of the meeting: what we need to accomplish
5. Meeting's end time
6. Reports on the progress of each patrol
 - Morale and productivity
 - Totems
7. Assessment of the Day Two troop meeting
8. Agenda and assignments for the Day Three troop meeting
9. Distribution of patrol leaders' copies of the Day Three course schedule
10. Review assignments for program patrol and service patrol
 - Planning for the participants' troop campfire
 - Patrols should have copies of the campfire planning materials
11. Closing
 - Summarize important points of the meeting
 - Review assignments: who is to do what, when it will be done, and the expectations of high quality
12. Adjourn



WOOD BADGE

ONHIXDNB



Start, Stop, Continue Worksheet

Category	Assessment
Start	<p>In our patrol, what should we put in place to improve? (Some things we should START)</p> <p>1.</p> <p>2.</p>
Stop	<p>In our patrol, what is not working? (Some things we should STOP)</p> <p>1.</p> <p>2.</p>
Continue	<p>In our patrol, what is working well? (Some things we should CONTINUE)</p> <p>1.</p> <p>2.</p>



WOOD BADGE

Course Schedule—Day Three

Two-weekend Course (3 + 2)

Activity	Location
Reveille	
Breakfast and Patrol Self-assessments	
Gilwell Field Troop 1 Assembly	
Interfaith Worship Service Instruction and Model Interfaith Worship Service *	
Troop and Patrol Photos *	
Troop 1 Meeting *	
Apply Interpersonal Savvy *	
Lunch	
Patrol Leaders' Council Meeting	
Patrol Chaplain Aides Meeting (<i>simultaneous with PLC</i>)	
Ticket Time (<i>simultaneous with PLC</i>)	
Patrol Meetings	
Manage Conversations **	
Coach and Mentor *	
Leadership Connections **	
Ticket Time **	
Day Three Recap *	
Closing Gilwell Field Assembly *	
Departure	

* Troop Presentation/Activity

** Patrol Presentation/Activity



WOOD BADGE

Course Schedule—Day Three

Five-day Course (5 x 1)

Activity	Location
Reveille	
Breakfast and Patrol Self-assessments	
Gilwell Field Troop 1 Assembly	
Interfaith Worship Service Instruction and Model Interfaith Worship Service *	
Troop and Patrol Photos *	
Troop 1 Meeting *	
Apply Interpersonal Savvy *	
Lunch	
Patrol Leaders' Council Meeting	
Patrol Chaplain Aides Meeting (<i>simultaneous with PLC</i>)	
Ticket Time (<i>simultaneous with PLC</i>)	
Patrol Meetings	
Manage Conversations **	
Coach and Mentor *	
Leadership Connections **	
Ticket Time **	
Day Three Recap *	
Retire Colors (Program Patrol only)	
Dinner	
Optional Evening Activities	
Cracker Barrel	
Lights out	

* Troop Presentation/Activity

** Patrol Presentation/Activity



WOOD BADGE

Learn to Listen, Listen to Learn—Summary

Learning Objectives

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

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

Key Wood Badge Themes

- **Growing:** This session will help participants to become more aware of the ways in which they interact with other people.
- **Connecting:** By emphasizing listening skills, this session will help participants communicate more effectively with other people.

Connections to Other Sessions

Know Thyself: This session refers to the earlier Know Thyself presentation and asks participants to think introspectively about how they listen to others.

Communicate Effectively: This session expands on the “fundamentals” learned from the Communicate Effectively session (e.g., the importance of two-way communication and nonverbal communication).

Managing Conversations: The strategies presented in this later session can be useful when trying to manage and mitigate a challenging situation through conversation.

References

- *The 7 Habits of Highly Effective People* by Stephen R. Covey

Competency Summary

Learn to Listen, Listen to Learn

Understanding Listening

Effective listening is a leadership skill. As a critical part of two-way communication, effective listening connects us to others, contributes to the creation of trust and understanding, and facilitates awareness of the strengths of others. In short, effective listening is the cornerstone of the building blocks of friendships and teamwork.



WOOD BADGE

Effective Listening

Effective listening is composed of active listening and empathetic listening. Active listening demonstrates to the speaker that the listener has heard and understands the message the speakers intended to convey. Empathetic listening is the listener's sincere attempt to deeply understand what the speaker is saying.

To be effective, listening should be both active and empathetic.

Barriers to Effective Listening

There are barriers to effective listening, including the listener's bias, environment, and personal circumstances. The listener's self-awareness of his or her strengths, weaknesses, environment, and personal situation are strategies to overcoming barriers to effective listening.

Application of Effective Listening Skills

Effective listening is necessary to every Scouting experience, especially adversarial situations. Effective listening mitigates conflict with Scout parents, other Scout leaders, and, most importantly, Scouts. It enables everyone to focus on problem solving. Moreover, as a Scout leader uses effective listening to manage conflict with Scouts, the relationship with the Scout will be strengthened. In turn, this strengthened relationship enables the Scout leader to better teach, train, and mentor the Scouts. By effectively listening, the leader can move the conflict toward a positive outcome.

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

Giving and Receiving Feedback

Giving and receiving feedback is a basic element of team development, leadership, and friendships. Feedback is critical to our development as leaders.

- Giving Feedback:

To be effective, feedback must be based on helpful motivation, should address behavior that can be changed, should deal with specifics, and must be constructive. Feedback is nonjudgmental: it only describes behavior; it does not evaluate behavior.

- Receiving Feedback:

Effective leaders seek feedback because it almost always provides helpful information. Effective listening is key to receiving feedback in ways that will improve the leader. It is crucial that the leader be aware of his or her feelings when receiving the feedback to avoid a negative, angry, or defensive response.



Remember: Feedback is a gift



WOOD BADGE

Role-play: Speaking and Listening

Listener Behavior Cards

Presenter: After you split the group into pairs, please give one of these cards to the “listener” in each pair.

Listener: Read the card silently and do not show anyone else what is on the card. This card is how you should behave while the other person is speaking.

Interrupt the speaker.
Give the speaker advice before he or she is done.
Give the speaker a blank look.
Be bored.



WOOD BADGE

Role-play: Effective Listening

Instructions for the Interviewer

Please spend two to three minutes interviewing your partner to learn more about what they do in Scouting.

You can ask any questions you would like. Here are some suggestions to get you started:

- 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 yourself in giving back to Scouting?



WOOD BADGE

Role-play: Listening in Adversarial Situations

(Read this part to yourself: *You are a Scout who is upset about the way the other Scouts in your patrol are treating you. You are going to approach an adult leader and express your complaints and frustrations. For the first part of this role-play, focus mostly on the negative and complain about things you don't like.***)**

If you'd like some ideas, here are some suggested things you could complain about:

- The other Scouts make me do all the work. I have to set up the tent and take it down, and I always have to get the firewood, build the fire, and cook the food. Then they make me wash all the dishes!
- I never get to stay in a tent with my friends. The patrol leader always makes me be buddies with that kid that nobody likes.
- Nobody ever listens to my ideas. The other Scouts always get to choose what goes on our menu, and it's always the same terrible food.
- Everybody calls me "Newbie," but I hate that nickname. That's not my name!



Tips on Giving Feedback

- Consider your motives. Feedback should always be helpful. Otherwise, there is no reason to offer it.
- Find out if the other people involved are open to receiving feedback.
- Give feedback in a comfortable, private setting.
- Give feedback in person, using body language that is non-threatening and conveys that you care.
- Deal only with behavior that can be changed.
- Deal with specifics, not generalities.
- Describe the behavior; do not evaluate it.
- Let the other person know the impact the behavior has on you.
- Use an “I” statement to accept responsibility for your own perceptions and emotions.
- Be constructive. Rather than dwelling on the negative, focus on opportunities for improvement.
- 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.



Tips on Receiving Feedback

- **Seek out feedback**—It will nearly always provide you with information that will in some way help you improve your performance.
- **Listen**—Allow the person giving feedback to speak.
- **Listen carefully**—Receiving feedback requires a heightened awareness of yourself and the person offering the feedback.
- **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 he or she intended to send.
- **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.
- **Be self-aware**—Notice how you are feeling when someone offers you feedback. If you tend 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.



WOOD BADGE

Plan with a Bias for Action—Summary

Learning Objectives

As a result of this session, each participant should 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.

Tool: 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 event's framework. The blueprint exhibits the framework/outline of the desired result.

Creating a Bias for Action—The Process:

3 Steps of Planning—"Think before you Do":

1. **Assess:** 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 activities or 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 on the project itself to ensure forward progress.
- **Close/Celebrate:** Prepare a closeout report that compares the original goals to the outcome, and that captures "lessons learned" both good and bad. This is the time to save the plan so it can be repeated. Celebrate your success!





WOOD BADGE

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

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 tools you need to create a path for your team to achieve success.

“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 and founder of analytical psychology

“Love is at the root of everything; all learning, all parenting, all relationships—love or the lack of it—and what we see and hear on the screen is part of who we become.”

—Fred Rogers,
“Mister Rogers’ Neighborhood”



WOOD BADGE

Campout Shopping List

Campout Date: _____

Number of Campers: _____

Item	Portion	Amount Needed	Approx. Cost

Approved By: _____

Date: _____



WOOD BADGE

Duty Roster

Campout Date: _____

Patrol: _____

Patrol Roster	Duty	Day 1	Day 2	Day 3
	Water			
	Campfire			
	Wood			
	Cooking			
	Breakfast			
	Lunch			
	Dinner			
	Clean-up			
	Cracker Barrel			

Approved By: _____

Date: _____

THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The MC organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

[illegible][illegible]

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening	Main event		
Closing			
Headliner			
Song leader			
Cheerleader			

#33696A



D2_06_03 1

CAMPFIRE PROGRAM

Place _____

Date _____

Time _____

Camp director's approval: _____

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
M. C. _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheerleader _____	Cleanup by _____

Spot	Title of Stunt, Song, or Story	By _____	Time
1	Opening—and firelighting		
2	Greeting—introduction	M.C.	
3	Sing— Yell—		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		



Vision of Future Success

Goals:

Goal 1: Measures of Success				Goal 2: Measures of Success			
	Task	Person Responsible	Time Frame		Task	Person Responsible	Time Frame
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			



Meeting Plan: _____

Week __ Date _____



ACTIVITY	DESCRIPTION	RUN BY	TIME*
Preopening __ minutes before meeting			_____
Opening Ceremony __ minutes	Flag presentation Oath and Law Uniform Inspection		_____
Group Instruction __ minutes	• • • •		_____
Skills Instruction __ minutes <div style="display: flex; align-items: center; justify-content: center; gap: 10px;"> <div style="width: 20px; height: 20px; background-color: #90EE90; border-radius: 50%;"></div> <div style="width: 20px; height: 20px; background-color: #0070C0;"></div> <div style="width: 20px; height: 20px; background-color: black; border-radius: 50%;"></div> </div>	• • • •		_____
	• • • •		
	• • • •		
Breakout Groups __ minutes (Patrol Meetings)			_____
Game (or Challenge) __ minutes			_____
Closing __ minutes	Announcements Leader's minute Closing		_____
Total 90 minutes of meeting			
After the Meeting __ minutes	Leadership team review plans for the next meeting and for the main event.		

CUB SCOUT DEN MEETING PROGRAM



DEN NO. _____ PACK NO. _____

MEETING PLACE _____ TIME _____

ADVENTURE _____ DATE _____

As den leader, use this form at your monthly pack leaders' or den leaders' meeting to plan the weekly den meetings. Indicate ways for the den chief and denner to help you in the den meeting.

BEFORE THE MEETING STARTS

Den leader, den chief, and adult partner (if a Tiger den) make final preparations; coach denner on part he is to take in the meeting; help denner arrange meeting place.

WHILE CUB SCOUTS GATHER

Collect dues; check at-home advancement activity; have everyone participate in a gathering activity.

OPENING

Simple opening ceremonies—song, yell, Scout Oath and Law, etc.; membership inventory; uniform inspection.

TALK TIME

Theme-related ideas; den's part in pack meeting; plans for special den activities.

ACTIVITIES

Den time to work on completing a required or elective adventure selected by the den.

CLOSING

Ceremonial moment to wrap up the meeting; a brief inspirational closing; say the Scout Oath or Law, or do a flag ceremony.

AFTER THE MEETING

Den leader and den chief review this meeting and discuss plans for next den meeting. Review next meeting assignment with denner. Help denner put room in order.

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:



WOOD BADGE

Rockets or Newton Car Activity Planning Worksheet:

Initiate the Project, Create the Framework

Problem, opportunity, or situation to ACT on: _____

Project goals: _____

Objectives: _____

Measure of success: _____

Approach or method: _____

Assumptions, risks, constraints: _____



WOOD BADGE

Develop Individuals and Teams—Summary

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.

Key Wood Badge Themes

- Growing
- Guiding
- Empowering

Connections to Other Wood Badge Sessions

- Learn to Listen, Listen to Learn
- Communicate Effectively
- Coach and Mentor

References

- *Developmental Sequence in Small Groups*, 1965, by Bruce Tuckman and Mary Ann Jensen
- *Management of Organizational Behavior*, 1969, by Paul Hershey and Ken Blanchard
- *The One Minute Manager*, 1982, by Ken Blanchard
- *Remember the Titans*, 2000, Walt Disney Pictures
- *Leading at a Higher Level*, 2006, by Ken Blanchard

EDGE

Explain, Demonstrate, Guide, Enable

Stages of Team Development

- **Forming**—The team meets, begins to get to know one another, and establish ground rules.
- **Storming**—Members start to communicate their feelings, yet still view themselves as individuals rather than a part of a team. They disagree and are not yet aligned.
- **Norming**—People feel part of the team, realizing that they can accomplish tasks if they accept and include other points of view.
- **Performing**—The team works in an open and trusting environment where flexibility is the key to consensus and hierarchy is of little importance.
- **Adjourning**—The group completes its work, recognizes member contributions, and celebrates success.



WOOD BADGE

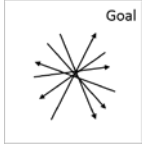

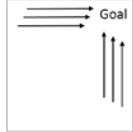

Selecting a Leadership Style

- **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: **Directing**, **Coaching**, **Supporting**, and **Delegating**.
- Repeat the process as time and circumstances evolve.

To bring out the best in individuals and teams,
a leader must match the developmental level of the individuals or teams
based on competence (skill) and commitment (will) for the current task.



Develop Individuals and Teams Matrix

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	<i>"Different strokes for the same folks!"</i>
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 <i>"Understanding how individuals and teams develop can help leaders match their leadership style to best meet the needs of those they serve."</i>	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.	



WOOD BADGE

The Teaching EDGE Model

The EDGE method is usually used when teaching a skill.

The Scouting learning model is called “experiential,” which means learning by doing, not just by listening but by studying and testing. After setting learning objectives, our goal is to teach according to the objective, give the person being trained time to practice, and then check their understanding and skill level.

The EDGE Method

First Stage—Explain

Here, the Instructor does these things:

- Explains the value of the subject.
- Evaluates the skill level of the group.
- Assesses previous knowledge of the subject.
- Catches the interest of and motivates learners.

Second Stage—Demonstrate

In this phase:

- 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.
- Ways to demonstrate include lecture, video, game, role play, and 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 facilitator as they start to practice. This leads right into the next stage.

Third Stage—Guide

- The participant/team begins to practice the skill with coaching and guiding by the facilitator or others in the team with knowledge of the skill. This stage is an application attempt by the learners as they gradually demonstrate ability to employ the skill unassisted. For example, they show they can tie the square knot without help.

Fourth Stage—Enable

- The participant/team makes a judgment that he or she has learned the skill, shows that he or she can complete the defined task, and gains confidence about acquiring new learning, knowledge, and/or skills.
- The facilitator also judges that the skill has been learned and reinforces the new learning, knowledge and/or skill that has taken place. This allows the facilitator to conclude that the individual or team is more capable.



WOOD BADGE

Variations

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

Troop Guide Ticket Time Guidance

The Wood Badge Ticket is as old as Wood Badge and for most participants is a source of stress: they are faced with preparing a list of five goals/tasks/projects related to their current position/job in Scouting that they will complete over the next 18 months.

The ticket is introduced to them on the first morning of the course in a troop presentation, and there are four “Ticket Times” specifically scheduled for the participants to work on tickets.

The following schedule is suggested for troop guides:

- **Day One:**
 - Help patrol members to focus on their current roles in Scouting (e.g., their unit, district, or council position, etc.).
 - Help them focus their vision on what they can do to improve their unit (district, council) in that position.
 - Relate those things to the ticket.
 - Give them some deadlines for tickets (see below).
 - Answer questions, clarify issues, and make suggestions.
- **Day Two: Ticket Time #1**—Putting ticket goals on paper for a “gallery walk” (see below).
- **Day Three: Ticket Times #2 and #3**—Review/approve ticket goals and ticket forms.
- **Day Four: Ticket Time #4**—Finalize/approve tickets for five-day courses (5 x 1 format) if needed. For two-weekend courses (3 + 2 format), troop guides should work with participants to finalize tickets before returning on Day Four.

The tight scheduling of the Wood Badge course does not allow them much time to consider ticket goals. Time is specifically allocated in the late afternoon of Day Two for Ticket Time. This can be used as a first deadline by troop guides to assist in forcing/encouraging/compelling participants to focus on developing their ticket goals in a written form.

Gallery Walk

One technique is to have each patrol member use a whiteboard, flip chart page, or other (large) medium to write a one-sentence/key word/bullet point summary for each of their five ticket items. Some of these may still be in development, but have them write down what they have. Post all their ideas around the room, on the walls, etc. Next, do a “gallery walk”: lead all the patrol members around to discuss the ticket items for each participant, one at a time. Lead and encourage feedback and questions to the participant whose ticket items are being reviewed. Capture the feedback and questions on sticky notes or on the flip chart paper itself. Lead the discussion and have the group make suggestions to and encourage every patrol member. Encourage patrol members to support one another.

The purpose of this exercise is two-fold. First, the action of putting goals in writing forces the participant to commit to the goals. Once written, goals become much more real. Second, the gallery walk allows them to explain/defend/expand their ticket goals in a public way. Sometimes seeing someone else’s ticket items gives another participant a fresh idea/perspective or gives greater clarity to one they’ve written.



WOOD BADGE

Get It in Writing

For the typical two weekend course (3 + 2 format), participants will be tempted to put off writing down their goals in hopes that they will have more time to consider/consult in between weekends. The troop guide should encourage the participant to have ticket goals before the end of the first weekend. If the participant comes up with better ideas later, they can easily be substituted for previously written goals.

Remember (to paraphrase the old credit card commercial): *Don't let them leave that first weekend without it* (the five ticket goals)!

For a five-day course (5 x 1 format) there is even less time. Participants should be encouraged to have their ticket goals in writing before Day Three ends. There is time allotted during that evening to focus on completing this task.



WOOD BADGE

Patrol Meeting Agenda Recommendations

1. There are four patrol meetings in the course. The first patrol meeting occurs at 8:30 a.m. on Day Two, before any patrol leaders' council meetings have taken place. For this patrol meeting, it is suggested that the troop guide assist the patrol leader to cover the following items:
 - Roles and responsibilities
 - Elections of patrol leader, assistant patrol leader, scribe, and chaplain aide
 - Revisit "Start, Stop, Continue" (or other reflection tool, such as "Rose, Thorn, Bud"), introduced at breakfast
 - Patrol totem
 - Patrol flag
 - Patrol yell/cheer
 - Responsibilities for campfire
2. For the second and all subsequent patrol meetings, no prescribed agenda is recommended. Instead, the troop guide should merely support the patrol leader, who will address duties, assignments, and unfinished projects (such as the Patrol Leadership Quest presentation) received at the patrol leaders' council held before these patrol meetings or at other times during the course.



WOOD BADGE

Know the Territory—Summary

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!

Key Wood Badge Themes

- Living the Values

Connections to Other Sessions

- “Drive Vision, Mission, and Values”
- “Know Thyself”

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.

What do we mean by “ethical choices?”

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*

(Merriam-Webster, Inc.)

Take-home Points

- Making decisions under pressure tempts us to compromise our values.
 - When we compromise our values, we can lose the trust of those we lead.
 - Without trust, leaders can't lead for very long.
 - Once lost, trust is **very** difficult to regain.
- As leaders, we must set the best example we can, especially for the youth we work with in Scouting.
- We must put others first—the group or team we lead. We must be servant leaders.
- The Scout Oath puts it simply: “To help other people at all times.” The best leaders know this.



WOOD BADGE

Game Cards for Round 1



Ideals

The Den

Advancement



**Family
Involvement**

Activities

**Serving the
Neighborhood**

Uniform

Ideals

Patrols

**Outdoor
Programs**

Advancement



**Adult
Association**

**Personal
Growth**

**Leadership
Development**

Uniform

**Leadership and
Mentoring**

**Group Activities
and Adventure**

Recognition

**Adult
Association**



WOOD BADGE

Ideals

**Group
Identity**

Service

















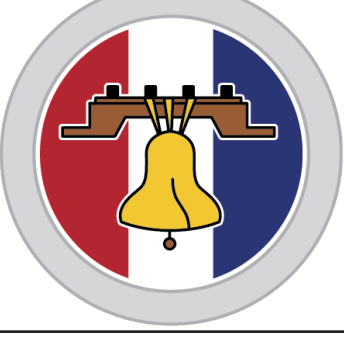


WOOD BADGE









Round 1 Answer Key: Methods of Scouting















Cub Scouting)	Scouts BSA	Venturing
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	

Round 2: Merit Badge Mix-up Game Cards



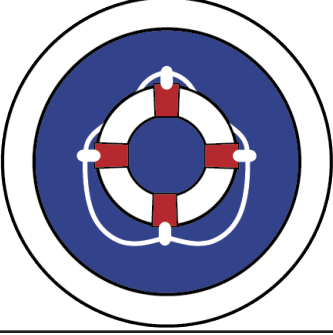











	AMERICAN BUSINESS		AMERICAN CULTURES
	AMERICAN HERITAGE		AMERICAN LABOR
	ANIMAL SCIENCE		ANIMATION
	ARCHAEOLOGY		ARCHERY
	ARCHITECTURE		ART
	ASTRONOMY		ATHLETICS
	AUTOMOTIVE MAINTENANCE		AVIATION

	BACKPACKING		BASKETRY
	BIRD STUDY		BUGLING
	CAMPING		CANOEING
	CHEMISTRY		CHESS
	CINEMATOGRAPHY		CITIZENSHIP IN THE COMMUNITY
	CITIZENSHIP IN THE NATION		CITIZENSHIP IN THE WORLD
	CLIMBING		COIN COLLECTING

	COLLECTIONS		COMMUNICATIONS
	COMPOSITE MATERIALS		COMPUTERS
	COOKING		CRIME PREVENTION
	CYCLING		DENTISTRY
	DISABILITIES AWARENESS		DOG CARE
	DRAFTING		ELECTRICITY
	ELECTRONICS		EMERGENCY PREPAREDNESS

	ENERGY		ENGINEERING
	ENTREPRENEURSHIP		ENVIRONMENTAL SCIENCE
	FAMILY LIFE		FARM MECHANICS
	FINGERPRINTING		FIRE SAFETY
	FIRST AID		FISH AND WILDLIFE MANAGEMENT
	FISHING		FLY-FISHING
	FORESTRY		GAME DESIGN





	GARDENING		GENEOLOGY
	GEOCACHING		GEOLOGY
	GOLF		GRAPHIC ARTS
	HIKING		HOME REPAIRS
	HORSEMANSHIP		INDIAN LORE
	INSECT STUDY		INVENTING
	JOURNALISM		LANDSCAPE ARCHITECTURE

	LAW		LEATHERWORK
	LIFESAVING		MAMMAL STUDY
	MEDICINE		METALWORK
	MINING		MODEL DESIGN AND BUILDING
	MOTORBOATING		MOVIEMAKING
	MUSIC		NATURE
	NUCLEAR SCIENCE		OCEANOGRAPHY

	ORIENTEERING		PAINTING
	PERSONAL FITNESS		PERSONAL MANAGEMENT
	PETS		PHOTOGRAPHY
	PIONEERING		PLANT SCIENCE
	PLUMBING		POTTERY
	PROGRAMMING		PUBLIC HEALTH
	PUBLIC SPEAKING		PULP AND PAPER

	RADIO		RAILROADING
	READING		REPTILE AND AMPHIBIAN STUDY
	RIFLE SHOOTING		ROBOTICS
	ROWING		SAFETY
	SALESMANSHIP		SCHOLARSHIP
	SCOUTING HERITAGE		SCUBA
	SCULPTURE		SEARCH AND RESCUE

	SHOTGUN SHOOTING		SIGNS SIGNALS AND CODES
	SKATING		SMALL BOAT SAILING
	SNOW SPORTS		SOIL AND WATER CONSERVATION
	SPACE EXPLORATION		SPORTS
	STAMP COLLECTING		SURVEYING
	SUSTAINABILITY		SWIMMING
	TEXTILE		THEATER

	TRAFFIC SAFETY		TRUCK TRANSPORTATION
	VETERINARY MEDICINE		WATER SPORTS
	WEATHER		WELDING
	WHITEWATER		WILDERNESS SURVIVAL
	WOOD CARVING		WOODWORK



What are the Nine Webelos and Arrow of Light Required Adventures?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



What are the Ten Venturing Youth Awards?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



**What are the Nine Positions
that make up the Key 3
at the Unit, District, and Council?**

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____



Answer Key: Lightning Round

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 | |

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 |

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 | |



Marble Movers

Equipment Needed

- Large round table (or add large round table top over rectangle table)
- At least 80 marbles or gumballs
- 1 “marble mover” for each player
- 1 small bowl or cup for each player
- 1 large bowl or platter with a low lip

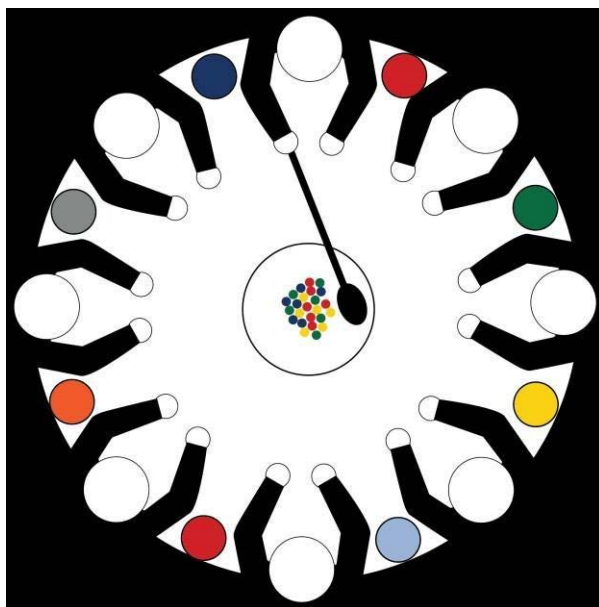
Facilitator Preparations

Assemble one “marble mover” for each player.
Each marble mover needs:

- One 3-foot long, 1/4-inch wooden dowel
- One metal spoon
- Tape

To assemble the marble mover, attach a strip of tape three inches from one end of the dowel. Securely tape a metal spoon to the other end of the dowel.

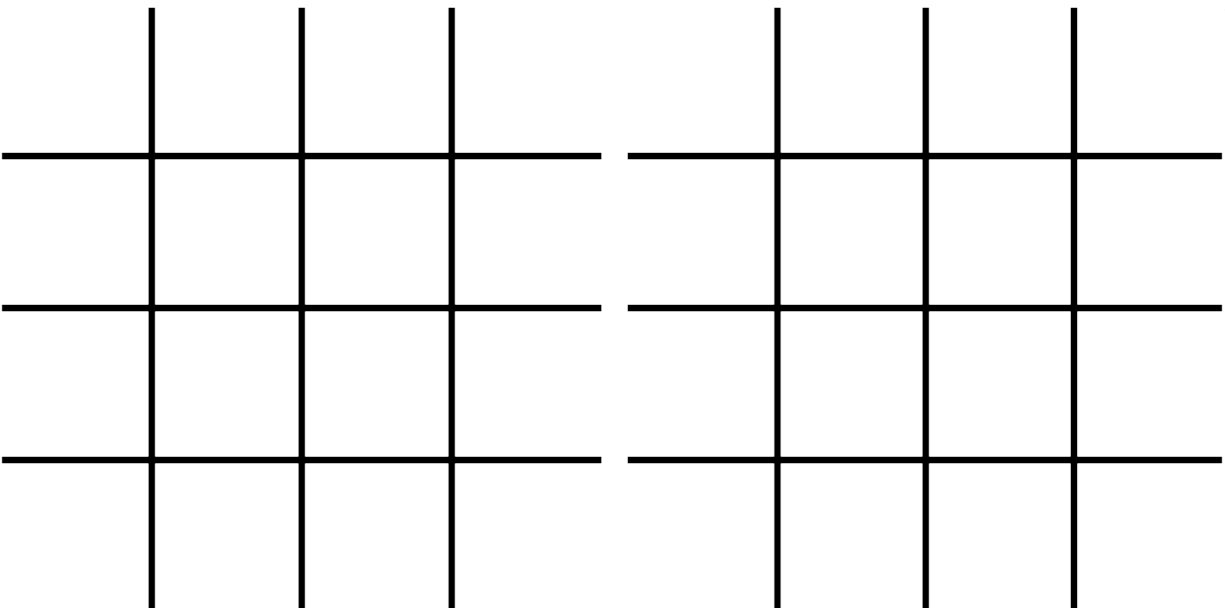
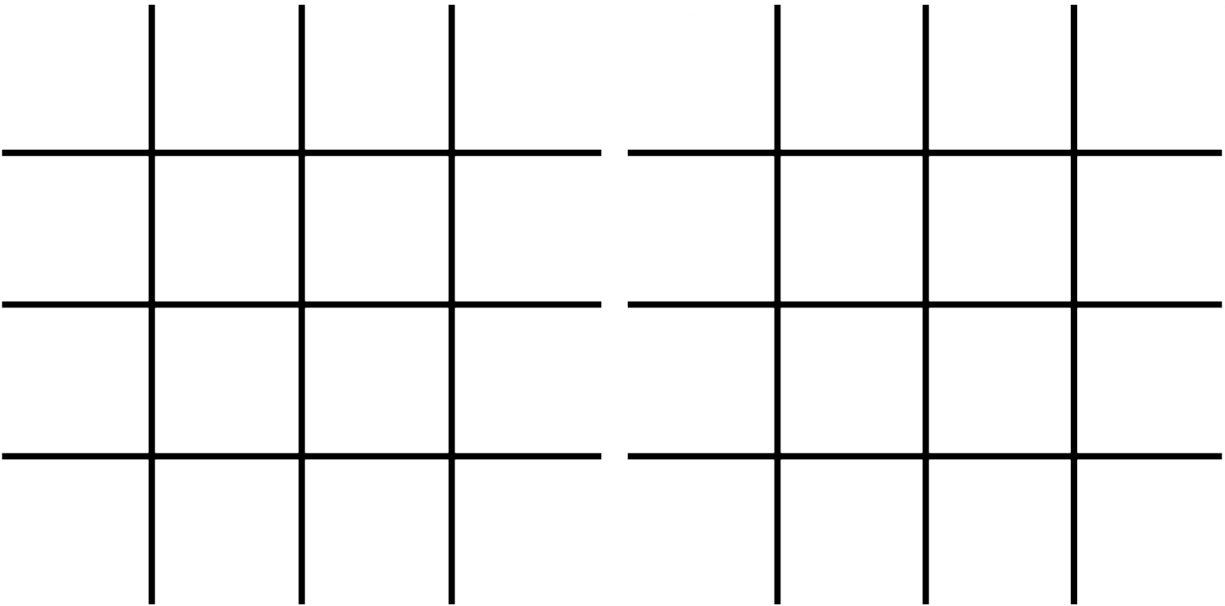
Players will hold the marble mover below the tape line and use the device to spoon the marbles or gumballs from the platter or large bowl to the small bowls or cups.





WOOD BADGE

Extreme Tic-Tac-Toe



THE CAMPFIRE PROGRAM PLANNER

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The MC organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening	Main event		
Closing			
Headliner			
Song leader			
Cheerleader			

#33696A



D2_14_01 1

CAMPFIRE PROGRAM

Place _____

Date _____

Time _____

Camp director's approval: _____

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
M. C. _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheerleader _____	Cleanup by _____

Spot	Title of Stunt, Song, or Story	By _____	Time
1	Opening—and firelighting		
2	Greeting—introduction	M.C.	
3	Sing— Yell—		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		



Campfire Program Options

Type	Title	Content
Song: Patriotic	God Bless America 1939 Irving Berlin, Inc.	God bless America, land that I love. Stand beside her, and guide her, Through the night with a light from above. From the mountains, to the prairies, To the oceans, white with foam, God bless America! My home sweet home. God bless America! My home sweet home.
Song: Patriotic	America the Beautiful Katherine Lee Bates	O beautiful for spacious skies, For amber waves of grain, For purple mountains majesties Above the fruited plain! America! America! God shed His grace on thee And crown thy good with brotherhood From sea to shining sea! O beautiful for patriot dream, That sees beyond the years, Thine alabaster cities gleam, Undimmed by human tears! America! America! God shed his grace on thee, And crown thy good with brotherhood From sea to shining sea!
Song: Patriotic	The Star-Spangled Banner Frances Scott Key	Oh say, can you see by the dawn's early light, What so proudly we hail'd at the twilight's last gleaming? Whose broad stripes and bright stars thro' the perilous fight, O'er the ramparts we watched, were so gallantly streaming. And the rockets' red glare, the bombs bursting in air, gave proof through the night that our flag was still there! Oh say, does that star-spangled banner yet wave, O'er the land of the free and the home of the brave?
Song: Patriotic	America, America <i>(sing in a round)</i>	America, America, How can I tell you how I feel? You have given me so many treasures, I love you so!



WOOD BADGE

Type	Title	Content
Song: Patriotic	America Samuel F. Smith	My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, Land of the Pilgrims' pride! From every mountainside, Let freedom ring. Our fathers' God, to thee, Author of liberty, to thee we sing. Long may our land be bright with freedom's holy light; Protect us by they might, Great God, our King!
Song: Grace	Johnny Appleseed	Oh, the Lord is good to me, And so I thank the Lord, For giving me, the things I need: The sun, and the rain, and the apple seed. The Lord is good to me.
Song: Scout Law	The Yankee Doodle Scout Law (Tune: Yankee Doodle)	Trusty Tommy was a Scout, <i>Loyal</i> to his mother <i>Helpful</i> to the friends about and <i>Friendly</i> to his brother. <i>Courteous</i> to all around, <i>Kind</i> unto the rabbits. <i>Obedient</i> to his father, too, and <i>Cheerful</i> in his habits. <i>Thrifty</i> saving for a need, <i>Brave</i> and not a faker, <i>Clean</i> in thought and word and deed, and <i>Reverent</i> to his maker.
Song: America	I Love the Mountains (sing as a round)	I love the mountains, I love the rolling hills, I love the flowers, I love the daffodils, I love the fireside when all the lights are low. Boom-de-ah-da, boom-de-ah-da, Boom-de-ah-da, boom-de-ay.
Song: Cub Scout	I've Got That Cub Scout Spirit	I've got that Cub Scout spirit up in my head, up in my head, up in my head. I've got that Cub Scout spirit up in my head, up in my head to stay. <i>Continues with:</i> ...deep in my heart. (<i>touch heart</i>) ...down in my toes. (<i>touch toes</i>) ...all over me.
Song: Scout	Scout Vespers (Tune: <i>O Tannenbaum</i>)	Softly falls the light of day, As our campfire fades away. Silently each Scout should ask, "Have I done my daily task? Have I kept my honor bright? Can I guiltless sleep tonight?"



WOOD BADGE

Type	Title	Content
		<p>Have I done and have I dared everything to be prepared?"</p> <p>Listen Lord, oh listen Lord, as I whisper soft and low. Bless my mom and bless my dad, These are things that they should know. I will keep my honor bright. The Oath and Law will be my guide. Mom and Dad, this you should know: deep in my heart I love you so.</p>
Song: Scout	Taps	<p>Day is done, gone the sun, From the lake, from the hills, from the sky; All is well, safely rest, God is nigh.</p>
Song	Chiga Chiga	<p>Hey there, _____*; you're some real cool cats! You've gotta lot of this, you've gotta a lot of that! We all think that you're real neat, So stand on up and do the chiga-chiga beat! To the right, chiga chiga, chiga chiga; To the left, chiga chiga, chiga chiga; Turn around, chiga chiga, chiga chiga; To the ground, chiga chiga, chiga chiga.</p> <p><i>* Insert ranks, den leaders, moms and dads, den chiefs, etc.</i></p>
Run On	Theme: General	<p>#1: Knock, knock. #2: Who's there? #1: Gorilla. #2: Gorilla who? #1: Gorilla me another hamburger, please.</p>
Run On	Theme: General	<p>#1: I've been seeing spots before my eyes. #2: Have you seen a doctor? #1: No, just spots.</p>
Run On	Theme: Bugs	<p>#1: What do you call a bee that can't make up it's mind? #2: A May-bee.</p>
Run On	Theme: Bugs	<p>#1: I just saw a moth crying. #2: That's impossible. #1: Haven't you ever seen a moth bawl?</p>
Applause & Cheers	Theme: Bugs	<p>Beehive: When leader raises hand, audience buzzes loud. When the leader lowers hands, the audience buzzes quieter.</p>



WOOD BADGE

Type	Title	Content
Applause & Cheers	Theme: Cubstruction	Back Hoe: Pretend to dig by scooping your hands from you knees and up while saying, “Can you dig it?”
Applause & Cheers	Theme: Cubstruction	Nail: You nailed it perfectly!
Applause & Cheers	Theme: Cubstruction	Electric Drill: Make a brrrrr sound as long as one breath lasts.
Applause & Cheers	Theme: Cubstruction	Hammer: Hold nail in one hand and hammer with the other hand, saying, “Bang, bang, OUCH!” Shake hand that got hit.
Applause & Cheers	Theme: Cubstruction	Glue: Clap hands and find them stuck together. Struggle and finally get them apart.
Applause & Cheers	Theme: Cubstruction	Nail Pounding: Start with a nail, drive it in with a hammer, and hit your thumb, “Ouch!”
Run On	Theme: Cubstruction	#1: What nail should you never hit with a hammer? #2: A fingernail.
Applause & Cheers	Theme: Frontier	Chuck Wagon: “Come and Get it!”
Applause & Cheers	Theme: Frontier	Horse Applause: Gallop in place, saying, “Clippety Clop! Clippety Clop!”
Applause & Cheers	Theme: Frontier	Bandana: Throw a bandana into the air. Everyone applauds until the bandana reaches the floor. Repeat, catching bandana at different points during the drop.
Applause & Cheers	Theme: Frontier	Wagon Train: Make a circle with arm above head and say, “Head ‘em up!” Point straight ahead and say, “Move ‘em out!”
Applause & Cheers	Theme: Frontier	Westward Ho: Narrator says “Westward”, and the audience answers, “HO!”
Run On	Theme: Frontier	#1 Where do cowboys cook their meals? #2 At home on the range.
Run On	Theme: Frontier	#1: What holds up a stagecoach? #2: Wheels!
Run On	Theme: Frontier	#1: Did you know that Davy Crocket had three ears?



WOOD BADGE

Type	Title	Content
		#2: Sure, he had a right ear, a left ear, and a wild frontier.
Song: Frontier	Happy Trails to You Dale Evans	Happy trails to you, until we meet again. Happy trails to you, keep smilin' until then. Who cares about the clouds when we're together? Just sing a song and bring the sunny weather. Happy trails to you, til we meet again.
Song: Frontier	Home on the Range	Oh, give me a home where the buffalo roam, Where the deer and the antelope play. Where seldom is heard a discouraging word, And the skies are not cloudy all day. <i>Chorus:</i> Home, home on the range. Where the deer and the antelope play. Where seldom is heard a discouraging word, And the skies are not cloudy all day.
Applause & Cheers	Theme: Jungle	Alligator: Everyone puts their arms out in front of their body palms together, open the jaws of the alligator by spreading the arms in vertical motion, slowly, then snapping the jaws shut very quickly. Do this three times!
Applause & Cheers	Theme: Jungle	Banana: "Peel bananas, peel peel bananas!" <i>(Repeat twice. Pretend you're peeling a banana.)</i> "Go bananas, go go bananas!" <i>(Repeat twice. Jump around, spin in a circle, punch fists in the air.)</i>
Applause & Cheers	Theme: Jungle	Elephant: Let your arms act as a trunk, waving it in front of your face. Then raise your arms up and make trumpeting noises.
Applause & Cheers	Theme: Jungle	Monkey: While semi-squatting, raise your left hand to the ribs under the left armpit, and the right hand to the ribs under the right armpit. Make scratching motions while hopping up and down and yelling, "Eek, Eek!"
Applause & Cheers	Theme: Jungle	Zebra: "Zee-bra, zee-bra, ZEEEEEEEE-BEST!"



WOOD BADGE

Type	Title	Content
Applause & Cheers	Theme: Jungle	Frog Pond: Divide into three groups. Group 1, using high voices = "Tomatoes, tomatoes, tomatoes" Group 2, with medium voice = "Potatoes, potatoes, potatoes!" Group 3, with deep bass voices = "Fried bacon, fried bacon, fried bacon!" Rehearse with each group; then add one group at a time.
Song: Jungle	Tarzan of the Apes <i>(Tune: Battle Hymn of the Republic)</i>	I like bananas, coconuts, and grapes. I like bananas, coconuts and grapes. I like bananas, coconuts and grapes. That's why they call me <i>(yell)</i> TARZAN OF THE APES! <i>Repeat softer and softer except the last line.</i> <i>Hand motions:</i> Banana—peeling motion Coconut—picking it from a tree Grapes—picking off vine, popping into mouth
Song: Jungle	Mother Gooney Bird <i>(Tune: Father Abraham)</i>	Mother Gooney Bird had 7 chicks, 7 chicks had Mother Gooney Bird. They couldn't swim, they couldn't fly, They could only go like this: Right wing. <i>(Flap right arm)</i> <i>For each verse add new action:</i> left wing, right foot, left foot, bob head, turn around, SIT DOWN!
Song: Jungle	The Jungle Hokey Pokey <i>(Tune: Hokey-Pokey)</i>	You put your Tiger foot in; You put your Tiger foot out. You put your Tiger foot in, and you shake it all about. You do the hokey-pokey and you turn yourself around. That's what it's all about. <i>More verses:</i> Monkey's hand; Zebra tail; Giraffe's neck; Toucan beak; Elephant's trunk; Lion's mane, etc.
Run On	Theme: Space	#1: What are the best days for astronaut to go into space? #2: Moon-day and Saturn-day.
Run On	Theme: Space	#1: Why don't astronauts answer the phone at noon? #2: Because they are out to launch!



WOOD BADGE

Type	Title	Content
Run On	Theme: Space	#1: How do you get a baby astronaut to sleep? #2: You rock-et!
Run On	Theme: Space	#1: Where do astronauts leave their spaceships? #2: At parking meteors!
Run On	Theme: Space	#1: What holds the moon up? #2: Moon beams!
Applause & Cheers	Theme: Space	Blast Off: Count backwards from 5 to 1. Bend knees a little more on each count until you are in a squatting position. Then say " BLAST-OFF " and jump into the air.
Applause & Cheers	Theme: Space	Sky Rocket: Make a motion of striking a match on your pants; lean over to light your rocket. Make a " SHHH " sound; point from the floor to the sky as if you were following the rocket in flight with your finger. CLAP hands and say " BOOM " spread arms wide and say " AHHH! "
Applause & Cheers	Theme: Space	Satellite Cheer: Move right hand in a circle over your head, opening and closing your fist while saying, "Gleep-Gleep! Gleep-Gleep!"
Applause & Cheers	Theme: Space	Rocket Ship Applause: Act as if lighting the fuse of a rocket (<i>make a hissing sound</i>). Raise arms like a rocket taking off (<i>make a "whooooooshing" sound</i>). Make "popping" sound, then while moving hands in circle above head shout, " BOOM! "
Song: Space	Star Wars Song (Tune: Frere Jacques)	R2 D2, R2 D2; 3PO, 3PO; Obi Wan Kenobi, Obi Wan Kenobi, Han Solo, Han Solo.
Song: Space	Moon Walk (Tune: La Cucaracha)	I have a space ship, I have a space ship And I will fly it to the moon. I have a space ship, I have a space ship And I will go there very soon. And when I get there, And when I get there, I will walk among the stars And I will see it, and I will like it! It is so very, very far!



WOOD BADGE

Type	Title	Content
Song: Space	The Noble Captain Kirk (Tune: <i>A Hunting We Will Go</i>)	The noble Captain Kirk He had four hundred men. He beamed them up to the Enterprise, And beamed them down again. And when they're up, they're up, And when they're down, they're down. And when they're only halfway up, They're nowhere to be found.
Run On	Theme: Knights	#1: When was King Arthur's army too tired to fight? #2: When they had too many sleepless knights.
Run On	Theme: Knights	#1: What did King Arthur listen to every evening at six? #2: The knightly news.
Run On	Theme: Knights	#1: There are many castles in the world. Who is strong enough to move one? #2: A chess player.
Run On	Theme: Knights	#1: Why was the period between the tenth and fifteenth centuries A.D. called the Dark Ages? #2: Because it was Knight time.
Run On	Theme: Knights	#1: Why did the King go to the dentist? #2: To get his teeth crowned.
Applause & Cheers	Theme: Knights	Archer: Shoot an arrow into the air. Wait for 5 seconds and then yell, "Bulls Eye!"
Applause & Cheers	Theme: Knights	Three Musketeers: Leader shouts, " All for one "; Audience answers, " And one for all! "
Applause & Cheers	Theme: Knights	Crusaders: Shout " For King and Country! "
Song: Knights	When You Are A Knight (Tune: <i>Farmer in the Dell</i>)	When you are a knight, Good is what you do, The Knight's Code is the thing you use, To live your whole life through. When you are a Scout, Good is what you do, The Cub Scout Law is what you use To live your whole life through.
Song: Knights	Knights of Scouting (Tune: <i>Frere Jacques</i>)	Knights of Scouting, knights of Scouting, Yes we are, yes, we are, Living by the Knight's Code, helping all our brothers, knights we are, knights we are.



WOOD BADGE

Type	Title	Content
Run On	Theme: Take Flight	#1: What's the purpose of the propeller on a plane? #2: To keep the pilot cool. If you don't think so, just stop it and watch him sweat!
Run On	Theme: Take Flight	#1: Where does a bird go when it loses its tail? #2: To the retail store.
Applause & Cheers	Theme: Take Flight	Helicopter: Whirl hands over the top of your head while saying, " SWISH, SWISH, SWISH. "
Applause & Cheers	Theme: Take Flight	Jet Plane: Hold palm of right hand straight and move in sweeping motion from right to left, then give a good loud " ZOOM " with each action.
Applause & Cheers	Theme: Take Flight	Soaring Kite: Hold out arm as if holding onto a kite string. Say: " Hold on, it's soaring higher and higher. "
Applause & Cheers	Theme: Take Flight	Sonic Boom: Open mouth and move hands but say nothing; then a couple of seconds later yell, " BOOM! "
Song: Take Flight	My Kite (Tune: <i>Farmer in the Dell</i>)	My kite is up so high, My kite is up so high, Oh my—just watch it fly; My kite is up so high. My kite is falling down, My kite is falling down, Oh no—it's down so low; My kite is falling down. The wind has caught my kite, The wind has caught my kite, What fun—I'm on the run; The wind has caught my kite. My kite is up so high, My kite is up so high, Oh my—just watch it fly; My kite is up so high.
Song: Take Flight	ZOOM on By (Tune: <i>If You're Happy and You Know It</i>)	If you're gonna be a pilot, ZOOM on by. If you're gonna be a pilot, ZOOM on by. If you're gonna be a pilot, then your ZOOMS are gonna show it. If you're gonna be a pilot, ZOOM on by.
Run On	Theme: CSI	#1: Knock, knock. #2: Who's there? #1: Ella Mann. #2: Ella Mann who? #1: Ella Mann-tery, my dear Watson.
Applause & Cheers	Theme: CSI	Put 'Em Up: Point to the honorees and yell " Hey you! Put 'em up in the air! " When the Scouts raise their hands (or awards), audience yells: " Great Job! "



WOOD BADGE

Type	Title	Content
Applause & Cheers	Theme: CSI	Siren Cheer: At the leader's signal, everyone makes a siren noise until the leader gives the "stop" signal.
Song: CSI	The Donut Song (Tune: <i>Turkey in the Straw</i>)	Oh, I went around the corner and I walked down the block, And I walked right in to a baker's shop. And I picked up a donut, and I wiped off the grease, And I handed the lady a five-cent piece. Oh, she looked at the nickel and she looked at me, And she said, "This money is no good to me. There's a hole in the middle and it goes right through." I said, "There's a hole in the donut, too!"
Song: CSI	What Kind of Clues (Tune: <i>Oh When the Saints</i>)	What kind of clues, were left behind, What kinds of clues were left behind? We need to look at all the evidence, To see what clues were left behind. Oh did you find, some fingerprints? Oh did you find some fingerprints? We need to look at all the evidence, To find all of the fingerprints. Were there footprints left on the ground? Were there footprints left on the ground? We need to look at all the evidence, To find the footprints on the ground Oh did you see us solve the crime? Oh did you see us solve the crime? We found and studied all the clues, To solve the mystery!
Song: General	Be Kind to Your Cub Scouting Friends (Tune: <i>Stars and Stripes Forever</i>)	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.



WOOD BADGE

Type	Title	Content
Skit: General	The Snow and the Skier	<p><i>Tell the participants they are to do exactly what the story says. Characters: Sun (one), Eagles (two or three), Trees (any number), Mountains (any number), Falling Snow (any number), One Skier</i></p> <p>It was a bright and beautiful morning in the forest. The sun had just popped up from behind the mountains. It was happily surveying the scene. The trees were standing very still after the lightly falling snow gently touched their branches and fell in heaps near the bottom of the trees. The mountains were just mountains; they didn't do much. The eagles left their perches close to the top of the mountains and flew up and down. They soared with their wings outstretched. The gentle breeze kept them flying high and flying low. They finally came to rest at the foot of the trees.</p> <p>A skier approached the mountains and decided to ski down. As he left the mountains he skied in and out of the trees, being careful not to step on any of the new fallen snow. He skied and he skied. He skied around one tree and around another. The snow was rising from the ground and falling back to earth as he went by. The sun was watching with great interest. He skied around to the back of the mountains, out of sight. The wind began to blow the trees back and forth. They swayed and swayed. The eagles took flight and flew around the trees and back to the mountains. The sun was blocked by the snow that was blown from the trees. The mountains began to tremble as if there were an earthquake nearby. It was dark on the mountain.</p> <p>As the wind died down, the sun came out. The mountain stopped trembling. The trees stopped swaying. The eagles landed and the snow came to rest at the bottom of the trees again. The sun smiled and the skier made one last run among the trees. It was truly a beautiful day again.</p>
Story	Indian Youth and the Snake	<p>Many years ago, Indian youth would go away in solitude to prepare for adulthood. One such youth hiked into a beautiful valley. There he fasted, and on the third day he decided to test himself against the mountain. He put on his buffalo-hide shirt, threw his blanket over his shoulders, and set off to climb the peak.</p>



WOOD BADGE

Type	Title	Content
		<p>When he reached the top, he could see forever, and his heart swelled with joy. Then he heard a rustle at his feet. Looking down he saw a snake. Before he could move, the snake spoke: "I am about to die. It is too cold for me up here, and I am freezing. There is no food, and I am starving. Put me under your shirt and take me down to the valley."</p> <p>"Oh, no," said the youth. "I know your kind. You are a rattlesnake. If I pick you up, you will bite me, and I will die." "Not so," said the snake. "I will treat you differently. If you do this for me, you will be special. I will not harm you."</p> <p>The youth withstood for a while, but this was a very persuasive snake with beautiful markings. At last the youth tucked it under his shirt and carried it down to the valley. There he laid it gently on the grass. Suddenly, the snake coiled, rattled, and struck, biting him on the leg. "But you promised!" cried the youth. You knew what I was when you picked me up," said the snake as it slithered away.</p>
Skit	CPR Rescuers	<p>Cast: 3 Cub Scouts Setting: Cubs are standing around reading newspapers or magazines as if waiting for the bus to come.</p> <p>1st Cub: (Suddenly grabs his chest and falls down on the ground.) (All others gather around him.) 2nd Cub: Looks like he's had a heart attack! 3rd Cub: Sure does. Does anybody know CPR? (The two Cubs begin to do CPR. Cub 2 pretends to do rescue breathing while Cub 3 pretends to do chest compressions.) 2nd Cub: (After a while) I'm getting tired. Let's change positions. 3rd Cub: OK! Ready? Let's change.</p> <p>(3rd Cub lies down on the floor; 1st Cub gets up and starts doing rescue breathing, and the 2nd Cub starts doing chest compressions.)</p>



WOOD BADGE

Type	Title	Content
Audience Participation	Why Bear is Stumpy-tailed	<p>FOX = Yee, hee, hee, hee FISH = Yum yum BEAR = Grrowwwl WOODS = All sounds</p> <p>Once upon a time, many years ago, a very big BEAR lived in the WOODS. This BEAR had a beautiful tail, the most beautiful tail in the WOODS. He was always bragging about his beautiful tail. All the other animals in the WOODS decided something had to be done to teach BEAR a lesson. FOX came forward and said he had a plan.</p> <p>So, one winter afternoon, BEAR met FOX coming through the WOODS. FOX had a string of FISH. "My," said BEAR admiring the FISH, "Where did you get such beautiful FISH?" "From the river in the WOODS," replied FOX. Then the FOX asked why didn't BEAR go down through the WOODS to the river and catch some FISH for dinner?</p> <p>BEAR was hungry, and he wanted some FISH. "What's the best way to catch the FISH?" BEAR asked FOX. "Go down through the WOODS to the river and cut a hole in the ice," he said. "Then put your tail in the hole and wait for the FISH to bite. The more beautiful the tail, the more FISH you will catch. When the FISH bite, it may sting and hurt a bit, but you must sit there as long as you can. The longer you sit, the more FISH you will catch," FOX told BEAR. "When you think you have caught enough, pull out your tail. Just give a hard and strong pull. Now, remember all I've told you," said FOX to BEAR.</p> <p>Now BEAR knew he had the most beautiful tail in the WOODS and it wouldn't take long to catch those FISH. BEAR went through the WOODS to the river and cut the hole in the ice and sat so his tail hung down in the water. It got colder and colder, and after a while his tail began to sting and hurt, but BEAR remembered what FOX said. It kept on stinging and hurting, but BEAR didn't get up because he believed the FISH were biting, just as FOX had told him.</p> <p>Late afternoon, as the sun started down in the WOODS, BEAR thought he had enough FISH. BEAR tried to stand up and pull out the FISH he had caught, but he couldn't stand up straight.</p>



WOOD BADGE

Type	Title	Content
		The water in the hole had turned to ice and frozen solid. The part of his tail in water was stuck. BEAR was getting angry, but he remembered what FOX had told him. So, he pulled and pulled and pulled. All of a sudden, BEAR'S tail came out of the ice...but only part of it. His beautiful tail was gone. And to this day, the BEAR has a stumpy tail!
Run On	Theme: General	#1: What is the best way to start a fire with two sticks? #2: Make sure one is a match.
Run On	Theme: General	#1: If you are facing east, what would be on your left hand? #2: Fingers
Run On	Theme: General	#1: What do you eat soup with on the Fourth of July? #2: Fire crackers.



Day Three Start, Stop, Continue Worksheet

Category	Assessment
Start	<p>In our patrol, what should we put in place to improve? (Some things we should START)</p> <p>1.</p> <p>2.</p>
Stop	<p>In our patrol, what is not working? (Some things we should STOP)</p> <p>1.</p> <p>2.</p>
Continue	<p>In our patrol, what is working well? (Some things we should CONTINUE)</p> <p>1.</p> <p>2.</p>



WOOD BADGE

Day Three Gilwell Field Assembly

Agenda

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.*

At Gilwell Field

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

- Welcome
- On Day Two and Day 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 could be presented to the Patrol Leaders at that time.
- Patrol reports (*The Beaver Patrol is present, patrol yells, etc.*)
- Flag ceremony (program patrol)
 - The senior patrol leader directs, “**Program Patrol, please raise the colors.**”
 - The program patrol color guard presents and raises the American flag, then presents the historic flag and song. Everyone should be instructed to salute as the American flag is raised.
 - Scout Oath and Scout Law will be recited.
- **Opening 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.
- Program and service patrol transfer of responsibilities:
 - Day Two Program Patrol: _____
 - Day Three Program Patrol: _____
 - Day Two Service Patrol: _____
 - Day Three Service Patrol: _____



WOOD BADGE

The senior patrol leader asks the patrol leaders of the program and service patrols serving since Day Two to come forward with their emblems of office, as well as the incoming program and service patrol leaders.

Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these duties. The soon-to-be patrol leaders may stay at the front for the patrol leader induction that follows.

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

Patrol Leader Oath

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

- The Scoutmaster joins the senior patrol leader in congratulating the new patrol leaders.
- Announcements: Examples include:
 - _____ has our weather report.
 - _____ has instructions from the quartermaster.
 - _____ has our Safety Moment (hydrate, etc.)
 - _____ has instructions from the scribe.
- *Scoutmaster's Minute will take place during the troop meeting.*
- "The Gilwell Song"



WOOD BADGE

Script for Interfaith Worship Service by Staff

Call to Worship

(From the *Scouts BSA Handbook for Boys* and the *Scouts BSA Handbook for Girls*)

Leader: A Scout is Reverent.

All: A Scout is reverent toward God.

Leader: A Scout is faithful fulfilling religious duties.

All: A Scout respects the belief of others.

Opening Prayer: "A Muslim Prayer for Peace"

O Allah unite our hearts and set aright our mutual affairs.
 Guide us in the path of peace, liberate us from darkness by Your light,
 Save us from enormities whether open or hidden.
 Bless us in our ears, eyes, hearts, spouses, and children.
 Turn to us; truly You are Oft-returning, Most Merciful,
 Make us grateful for Your bounty and full of praise for it,
 so that we may continue to receive it and complete Your blessing upon us.

Opening Song: "Let There Be Peace on Earth"

(by Jill Jackson-Miller and Sy Miller)

Let there be peace on earth and let it begin with me.
 Let there be peace on earth, the peace that was meant to be.
 With God as our father, brothers all are we.
 Let me walk with my brother in perfect harmony.

Let peace begin with me, let this be the moment now.
 With every step I take, let this be my solemn vow.
 To take each moment, and live each moment in peace eternally.
 Let there be peace on earth, and let it begin with me.

Let There Be Peace On Earth

Prayer: "A Buddhist Prayer—Offering the Mandala"

The ground sprinkled with perfume and spread with flowers,
 The Great Mountain, four lands, sun and moon,
 Seen as a Buddha Land and offered thus,
 May all beings enjoy such Pure Lands.
 I offer without any sense of loss
 The objects that give rise to my attachment, hatred, and confusion,
 My friends, enemies, and strangers, our bodies and enjoyments;
 Please accept these and bless me to be released directly from the three poisons.

(The three poisons are greed, confusion, and ill will)



WOOD BADGE

Responsive Reading: "The Scout Beatitudes"

Leader: Blessed are the Scouts who are taught to see beauty in all things around them

All: for their world will be a place of grace and wonder.

Leader: Blessed are the Scouts who are led with patience and understanding

All: for they will learn the strength of endurance and the gift of tolerance.

Leader: Blessed are the Scouts who are provided a home where family members dwell in harmony and close communion

All: for they shall become the peacemakers of the world.

Leader: Blessed are the Scouts who are taught the value and power of truth

All: for they shall search for knowledge and use it with wisdom and discernment.

Leader: Blessed are the Scouts who are guided by those with faith in a loving God

All: for they will find God early and will walk with God through life.

Leader: Blessed are the Scouts who are loved and know that they are loved

All: for they shall sow seeds of love in the world and reap joy for themselves and others.

Prayer: "A Baha'i Prayer for Peace"

Be generous in prosperity, and thankful in adversity.

Be fair in thy judgment, and guarded in thy speech.

Be a lamp unto those who walk in darkness, and a home to the stranger.

Be eyes to the blind, and a guiding light unto the feet of the erring.

Be a breath of life to the body of human kind,

a dew to the soil of the human heart,

And a fruit upon the tree of humility.

Silent Reflection

The Midrash Tehillim teaches: "When you pray, pray in the synagogue of your city; if you are unable to pray in the synagogue, pray in your field; if you are unable to pray in your field, pray in your home; if you are unable to pray in your home, pray on your couch; and, if you are unable to pray on your couch, meditate in your heart."

Let us now take time for personal meditation and to give time for God, each in our own faith and in our own way.



WOOD BADGE

Inspirational Message

Theme: *Message of Peace and Servant Leadership*

Who is familiar with Robert Fulghum? Some may know him as a professor, a minister, and a best-selling author. He wrote *All I Need to Know I Learned in Kindergarten* and a collection of essays—*It Was on Fire When I Lay Down on It*. In one of his essays, he tells a memorable story about learning the meaning of life from a famous Greek philosopher and living legend, Alexander Papaderos, who founded an institute of human peace and understanding on the island of Crete. Over the years, the retelling of this story has been shared again and again around the world.

Alexander Papaderos was born in 1933 in a Greek village on the island of Crete. He was six years old when World War II began, and as a child was interned in a concentration camp when his village was destroyed. Despite the horrors of his life experience, he grew to dedicate his life to promoting peace, forgiveness, and human understanding. As a professor, Eastern Orthodox priest, and Doctor of Philosophy, Alexander Papaderos had a vision to build an institute for people of different cultures and faiths to come together to find forgiveness, peace, reconciliation, and understanding.

At 35, his vision came to life. The Orthodox Academy of Crete was built on a rocky bay overlooking a small airstrip in Maleme where, during World War II, invading Nazi paratroopers landed and were attacked by villagers with their kitchen knives and pitchforks. In retribution for assaulting Hitler's troops, hundreds of villagers were lined up and shot. Strategically, Alexander Papaderos located this peace institute where war had filled people's hearts with hate and where hate was the weapon the people there had vowed never to give up. He believed that the Greeks and Germans could benefit from each other if they could find forgiveness, peace, and reconciliation. High above the institute, a single cross on a hill marks the mass grave of the Cretan villagers who defended their island, and, across the bay seen on another hill, an iron cross marks the graves of the Nazi paratroopers. These memorials are reminders for all to see and never forget.

One summer, Robert Fulghum traveled to Crete to attend a two-week cultural seminar at the peace institute. At the end of the seminar, when Alexander Papaderos asked if there were any questions, Robert Fulghum asked, "Dr. Papaderos, what is the meaning of life?" It was a question he liked to ask in case someone might have the answer, but it usually caused people to laugh as they gathered their belongings to leave. This time, however, Robert Fulghum writes that "once, and only once, I asked that question and got a serious answer, one that is with me still."

Alexander Papaderos raised his hand to quiet the audience. He could see that Robert Fulghum was serious and decided to answer the question. He pulled his wallet out of his hip pocket and took out a small round mirror the size of a quarter. As he held the mirror, he told the audience about his childhood growing up poor in a remote village during the



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war. One day, he came upon a German motorcycle wreck and found broken pieces from its mirror. As hard as he tried, he could not find all the pieces to put the mirror back together. So, he kept the largest piece and scratched it on a stone to make the edges smooth and round. As a child, he played with the mirror as a toy and could reflect light into dark holes and crevices and dark closets. It became a game for him to try to reflect light into the most inaccessible places he could find. He kept that mirror with him as he grew into adulthood. As a man, he understood that it was not a game but a metaphor for what he might do with his life. He was not the light. The light was truth, understanding, and knowledge, and it would only shine if he reflected it. He understood that, even as a fragment of a mirror whose design and shape he does not know, he could make a difference by reflecting the light of truth, understanding, and knowledge into the darkest places of the world and into the darkest places in a human's heart—and change some things in some people. He believed that, if others see him do what he does, perhaps they would choose to do likewise.

Alexander Papaderos devoted his life to be a servant leader and to promoting peace, forgiveness, reconciliation, and human understanding among all people. At the institute, he lived to change hate into forgiveness and reconciliation in the darkest places in the hearts of Greeks and Germans, and to cultivate the relationship between the cultures in peace. He believed they had much to learn from each other and that they could set an example for forgiveness and peace for the rest of the world to learn, as well. He lived a life that others could see and do likewise. For Alexander Papaderos, this is what he is about, and this is the meaning of life.

Prayer: "Hindu Prayer for the Unity of All Life"

May the winds, the oceans, the herbs, and night and days, the mother earth,
the father heaven, all vegetation, the sun, be all sweet to us.
Let us follow the path of goodness for all times,
like the sun and the moon moving eternally in the sky.
Let us be charitable to one another.
Let us not kill or be violent with one another.
Let us know and appreciate the points of view of others. And let us unite.

Offering for the World Friendship Fund

The World Friendship Fund was developed by the Boy Scouts of America during the closing days of World War II. At the time, there was a great need to rebuild Scouting in nations that had been wracked by war and were just emerging from the shadows of totalitarianism. In the years that have elapsed, virtually every nation in the free world that has Scouting has been aided by the fund.

The World Friendship Fund of the BSA offers a practical Good Turn opportunity for BSA youth members and leaders. Cash contributions are used to assist Scouting through the World Organization of the Scout Movement and through national Scout associations in



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developing countries. Unit participation in the World Friendship Fund offers a unique annual service project to benefit our brother and sister Scouts around the world.

Act of Friendship

Let us greet one another with a sign of friendship.

Closing Song: "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.

Closing Prayer

Lord, we thank you for the gift of Scouting and the opportunities to be together in service and in worship. We ask that you strengthen us and guide us, protect us and uphold us, and direct us as we strive to do our best for our youth. Be with us as we continue through our day, and keep our minds awake, open, and aware.

Benediction

May the Great Master of all Scouts be with us until we meet again.



OFFERING for the *WORLD FRIENDSHIP FUND*

The World Friendship Fund was developed by the Boy Scouts of America during the closing days of World War II. At the time, there was a great need to rebuild Scouting in nations that had been wracked by war and were just emerging from the shadows of totalitarianism. In the years that have elapsed, virtually every nation in the free world that has Scouting has been aided by the fund.

The World Friendship Fund of the BSA offers a practical Good Turn opportunity for BSA youth members and leaders. Cash contributions are used to assist Scouting through the World Organization of the Scout Movement and through national Scout associations in developing countries. Unit participation in the World Friendship Fund offers a unique annual service project to benefit our brother and sister Scouts around the world.

ACT OF FRIENDSHIP

Let us greet one another with a sign of friendship.

CLOSING SONG

"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.

CLOSING PRAYER

Lord, we thank you for the gift of Scouting and the opportunities to be together in service and in worship. We ask that you strengthen us and guide us, protect us and uphold us, and direct us as we strive to do our best for our youth. Be with us as we continue through our day, and keep our minds awake, open, and aware.

BENEDICTION

May the Great Master of all Scouts be with us until we meet again.

"A Scout Is Reverent"



Wood Badge Course Interfaith Worship Service

WOOD BADGE COURSE

INTERFAITH WORSHIP SERVICE



CALL TO WORSHIP

*(From the Scouts BSA Handbook for Boys
and the Scouts BSA Handbook for Girls)*

Leader: A Scout is Reverent.

All: **A Scout is reverent toward God.**

Leader: A Scout is faithful fulfilling religious duties.

All: **A Scout respects the belief of others.**

OPENING PRAYER “A Muslim Prayer for Peace”

O Allah unite our hearts and set aright our mutual affairs.
Guide us in the path of peace, liberate us from darkness by Your light,
Save us from enormities whether open or hidden.
Bless us in our ears, eyes, hearts, spouses, and children.
Turn to us; truly You are Oft-returning, Most Merciful,
Make us grateful for Your bounty and full of praise for it,
so that we may continue to receive it and complete Your blessing upon us.

OPENING SONG

“Let There Be Peace on Earth”

(by Jill Jackson-Miller and Sy Miller)

Let there be peace on earth and let it begin with me.
Let there be peace on earth, the peace that was meant to be.
With God as our father, brothers all are we.
Let me walk with my brother in perfect harmony.

Let peace begin with me, let this be the moment now.
With every step I take, let this be my solemn vow.
To take each moment, and live each moment in peace eternally.
Let there be peace on earth, and let it begin with me.

PRAYER “A Buddhist Prayer—Offering the Mandala”

The ground sprinkled with perfume and spread with flowers,
The Great Mountain, four lands, sun and moon,
Seen as a Buddha Land and offered thus,
May all beings enjoy such Pure Lands.

I offer without any sense of loss
The objects that give rise to my attachment, hatred, and confusion,
My friends, enemies, and strangers, our bodies and enjoyments;
Please accept these and bless me to be released directly
from the three poisons.

(The three poisons are greed, confusion, and ill will)

RESPONSIVE READING “The Scout Beatitudes”

Leader: Blessed are the Scouts who are taught to see beauty in all things around them

All: **for their world will be a place of grace and wonder.**

Leader: Blessed are the Scouts who are led with patience and understanding

All: **for they will learn the strength of endurance and the gift of tolerance.**

Leader: Blessed are the Scouts who are provided a home where family members dwell in harmony and close communion

All: **for they shall become the peacemakers of the world.**

Leader: Blessed are the Scouts who are taught the value and power of truth

All: **for they shall search for knowledge and use it with wisdom and discernment.**

Leader: Blessed are the Scouts who are guided by those with faith in a loving God

All: **for they will find God early and will walk with God through life.**

Leader: Blessed are the Scouts who are loved and know that they are loved

All: **for they shall sow seeds of love in the world and reap joy for themselves and others.**

PRAYER

“A Baha’i Prayer for Peace”

Be generous in prosperity, and thankful in adversity.

Be fair in thy judgment, and guarded in thy speech.

Be a lamp unto those who walk in darkness, and a home to the stranger.

Be eyes to the blind, and a guiding light unto the feet of the erring.

Be a breath of life to the body of human kind,

a dew to the soil of the human heart,

And a fruit upon the tree of humility.

SILENT REFLECTION

The Midrash Tehillim teaches: “When you pray, pray in the synagogue of your city; if you are unable to pray in the synagogue, pray in your field; if you are unable to pray in your field, pray in your home; if you are unable to pray in your home, pray on your couch; and, if you are unable to pray on your couch, meditate in your heart.”

Let us now take time for personal meditation and to give time for God, each in our own faith and in our own way.

INSPIRATIONAL MESSAGE

PRAYER “Hindu Prayer for the Unity of All Life”

May the winds, the oceans, the herbs, and night and days, the mother earth, the father heaven, all vegetation, the sun, be all sweet to us.

Let us follow the path of goodness for all times,

like the sun and the moon moving eternally in the sky.

Let us be charitable to one another.

Let us not kill or be violent with one another.

Let us know and appreciate the points of view of others. And let us unite.



The Land Ethic

The concept of the Land Ethic was developed by Aldo Leopold in *A Sand County Almanac* (1949). In this book, Leopold reflected not only upon his interaction with the land and how it had enriched him but also how our society tends to trivialize or dismiss the role of the land. The following quotations provide a brief introduction to the Land Ethic concept as envisioned by Leopold:

“An ethic [that] presupposes the mental image of the land as a biotic mechanism. We can be ethical only in relation to something that we can see, feel, understand, love, or otherwise have faith in.”

Think of the land as an energy circuit, with energy flowing from the soils to the plants to animals and back.

This thumbnail sketch of the land as an energy circuit conveys three basic ideas:

1. That land is not merely soil.
2. That the native plants and animals kept the energy circuit open and that other species may or may not.
3. That man-made changes are of a different order than evolutionary changes and have effects more comprehensive than intended or foreseen.

These ideas, collectively, raise two issues:

- Can the land adjust itself to the new order?
- Can the desired alterations be accomplished with, in Leopold’s words, less “violence,” and what we now term “impact” or the “trace” addressed by Leave No Trace?

Leopold sums up his thought with the following observation:

“A land ethic, then, reflects the existence of an ecological conscience, and this in turn reflects a conviction of individual responsibility for the health of the land. Health is the capacity of the land for self-renewal. Conservation is our effort to understand and preserve this capacity.”

The Land Ethic teaches us that we should consider our actions considering their impact on the living, breathing community that is the land and that we should select the alternative available that does the least violence, or impact, to that community. The practice of the Land Ethic grows strongest when we have experienced the land, grown to love and respect it, and have labored to enhance or restore it or, as Leopold would have put it, when we have practiced “conservation” defined as restoring the capacity of the land for self-renewal. We understand the Land Ethic when we think of right in relation to the land as follows:

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.

Are you ready to face the challenge of looking at the land in this fashion? If so, then you understand the Land Ethic.



The Leave No Trace Seven Principles

The Boy Scouts of America supports the vision of the Leave No Trace Center for Outdoor Ethics to sustain healthy, vibrant natural lands for everyone to enjoy, now and into the future, and that every person who ventures outside puts Leave No Trace practices into action.

The Leave No Trace program is built upon the premise that conservation of our outdoor resources is only possible only when people know how to respect the environment and prevent their activities from impacting our surroundings.

1. Plan Ahead and Prepare

Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoyably. By doing so, campers can

- Minimizing damage to natural and cultural resources.
- Avoid unexpected situations.
- Minimize negative impact by complying with area regulations such as observing limitations on group size.

2. Travel and Camp on Durable Surfaces

Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion. Good campsites are found, not made.

3. Dispose of Waste Properly

Visitors should take their trash home with them. Here are some tips to leaving no trace:

- Strain dishwater to remove food particles before dispersing or sumping the water.
- Inspect your campsite for trash or spilled foods.
- Pack out all trash, leftover food, and litter.

4. Leave What You Find

Allow others a sense of discovery, and preserve the past. You can help leave no trace if you

- Leave rocks, plants, animals, archaeological artifacts, antlers, and other objects as you find them.
- Examine but do not touch cultural or historical structures and artifacts. It may be illegal to remove artifacts.

5. Minimize Campfire Impacts

Campfires can cause lasting impacts. To minimize negative impacts:

- Use established fire rings, mound fires, or fire pans.
- Keep fires small and use only downed wood.
- Burn all wood to ash and dispose by scattering.
- For cooking, use stoves where possible.

6. Respect Wildlife

Quick movements and loud noises are stressful to animals. Here's how considerate campers can help keep wildlife wild:

- Observe wildlife from afar and give animals a wide berth.
- Store food securely.
- Keep garbage and food scraps away from animals.

7. Be Considerate of Other Visitors

Thoughtful campers show respect for the privacy of other campers when they

- Travel and camp in small groups.
- Travel and camp quietly.
- Select campsites away from other groups.
- Wear clothing and use gear that blend with the environment.
- Respect private property and leave gates as found.



WOOD BADGE

The Outdoor Code & Outdoor Ethics

The Outdoor Code

As an American, I will do my best to
Be clean in my outdoor manners,
Be careful with fire,
Be considerate in the outdoors,
and be conservation-minded.

As an American, I will do my best to be:

Clean in my outdoor manners—Clean up after ourselves using “pack it in, pack it out” techniques. Avoid leaving graffiti, fire rings, camp gadgets, and other signs of our presence. Do not carve names or mark trees.

Careful with fire—Fire is an important tool, but one that can be devastating if it gets out of hand. Think about the need for fire, how best to use it, and how to minimize its impacts.

Considerate in the outdoors—Think about others as well as ourselves and how our presence impacts them. Think about not just our impact on other humans but also on wildlife and the environment.

Conservation-minded—Take steps to correct and redress damage to the environment.



BSA Outdoor Ethics Award Program

Wood Badge participants are encouraged to become acquainted with and promote the BSA Outdoor Ethics Award program. Several awards are available for youth and adult members, including the Outdoor Ethics Awareness Award, Outdoor Ethics Action Award, and Venturer Action Award.

See the following resources for more information:

- Scouts BSA: www.scouting.org/outdoor-programs/outdoor-ethics/awards/scouts-bsa/
- Venturing: www.scouting.org/outdoor-programs/outdoor-ethics/awards/venturing/
- *Scouts BSA Handbook for Boys* (34622)
- *Scouts BSA Handbook for Girls* (39006)



WOOD BADGE

Scouting's Outdoor Ethic

Scout Law	Outdoor Code	Leave No Trace	Tread Lightly!	The Land Ethic
Courteous Clean	Clean in my outdoor manners	Dispose of waste properly Leave what you find		Sportsmanship
Trustworthy	Careful with fire	Minimize campfire impacts		Perception Husbandry
Friendly Courteous Kind	Considerate in the outdoors	Leave what you find Respect wildlife Be considerate of other visitors	Respect the rights of others Avoid sensitive areas	Perception Sportsmanship
Helpful Thrifty Reverent	Conservation-minded	Plan ahead and prepare Travel and camp on durable surfaces	Travel responsibly Educate yourself Avoid sensitive areas Do your part	Husbandry Land Ethic



WOOD BADGE

The Principles of Tread Lightly

Travel Responsibly—On land, by staying on designated roads, trails, and areas. Go over, not around, obstacles to avoid widening the trails. Cross streams only at designated fords. When possible, avoid wet, muddy trails. On water, stay on designated waterways and launch your watercraft in designated areas.

Respect the Rights of Others—Including private property owners, all recreational trail users, campers, and others so they can enjoy their recreational activities undisturbed. Leave gates as you found them. Yield right of way to those passing you or going uphill. On water, respect anglers, swimmers, skiers, boaters, divers, and those on or near shore.

Educate Yourself—Plan for your trip by obtaining travel maps and regulations from public agencies. Before your trip, take recreation skills classes and know how to operate your equipment safely.

Avoid Sensitive Areas—On land such as meadows, lake shores, wetlands, and streams. Stay on designated routes. This protects wildlife habitats and sensitive soils from damage. Don't disturb historical, archeological, or paleontological sites. On water, avoid operating your watercraft in shallow waters or near shorelines at high speeds.

Do Your Part—By modeling appropriate behavior, leaving the area better than you found it, in other words, leave no trace: properly dispose of waste, minimize the use of fire, avoid the spread of invasive species, and repair degraded areas.





Front-end Alignment Game

The Rules

1. The object of the game is to score as many points as possible while staying within the rules. At the end of the game, the patrol with the most points wins.
2. The challenge is to stand somewhere on the marked tape and successfully toss pieces of candy into the container. The piece must come to rest in the container (a hit). If the piece misses the container or bounces out, it is a miss, and no points are scored.
3. One point is scored for each hit.
4. Distance bonus points are possible with each hit. One bonus point is awarded for each foot of distance the player stands from the container while scoring a hit. No distance bonus points are awarded for a miss.
5. Each player gets three pieces of candy.
6. One practice round is allowed before scoring begins. Each player is allowed three practice tosses in the practice round. (Points will be deducted if participants practice beyond the rules.)
7. Once scoring begins, each player may toss each piece of candy one time—a total of three tosses per participant.
8. The observer does the scoring.
9. The patrol leader is always in charge.
10. The patrol must complete the practice round and scoring round in no more than 10 minutes.
11. The observer will remain silent throughout the game and will not reveal your score until the game is over.



Front-end Alignment Game

Leadership Style “A”

You are the boss. You are in charge. You know what is best for your team and for each player. You must take control of your team to lead it to victory.

You believe that information is power and that you must maintain power to maintain control; therefore:

- Give out little information.
- Answer few questions.
- Maintain strict discipline.
- Strictly enforce the rules and the time limits.
- Give your team orders on how to complete the game.
- Do not reveal the rules to them.
- Tell each person where to stand, both in practice and in the scoring round.

Do not give in to complaints or whining from members of your patrol: “Let me do it my way” or “Let me decide” are demands that indicate a desire by someone to take over your control. You know the rules; therefore, you know the best way to win. What you say, goes.

Now read the rules, implement them, and lead your team to victory!



WOOD BADGE

Front-end Alignment Game

Leadership Style “B”

You believe in sharing decision-making with members of your team. You feel that the best way to achieve high performance and creative results is to take advantage of the full talents of everyone on your team. You want to draw on their ideas, their experience, and their knowledge of their own skills and ways of finding solutions.

You think that solutions to problems can emerge from an environment that is rich in information, even if that seems chaotic. To that end:

- Share all the information you have with your team. You will tell them the rules of the game, its objectives, and the way it will be scored.
- Seek the ideas and creativity of the team in planning the best ways to win.
- Take part in discussions to overcome problems.
- Help the team stay within the rules and the time limits.
- Allow players to assess their own skills and comfort levels in determining their individual scoring strategies.

Be a cheerleader. Participate with your team. Have fun. Celebrate positive results.

Now, good luck and enjoy the game!



WOOD BADGE

Front-end Alignment Game Score Sheet

Patrol Name: _____ Observer's Name: _____

Leadership Style Observed: Style "A" _____ Style "B" _____

		Toss One		Toss Two		Toss Three		Total
Player's Name	Three Practice Tosses	Hit (1), Miss (0)	Distance (1-15)	Hit (1), Miss (0)	Distance (1-15)	Hit (1), Miss (0)	Distance (1-15)	# Hits + Distance on Hits Only

Team Total _____



WOOD BADGE

Day Three: Troop Meeting Plan

Activity	Description	Run By	Time	Total Time
Pre-opening 20 min	"Leave No Trace" Model Campsite	Troop guides and patrol leaders	20 min	20 min
Opening Ceremony 5 min	Outdoor Code	Program patrol	5 min	25 min
Skills Instruction 15 min	BSA Outdoor Ethics	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.	Patrol leaders	15 min	55 min
Interpatrol Activity 20 min	Front-end Alignment Game	Patrol leaders	20 min	75 min
Closing 5 min Total: 80 min	Scoutmaster's Minute (relating to the outdoor experience)	Scoutmaster	5 min	80 min



WOOD BADGE

Apply Interpersonal Savvy—Summary

The Language of DISC

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.

Key Wood Badge Themes

- Connecting
- Growing

Connections to Other Sessions

- **Know Thyself**—You cannot lead others until you can lead yourself.
- **Communicate Effectively**—Effective communication helps us change the lives of our Scouts as we become better teachers, trainers, and mentors to the Scouts we serve.
- **Learn to Listen, Listen to Learn**—Active and empathetic listening is the cornerstone of the building blocks of friendships and teamwork.

References

People Smart in Business: Using the DISC Behavioral Styles Model to Turn Every Business Encounter into a Mutual Win, Tony Alessandra and Michael J. O'Connor with Janice Van Dyke (2006)

The Platinum Rule: Discover the Four Basic Business Personalities—and How They Can Lead You to Success, Tony Alessandra and Michael J. O'Connor (1998)

The Universal Language DISC: A Reference Manual (14th ed.), Bill J Bonnstetter and Judy I Suiter Bonnstetter (2016)



WOOD BADGE

DISC Behavioral Styles

DISC describes four styles of behavior that everyone employs. Most people tend to favor one or two of these styles more strongly than the others.

The four behaviors are:

- Dominance "D" How we handle challenges
- Influence "I" How we handle people
- Steadiness "S" How we handle change
- Compliance "C" How we handle rules

Key Takeaways

Being a leader of the Scouting movement requires proficiency and finesse in utilizing communication skills. This includes interaction with a variety of age groups, stages of life, and the professional hierarchy of Scouting. As a Scouter progresses through the leadership ranks, these skills become paramount to their success and to those they serve.

In order to lead others effectively, one must lead themselves first. The powerful language of DISC will enhance our understanding of others' characteristics, how to approach others according to their styles, and the strengths and weaknesses of each behavior style.

"Our similarities bring us to a common ground; our differences allow us to be fascinated by each other."

—Tom Robbins,
Novelist, Short Story Writer, Essayist




DISC Behavioral Styles Worksheet

Directions:

- In each horizontal row, circle the one behavioral style that best describes you.
- Count the number of words marked in each vertical column and put the total at the bottom of the column.

	Behavioral Styles			
1	Strong-willed	Persuasive	Serene	Diplomatic
2	Independent	Gregarious	Easy-going	Perfectionist
3	Bold	Lively	Loyal	Courteous
4	Competitive	Cheerful	Obliging	Restrained
5	Daring	Charming	Calm	Precise
6	Direct	Trusting	Lenient	Analytical
7	Persistent	Entertaining	Obedient	Neat
8	Energetic	Sociable	Relaxed	Rule-driven
9	Risk-taker	Good mixer	Patient	High standards
10	Determined	Energetic	Self-controlled	Systematic
11	Aggressive	Charismatic	Good-natured	Restrained
12	Restless	Talkative	Predictable	Conventional
13	Decisive	Popular	Team player	Organized
14	Adventuresome	Friendly	Moderate	Receptive
15	Brave	Inspiring	Submissive	Careful
Totals				

DISC Behavioral Characteristics

 WOOD BADGE	D Dominance	I Influence	S Steadiness	C Compliance
Characteristics	Direct, decisive, daring, competitive, innovative	Confident, enthusiastic, persuasive, inspiring,	Friendly, patient, sincere, understanding	Accurate, analytical, conscientious, courteous
Value to the Team	Organized, self-starter, problem solver	Motivator, team-player, negotiator, optimist	Dependable, logical, service-oriented	Standards, defines, clarifies, anchors reality
Communication Style	Gets to the point	Socializes for a while	Socializes for a while	Direct, fact-based
Conflict Response	Tends toward conflict	Great mediator	Dislikes conflict, yields to avoid controversy	Dislikes conflict, but can be diplomatic
Ideal Environment	Limited supervision, new challenges	Social, leaves details to someone else	Organized, defined roles, detailed tasks	Detail-oriented, small group, limited changes
Perceived by others	Aggressive, demanding	Talks too much, unrealistic	Inflexible, hesitant	Fussy, pessimistic, aloof
Pace	Faster	Faster	Slower	Slower
Motivated by	Achievement, results	Social recognition	Acceptance	Correctness
Bothered by	Inefficiency, indecision, slowness	Routine, formality	Impatience, sudden change, disorganization	Surprises, unpredictability
Decisions are	Quick	Spontaneous	Considerate	Deliberate
Limitations	Impatience, selective listening	Lack of follow-through, inattentive to detail	Overly modest, resists change	Overly critical, defensive, bogged down by details



Patrol Leaders' Council

Day Three Agenda

1. Welcome
2. Introduction of attendees
3. Announcements
4. Purpose of the meeting—what we need to accomplish
5. When the meeting will end
6. Assessment of the Day Three troop meeting
7. Distribution of patrol leaders' copies of the Day Four course schedule
8. Discussion of the upcoming Outdoor Experience
 - a. Information about location, transportation, expectations for camping and cooking, gear provided, food and food preparation, importance of outdoor ethics, and safety precautions
 - b. Youth involvement in leadership of Outdoor Experience as part of NYLT/Order of the Arrow
9. Reports on the progress being made by each patrol
 - a. Start, Stop, Continue self-assessment
 - b. Team status, especially regarding morale and productivity
 - c. Outdoor Experience
 - d. For two-weekend (3+2) course, scheduling of interim patrol meeting
10. Review of program and service patrol assignments
 - a. Daily duties
 - b. Program patrol's responsibilities for the morning of the Outdoor Experience
 - c. Assignments for flag retirement at Closing Gilwell Field Assembly (for 3 + 2 format)
11. Summary of the important points of the meeting and review of any assignments
12. Adjourn



WOOD BADGE

Course Schedule—Day Four

Two-weekend Course (3 + 2)

Activity	Location
Participant Check-in and Patrol Self-assessments	
Gilwell Field Troop 1 Assembly *	
Move to Outdoor Experience	
Embrace and Lead Change *	
Create a Culture: “Train Them, Trust Them, Let Them Lead!” *	
Lunch	
PLC Meeting	
Patrol Chaplain Aides Meeting (<i>simultaneous with PLC</i>)	
Problem Solving Round-robin *	
Problem Solving *	
Problem Solving Application *	
Leadership Connections **	
Patrol Leadership Quest *	
Patrol Dinner Preparation, Dinner, Clean-up	
“Diversity and Inclusion” Game **	
Retire Colors (Program Patrol only)	
Patrol Meetings, Campfires, and Cracker Barrels	
Lights out	

* Troop Presentation/Activity

** Patrol Presentation/Activity



WOOD BADGE

Course Schedule—Day Four

Five-day Course (5 x 1)

Activity	Location
Reveille	
Breakfast and Patrol Self-assessments	
Gilwell Field Troop 1 Assembly *	
Move to Outdoor Experience	
Embrace and Lead Change *	
Create a Culture: “Train Them, Trust Them, Let Them Lead!” *	
Lunch	
PLC Meeting	
Patrol Chaplain Aides Meeting (<i>simultaneous with PLC</i>)	
Ticket Time (<i>simultaneous with PLC</i>)	
Problem Solving Round-robin *	
Problem Solving *	
Problem Solving Application *	
Leadership Connections **	
Patrol Leadership Quest *	
Patrol Dinner Preparation, Dinner, Clean-up	
“Diversity and Inclusion” Game **	
Retire Colors (Program Patrol only)	
Patrol Meetings, Campfires, and Cracker Barrels	
Lights out	

* Troop Presentation/Activity

** Patrol Presentation/Activity



WOOD BADGE

Patrol Chaplain Aides Meeting Day Three Agenda

1. Welcome
2. Introductions
3. Review resources available
4. Prepare for the Interfaith service on Day Five
5. Handouts:
 - a. Interfaith Worship Service Planning Worksheet
 - b. Order of Worship
 - c. Samples for an Interfaith Worship Service
6. Review assignments



WOOD BADGE

Order of Worship

Date: _____ Time: _____

Theme: _____ Location: _____

Presiding: _____

Slot	Title of Prayer, Hymn, Message, or Activity	Responsible
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		



WOOD BADGE

Interfaith Worship Service Planning Worksheet

Date: _____

Helper 1: _____

Location: _____

Helper 2: _____

Event: _____

Helper 3: _____

Leader: _____

Helper 4: _____

Include (Y/N)	Possible Elements in Order of Service	Sequence Number in Order of Service	Assigned to
	Processional with flags		
	Call to worship		
	Opening song (No. 1)		
	Prayer		
	Responsive reading		
	Offering (if appropriate)		
	Song (No. 2)		
	Meditation		
	Suitable prayer		
	Song (No. 3)		
	Benediction or closing prayer		

Other notes: _____



WOOD BADGE

Samples for an Interfaith Worship Service

CALL TO WORSHIP

From the Book of Mormon, Mosiah 2:17

And behold, I tell you these things that ye may learn wisdom; That ye may learn that when ye are in the service of your fellow beings, ye are only in the service of your God.

RESPONSIVE READING—THE SCOUT OATH

Leader: Our honor is a quality we possess because of our dignity as human beings and children of God. Our “best” means to give all we have. It means to keep striving to do what we know is right, and in the Oath, it means we will try to be good Scouts by fulfilling our Scout duties as expressed in the Scout Law.

Congregation: ON MY HONOR I WILL DO MY BEST

Leader: Our duty to God and country means chiefly two things: obedience and loyalty. The duties we owe to the house of God, to our country, to parents, to one another, and to ourselves come from some command of God. The Scout Law sums up all the qualities necessary to be a good Scout.

Congregation: TO DO MY DUTY TO GOD AND MY COUNTRY AND TO OBEY THE SCOUT LAW

Leader: Our Lord told us that love of our neighbor was like the first law of love of God. The first children of God were known by the love they had for one another. Real human charity or love always prompts us to want to help others. Our Scout training will give us skills and knowledge that will put us in a better position to do this.

Congregation: TO HELP OTHER PEOPLE AT ALL TIMES

Leader: Scouting offers us many opportunities to grow strong physically. To be alert and ready requires us to give special care to those gifts of the soul—intellect and will—that make us unto God. “Morally straight” means we must try to know what is right and true, and to love what is good and choose it.

Congregation: TO KEEP MYSELF PHYSICALLY STRONG, MENTALLY AWAKE, AND MORALLY STRAIGHT

INTERFAITH PRAYERS

Baha'i Prayer for Peace

Be generous in prosperity, and thankful in adversity.
Be fair in thy judgment, and guarded in thy speech.
Be a lamp unto those who walk in darkness, and a home to the stranger.
Be eyes to the blind, and a guiding light unto the feet of the erring.
Be a breath of life to the body of humankind, a dew to the soil of the human heart,
And a fruit upon the tree of humility.



WOOD BADGE

Buddhist Prayer

The ground sprinkled with perfume and spread with flowers,
The Great Mountain, four lands, sun and moon,
Seen as a Buddha Land and offered thus,
May all beings enjoy such Pure Lands.
I offer without any sense of loss
The objects that give rise to my attachment, hatred, and confusion,
My friends, enemies, and strangers, our bodies and enjoyments;
Please accept these and bless me to be released directly from the three poisons.
(The three poisons are greed, confusion, and ill will)

Hindu Prayer for the Unity of All Life

May the winds, the oceans, the herbs, and night and days, the mother earth,
the father heaven, all vegetation, the sun, be all sweet to us.
Let us follow the path of goodness for all times,
like the sun and the moon moving eternally in the sky.
Let us be charitable to one another.
Let us not kill or be violent with one another.
Let us know and appreciate the points of view of others. And let us unite.

A Muslim Prayer for Peace

O Allah, unite our hearts
and set aright our mutual affairs,
guide us in the path of peace.
Liberate us from darkness by Your light,
save us from enormities whether open or hidden.
Bless us in our ears, eyes, hearts, spouses, and children.
Turn to us; truly you are Oft-Returning, Most Merciful.
Make us grateful for Your bounty and full of praise for it,
so that we may continue to receive it
and complete Your blessings upon us.

Native American Prayer

(Please join me in prayer)

Oh Great Spirit of the North,
Oh Great Spirit of the South,
Oh Great Spirit of the East,
Oh Great Spirit of the West.
Oh Great Spirit, you are one.

You have given us our house,
Where there is food,
Where there is drink,
Where there are clothes.



WOOD BADGE

You have given us our house,
Where there is fellowship,
Where there is companionship,
Where there is friendship.

You have given us our house,
Where we can grow,
Where we can learn,
Where we can know you.

Oh Great Spirit, you are one,
Our house is one,
We are one.

Silent Meditation—(Prologue to Meditation)

The Midrash Tehillim teaches: "When you pray, pray in the synagogue of your city; if you are unable to pray in the synagogue, pray in your field; if you are unable to pray in your field, pray in your home; if you are unable to pray in your home, pray on your couch; and, if you are unable to pray on your couch, meditate in your heart.

Let us take this time for quiet personal meditation. *(Allow a minute or so of silence)*

SCOUT HYMNS

Sea Base Hymn—(to the tune of "For the Beauty of the Earth")

V.1

For the grandeur of the Keys,
For the azure of the skies,
For the cooling ocean breeze,
Coral sand beneath us lies,
Hear our voices rise to Thee,
Bless us while we're on the sea.

V.4

For the mighty winds and tide,
For the steady engines' roar,
For the Sea Base boats, we ride,
Reef to reef and shore to shore,
Bless us Father while we roam,
Then return us safely home.



WOOD BADGE

Philmont Hymn

Silver on the sage, Starlit skies above,
Aspen covered hills, Country that I love.
Philmont here's to thee, Scouting Paradise,
Out in God's country, tonight

Wind in whispering pines, Eagles soaring high,
Purple mountains rise, Against an azure sky.
Philmont here's to thee, Scouting Paradise,
Out in God's country, tonight.

OFFERING TO WORLD FRIENDSHIP FUND

The World Friendship Fund was developed by the Boy Scouts of America at the end of World War II to help rebuild Scouting in nations wracked by war. As the years have passed, virtually every nation in the world that has Scouting has been aided by the fund. It offers Scouts and Scouters an opportunity to do a Good Turn for our brother and sister Scouts around the world through the World Organization of Scouting Movement and through national Scout associations in developing countries.

A SCOUTING REFLECTION

Before we close today, let us all reflect on the opportunity we have in Scouting. We all have skills to make this world a better place in which to live. We should always act in a Scout-like manner and be prepared to help our fellow man with cheerful service. We must use good Scout conduct in our daily lives. Finally, remember to keep your faith in your everyday life.

CLOSING PRAYER

Lord, we thank you for the gift of Scouting and the opportunities to be together in service and in worship. We ask that you strengthen us and guide us, protect us and uphold us, and direct us as we strive to do our best for our youth. Be with us as we continue through our day, and keep our minds awake, open, and aware. Amen.

BENEDICTION

May the Great Master of all Scouts be with us until we meet again.



Troop Guide Ticket Time Guidance

The Wood Badge Ticket is as old as Wood Badge and for most participants is a source of stress: they are faced with preparing a list of five goals/tasks/projects related to their current position/job in Scouting that they will complete over the next 18 months.

The ticket is introduced to them on the first morning of the course in a troop presentation, and there are four “Ticket Times” specifically scheduled for the participants to work on tickets.

The following schedule is suggested for troop guides:

- **Day One:**
 - Help patrol members to focus on their current roles in Scouting (e.g., their unit, district, or council position, etc.).
 - Help them focus their vision on what they can do to improve their unit (district, council) in that position.
 - Relate those things to the ticket.
 - Give them some deadlines for tickets (see below).
 - Answer questions, clarify issues, and make suggestions.
- **Day Two: Ticket Time #1**—Putting ticket goals on paper for a “gallery walk” (see below).
- **Day Three: Ticket Times #2 and #3**—Review/approve ticket goals and ticket forms.
- **Day Four: Ticket Time #4**—Finalize/approve tickets for five-day (5 x 1) courses if needed. For two-weekend (3 + 2) courses, troop guides should work with participants to finalize tickets before returning on Day Four.

The tight scheduling of the Wood Badge course does not allow them much time to consider ticket goals. Time is specifically allocated in the late afternoon of Day Two for Ticket Time. This can be used as a first deadline by troop guides to assist in forcing/encouraging/compelling participants to focus on developing their ticket goals in a written form.

Gallery Walk

One technique is to have each patrol member use a whiteboard, flip chart page, or other (large) medium to write a one-sentence/key word/bullet point summary for each of their five ticket items. Some of these may still be in development, but have them write down what they have. Post all their ideas around the room, on the walls, etc. Next, do a “gallery walk”: lead all the patrol members around to discuss the ticket items for each participant, one at a time. Lead and encourage feedback and questions to the participant whose ticket items are being reviewed. Capture the feedback and questions on sticky notes or on the flip chart paper itself. Lead the discussion and have the group make suggestions to and encourage every patrol member. Encourage patrol members to support one another.

The purpose of this exercise is two-fold. First, the action of putting goals in writing forces the participant to commit to the goals. Once written, goals become much more real. Second, the gallery walk allows them to explain/defend/expand their ticket goals in a public way. Sometimes seeing someone else’s ticket items gives another participant a fresh idea/perspective or gives greater clarity to one they’ve written.



WOOD BADGE

Get It in Writing

For the typical two-weekend course (3 + 2 format), participants will be tempted to put off writing down their goals in hopes that they will have more time to consider/consult in between weekends. The troop guide should encourage the participant to have ticket goals before the end of the first weekend. If the participant comes up with better ideas later, they can easily be substituted for previously written goals.

Remember: *Don't let them leave that first weekend without the five ticket goals!*

For a five-day course (5 x 1 format) there is even less time. Participants should be encouraged to have their ticket goals in writing before Day Three ends. There is time allotted during that evening to focus on completing this task.



Day Three Patrol Meeting

Agenda for 3 + 2 Course Format

Time Allowed

30 Minutes—two-weekend (3 + 2) course format

Agenda

1. 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 interim patrol meeting, the patrol will do its daily self-assessment of its Day Three performance.

2. 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.

3. 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



Day Three Patrol Meeting

Agenda for 5 x 1 Course Format

Time Allowed

90 Minutes—five-day (5 x 1) course format

Agenda

1. 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.

2. 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



Manage Conversations—Summary

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.

Key Wood Badge Themes

Connecting: By emphasizing the skills needed to effectively plan and carry out successful conversations and resolve conflicts, this session will help participants to build stronger relationships with youth, parents, volunteers, and professionals.

Connections to Other 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 “fundamentals” 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 (DISC): Part of planning a successful conversation is recognizing your own behavioral tendencies as well as the tendencies of others, then adapting your approach and your message accordingly. This session offers practice in applying DISC techniques to specific situations.

References

- *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)



WOOD BADGE

Conflict Resolution

Leaders can only motivate others to act if the team members trust the leader. Building trust is therefore crucial to conflict avoidance or conflict resolution. Effective listening, as we have learned, is a key tool to building trust within the team.

Nevertheless, when faced with conflict, effective leaders understand seeking the desires of the team and offering alternative solutions to accomplish those desires significantly helps to resolve conflict. Questions such as “What do you want?” and “Do you want to figure out another way?” enable the leader to learn about the desires of others and their willingness to explore options for dispute resolution. In the end, the effective leader understands he or she cannot compel people to act. Instead, the leader can only persuade and encourage the exploration of cooperative solutions.

Crucial Conversations

There is a difference between crucial conversations and routine conversations. A crucial conversation is a discussion between two or more people where (1) the stakes are high, (2) the opinions vary, and (3) emotions run strong. When faced with such conversations, effective leaders understand the need to be self-aware of any tendencies to avoid the conversation, jump into the conversation prematurely, or attempt to prevail in the discussion. Effective leaders resist the temptation to “win the battle” and instead effectively listen with an eye toward resolving the issue underlying the crucial conversation. A key tool to resolving issues in crucial conversations is to, time permitting, plan your approach to the conversation.

Planning Conversations

Effective leaders seek to understand the goals and desires of others to help them resolve conflict. Similarly, planning before entering crucial conversations involves understanding your goals in the conversation. Asking yourself questions such as “What do I really want for myself, for others, or for the relationship?” or “How would I behave if I really wanted these results?” helps us to plan our approach to a crucial conversation. Additionally, applying the correct conversation techniques, including using appropriate communication mediums, stating the purpose, being specific, sharing facts and perspectives, or paying attention to demeanor, enables effective leaders to smartly execute a crucial conversation. In executing a crucial conversation, the leader must be aware of the personalities of the people involved in the conversation and plan the conversation with those personalities in mind. A conversation without a plan often becomes just an argument.

Identifying Verbal and Nonverbal Communication

Achieving success in various conversations, including challenging conversations, requires the leader to identify, understand, and be aware of verbal and nonverbal communication. This is especially important when working with Scouts, who often respond to adults with nonverbal communication.

Apply the Golden Rule

You can improve your skills in managing difficult conversations through self-awareness, practice, and treating others with the respect and courtesy with which we hope to be treated.



Planning a Conversation

Key Questions to Ask Yourself (Example: Replacing the Roundtable Commissioner)

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?

Source: *Crucial Conversations: Tools for Talking When Stakes are High* (Al Switzler, Joseph Grenny, and Ron McMillan, 2001)

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?
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?



Coach and Mentor—Summary

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.

The COACH Model: What Coaches Do

- **Clarify:** expectations, needs, level of trust
- **Observe:** through evaluation and inspection, conversations, and direct observation
- **Ask:** active listening, being present, asking questions about status, issue, impact
- **Collaborate:** engaging two-way conversations, asking more questions (ideal, intention), giving and receiving feedback (positive and constructive)
- **Help:** be supportive, authentic, consistent, and confidential; provide resources; always follow up

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

What Mentors Do—The MENTOR Model

- **Mindset:** attitudes, “social intelligence,” and values embraced by Scouting
- **Environment:** help understand unit environment and “culture”
- **Network:** connect to others who might be able to help
- **Trust:** trusted, confidential counsel and perspective on Scouting and personal issues
- **Open:** advice, support, and/or guidance on difficult subjects
- **Retention:** aid in retention of the mentee

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.

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.” —William Arthur Ward, writer



WOOD BADGE

Role-play #1: Starting Fire with Wet Wood

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 axe. 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.



WOOD BADGE

Role-play #2: Coaching/Mentoring

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.

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.

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 have your life mapped out, but now you are changing it all. You are concerned about what everyone will think, especially your parents. With this change in your plans, you may need to continue living with them for a while. Will everyone think you are crazy? Does 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, 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.

Instructions for All Participants:

Each "Tom" should find a "Megan." You now have five minutes to meet and talk, playing your roles.



WOOD BADGE

Role-play #2: Coaching/Mentoring

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.

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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.

Instructions for All Participants:

Each “Tom” should find a “Megan.” You now have five minutes to meet and talk, playing your roles.



WOOD BADGE

Troop Guide Ticket Time Guidance

The Wood Badge Ticket is as old as Wood Badge and for most participants is a source of stress: they are faced with preparing a list of five goals/tasks/projects related to their current position/job in Scouting that they will complete over the next 18 months.

The ticket is introduced to them on the first morning of the course in a troop presentation, and there are four “Ticket Times” specifically scheduled for the participants to work on tickets.

The following schedule is suggested for troop guides:

- **Day One:**
 - Help patrol members to focus on their current roles in Scouting (e.g., their unit, district, or council position, etc.).
 - Help them focus their vision on what they can do to improve their unit (district, council) in that position.
 - Relate those things to the ticket.
 - Give them some deadlines for tickets (see below).
 - Answer questions, clarify issues, and make suggestions.
- **Day Two: Ticket Time #1**—Putting ticket goals on paper for a “gallery walk” (see below).
- **Day Three: Ticket Times #2 and #3**—Review/approve ticket goals and ticket forms.
- **Day Four: Ticket Time #4**—Finalize/approve tickets for five-day courses (5 x 1 format) if needed. For two-weekend courses (3 + 2 format), troop guides should work with participants to finalize tickets before returning on Day Four.

The tight scheduling of the Wood Badge course does not allow them much time to consider ticket goals. Time is specifically allocated in the late afternoon of Day Two for Ticket Time. This can be used as a first deadline by troop guides to assist in forcing/encouraging/compelling participants to focus on developing their ticket goals in a written form.

Gallery Walk

One technique is to have each patrol member use a whiteboard, flip chart page, or other (large) medium to write a one-sentence/key word/bullet point summary for each of their five ticket items. Some of these may still be in development, but have them write down what they have. Post all their ideas around the room, on the walls, etc. Next, do a “gallery walk”: lead all the patrol members around to discuss the ticket items for each participant, one at a time. Lead and encourage feedback and questions to the participant whose ticket items are being reviewed. Capture the feedback and questions on sticky notes or on the flip chart paper itself. Lead the discussion and have the group make suggestions to and encourage every patrol member. Encourage patrol members to support one another.

The purpose of this exercise is two-fold. First, the action of putting goals in writing forces the participant to commit to the goals. Once written, goals become much more real. Second, the gallery walk allows them to explain/defend/expand their ticket goals in a public way. Sometimes seeing someone else’s ticket items gives another participant a fresh idea/perspective or gives greater clarity to one they’ve written.



WOOD BADGE

Get It in Writing

For the typical two-weekend course (3 + 2 format), participants will be tempted to put off writing down their goals in hopes that they will have more time to consider/consult in between weekends. The troop guide should encourage the participant to have ticket goals before the end of the first weekend. If the participant comes up with better ideas later, they can easily be substituted for previously written goals.

Remember: *Don't let them leave that first weekend without the five ticket goals!*

For a five-day course (5 x 1 format) there is even less time. Participants should be encouraged to have their ticket goals in writing before Day Three ends. There is time allotted during that evening to focus on completing this task.



WOOD BADGE

Day Three Recap—Summary

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.

Wood Badge Themes

- **Living the Values**—"being" the values, who you "are" personally, setting the example
- **Growing**—knowing and growing thyself first, a commitment to continuous improvement and lifelong learning
- **Connecting**—with other people
- **Guiding**—focusing on developing and enabling others
- **Empowering**—ultimately helping other people to become healthier, wiser, freer, more autonomous, and more likely "to serve and to lead" themselves.

"Bringing people together is what I call ubuntu,
which means "I am because we are."

—Desmond Tutu,
South African cleric



Day Four Start, Stop, Continue Worksheet

Category	Assessment
Start	<p>In our patrol, what should we put in place to improve? (Some things we should START)</p> <p>1.</p> <p>2.</p>
Stop	<p>In our patrol, what is not working? (Some things we should STOP)</p> <p>1.</p> <p>2.</p>
Continue	<p>In our patrol, what is working well? (Some things we should CONTINUE)</p> <p>1.</p> <p>2.</p>



WOOD BADGE

Day Four Gilwell Field Assembly

Agenda

At Gilwell Field

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

- Welcome
- Patrol reports (*The Beaver Patrol is present, patrol yells, etc.*)
- Flag ceremony (program patrol)
 - The senior patrol leader directs, “**Program Patrol, please raise the colors.**”
 - The program patrol color guard presents and raises the American flag, then presents the historic flag and song. Everyone should be instructed to salute as the American flag is raised.
 - Scout Oath and Scout Law will be recited.
- **Opening 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.
- Introduce the youth staff from the Venturing program, Scouts BSA troop, and/or National Youth Leadership Training staff, who are part of the Wood Badge staff for the weekend.
- Program and service patrol transfer of responsibilities
 - Day Three Program Patrol: _____
 - Day Four Program Patrol: _____
 - Day Three Service Patrol: _____
 - Day Four Service Patrol: _____

The senior patrol leader asks the patrol leaders of the program and service patrols serving since Day Three to come forward with their emblems of office, as well as the incoming Day Four program and service patrol leaders.

Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these duties. The soon-to-be patrol leaders may stay at the front for the patrol leader induction that follows.



WOOD BADGE

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

Patrol Leader Oath

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

- The Scoutmaster joins the senior patrol leader in congratulating the new patrol leaders and reminds them to wear their new patrol leader patches.
- **Announcements:** Examples include:
 - Traveling to the site of the outdoor experience
 - Assembling at the outdoor experience central location
 - _____ has our weather report.
 - _____ has instructions from the quartermaster.
 - _____ has our Safety Moment (hydrate, etc.)
 - _____ has instructions from the scribe.
- Scoutmaster's Minute
- "The Gilwell Song"
- Dismissal to the outdoor experience



WOOD BADGE

Day Four Patrol Meeting

Agenda

1. Welcome
2. Review the schedule for the rest of the Day Four and Day Five
 - Complete patrol campsite preparations and set up personal gear
 - Evening meal and related assignments
 - Play the 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 as the service patrol or program patrol, if any
5. Work on the Patrol Leadership Quest presentation
6. Adjourn



WOOD BADGE

Embrace and Lead Change—Summary

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

Key Wood Badge Themes

- Guiding
- Empowering

Connections to Other Sessions

- Drive Vision, Mission, 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!”



References

- *Our Iceberg Is Melting: Changing and Succeeding Under Any Conditions* by John Kotter and Holger Rathgeber

Competency Summary

Step 1: Create a Sense of Urgency

- Most people need a motivating reason to change.
- Examine opportunities that should be, or could be, exploited.
- Start honest discussions and give dynamic and convincing reasons to get people talking and thinking.
- Request support from stakeholders to strengthen your argument.

Step 2: Build a Guiding Coalition

- Empower others to help you lead change.
- Identify the true leaders in your organization.
- Ask for an emotional commitment from these key people.
- Work on team-building within your change coalition.



WOOD BADGE

Step 3: Form a Strategic Vision

- Determine the values that are central to the change.
- Develop a short summary (one or two sentences) that captures what you “see” as the future of your organization.
- Create a strategy to execute that vision.
- Ensure that your change coalition can describe the vision in five minutes or less.
- Practice your “vision speech” often.

Step 4: Enlist a Volunteer Army

- Talk often about your change in vision.
- Openly and honestly address peoples’ concerns and anxieties.
- Apply your vision to all aspects of operations. Tie everything back to the vision.
- Lead by example.

Step 5: Enable Action by Removing Barriers

- Identify change leaders whose main roles are to deliver the change.
- Look at your organizational structure, job descriptions, and performance; ensure they’re in line with your vision.
- Recognize people for making change happen.
- Identify people who are resisting the change and help them see what’s needed.
- Act to quickly remove barriers (human or otherwise).

Step 6: Generate Short Term Wins

- Look for sure-fire projects that you can implement without help from any strong critics of the change.
- Don’t choose early targets that are expensive. You want to be able to justify the investment in each project.
- Recognize the people who help you meet the targets.

Step 7: Sustain Acceleration

- After every win, analyze what went right and what needs improving.
- Set goals to continue building on the momentum you’ve achieved.
- Learn about the idea of continuous improvement.
- Keep ideas fresh by bringing in new change agents and leaders for your change coalition.

Step 8: Institutionalize Change

- Talk about progress every chance you get. Tell success stories about the change process, and repeat other stories that you hear.
- Include the change of ideals and values when bringing in new people.
- Publicly recognize key members of your original change coalition.

We cannot become what we need to be by remaining what we are.

—Max De Pree,
American businessman and author



WOOD BADGE

Create a Culture: “Train Them, Trust Them, Let Them Lead!”—Summary

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.

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

References

- *Working the Patrol Method: A Scout Leader's Guide to Youth Leadership Training* by Rob Faris, Ted Knight, Harry Wimbrough, and Joseph Durel (scoutleadership.com)
- *Management of Organizational Behavior: Leading Human Resources* by Paul Hersey, Kenneth Blanchard, and Dewey Johnson (Prentice Hall, 2013)
- *The One Minute Manager® Builds High Performing Teams* by Ken Blanchard, Donald Carew, and Eunice Parisi-Carew (William Morrow and Co., 2000)
- *The Team Coach* by Donna Deeprose (Anacom, 1995)



WOOD BADGE

Competency Summary

What is the best reason for improving our own leadership skills as adult leaders in Scouting?

What is the primary purpose of using patrols in a Boy Scout Troop?

Strategies for facilitating without taking over:

- Youth-led planning
- Explaining “The Why”

Common leadership styles to avoid:

- Do-It-All
- Authoritarian
- Always by consensus

Strategies 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.

Food for Thought

We should remind ourselves 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.

...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



WOOD BADGE

Reading #1: Venturing Crew 700's Bike Hike

(Three readers: two parts before discussion, plus 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 requested 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!

(Please do not read the conclusion until the presenter asks you to!)

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 schedule. 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, and 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.



WOOD BADGE

Reading #2: 14-year-old Alex and the Dutch Oven

(Three readers)

Reader One:

The patrol leaders' council planned a cooking demonstration for the troop's annual Brownsea campout. Tonight's meal preparation was going to include teaching 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 lesson. 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 Two:

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 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 Three:

The 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.



Reading #3: Pack Potluck Party

(Four readers: Narrator, Cubmaster, Den Leader 1, and 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 doing 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.

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.



WOOD BADGE

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, 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 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.



WOOD BADGE

Reading #4: SPL 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. He was blasting his horn to announce his arrival. Diego jumped out of his 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.



WOOD BADGE

Patrol Leaders' Council

Day Four Agenda

1. Welcome
2. Introductions
 - Patrol leaders
 - Staff
3. Assess the morning's assemblies and travel to the outdoor experience location
4. Patrol leaders report on patrol progress:
 - Making camp, settling into the outdoor experience
 - Any questions or concerns?
 - Discuss the value of preparing meals together—builds teamwork, trust, morale, and fun!
5. Distribute copies of the participant course schedule for Day Five
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 Five Patrol Leadership Quest presentation
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

Course Schedule—Day Five

Activity	Location
Reveille	
Breakfast and Patrol Self-assessments	
Gilwell Field Troop 1 Assembly *	
Interfaith Worship Service *	
Break Camp and Return from Outdoor Experience	
Patrol Leaders' Council Meeting <i>(return all troop items)</i>	
Patrol Leadership Quest Presentations *	
Closing Luncheon *	
Use the Tools *	
Inspire the Heart *	
Course Assessment *	
Closing Gilwell Field Assembly *	
Adjourn/Participants Depart	

* Troop Presentation/Activity

** Patrol Presentation/Activity



WOOD BADGE

Patrol Chaplain Aides Meeting Day Four Agenda

1. Welcome
2. Review progress for Day Five interfaith worship service
 - Assignments for leading specific sections of the service
 - Secure printed materials or props
3. Any questions?



WOOD BADGE

Troop Guide Ticket Time Guidance

The Wood Badge Ticket is as old as Wood Badge and for most participants is a source of stress: they are faced with preparing a list of five goals/tasks/projects related to their current position/job in Scouting that they will complete over the next 18 months.

The ticket is introduced to them on the first morning of the course in a troop presentation, and there are four “Ticket Times” specifically scheduled for the participants to work on tickets.

The following schedule is suggested for troop guides:

- **Day One:**
 - Help patrol members to focus on their current roles in Scouting (e.g., their unit, district, or council position, etc.).
 - Help them focus their vision on what they can do to improve their unit (district, council) in that position.
 - Relate those things to the ticket.
 - Give them some deadlines for tickets (see below).
 - Answer questions, clarify issues, and make suggestions.
- **Day Two: Ticket Time #1**—Putting ticket goals on paper for a “gallery walk” (see below).
- **Day Three: Ticket Times #2 and #3**—Review/approve ticket goals and ticket forms.
- **Day Four: Ticket Time #4**—Finalize/approve tickets for weeklong courses (5 x 1 format) if needed. For two-weekend courses (3 + 2 format), troop guides should work with participants to finalize tickets before returning on Day Four.

The tight scheduling of the Wood Badge course does not allow them much time to consider ticket goals. Time is specifically allocated in the late afternoon of Day Two for Ticket Time. This can be used as a first deadline by troop guides to assist in forcing/encouraging/compelling participants to focus on developing their ticket goals in a written form.

Gallery Walk

One technique is to have each patrol member use a whiteboard, flip chart page, or other (large) medium to write a one-sentence/key word/bullet point summary for each of their five ticket items. Some of these may still be in development, but have them write down what they have. Post all their ideas around the room, on the walls, etc. Next, do a “gallery walk”: lead all the patrol members around to discuss the ticket items for each participant, one at a time. Lead and encourage feedback and questions to the participant whose ticket items are being reviewed. Capture the feedback and questions on sticky notes or on the flip chart paper itself. Lead the discussion and have the group make suggestions to and encourage every patrol member. Encourage patrol members to support one another.

The purpose of this exercise is two-fold. First, the action of putting goals in writing forces the participant to commit to the goals. Once written, goals become much more real. Second, the gallery walk allows them to explain/defend/expand their ticket goals in a public way. Sometimes seeing someone else’s ticket items gives another participant a fresh idea/perspective or gives greater clarity to one they’ve written.



WOOD BADGE

Get It in Writing

For the typical two weekend course (3 + 2 format), participants will be tempted to put off writing down their goals in hopes that they will have more time to consider/consult in between weekends. The troop guide should encourage the participant to have ticket goals before the end of the first weekend. If the participant comes up with better ideas later, they can easily be substituted for previously written goals.

Remember: *Don't let them leave that first weekend without the five ticket goals!*

For a weeklong course (5 x 1 format) there is even less time. Participants should be encouraged to have their ticket goals in writing before Day Three ends. There is time allotted during that evening to focus on completing this task.



Problem Solving—Candelabra Closing Activity

Assembly Instructions

Supplies

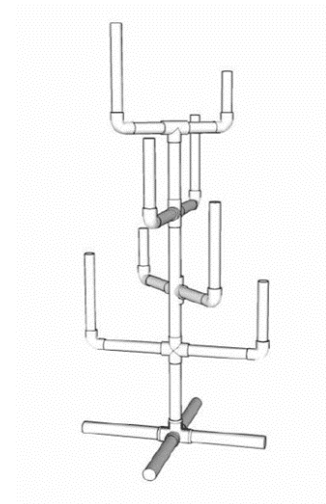
Supplies needed to conduct the Day Four Problem Solving presentation include the following:

- Assembled candelabra (*one for troop activity*)
- Assembled wiggle woggles (*up to 8; one per patrol*)
- Tennis balls (*one per patrol*)

Instructions to Make a Candelabra

Assemble the following materials into a candelabra per the diagram

- (1) $\frac{3}{4}$ -inch PVC 5-way connector
- (3) $\frac{3}{4}$ -inch PVC 4-way (cross) connector
- (1) $\frac{3}{4}$ -inch PVC tee connector
- (8) $\frac{3}{4}$ -inch PVC elbow connector
- (8) $\frac{3}{4}$ -inch PVC, 4 inches long
- (8) $\frac{3}{4}$ -inch PVC, 6 inches long
- (8) $\frac{3}{4}$ -inch PVC, 8 inches long



Instructions to Make a Wiggle Woggle (*one per patrol*)

Assemble materials into a wiggle woggle per instructions:

- One metal ring 1 $\frac{1}{2}$ - to 2 inches in diameter
- 10 feet of parachute cord or other lightweight line (*one per patrol member*)

Using bowline knots, tie one end of each cord to the metal ring (*one cord for each member of the patrol*). **Note:** Make sure the free ends all face the bottom side of the ring so they don't interfere with the ball resting on the ring.

Arrange the cords as if they were the spokes of a wheel.

Tennis ball will be placed on top of the ring.



WOOD BADGE

Patrol Leadership Quest

Instructions

Defining leadership is difficult. To most it is a process, not unlike a quest. Likewise, BSA leadership is a journey. Before the course, you had an idea of the meaning of leadership. 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 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.

Take some time with your patrol to reflect on how your understanding of the meaning of BSA leadership has evolved as a result of your Wood Badge experiences. We want you to continue your journey by exploring among yourselves this question: "What did I learn on our patrol's leadership quest?"

Tomorrow morning (Day Five), your patrol will make a 5–10-minute patrol presentation summarizing what you learned during your patrol's leadership quest. It should illustrate what BSA leadership means to each patrol member and to the entire patrol. The presentation may be an oral presentation, a skit, and/or a song. Your patrol may create a static display, but this is optional. You may use materials available from the quartermaster. Each patrol member should help plan, develop, and deliver the presentation. The presentation should represent the patrol's best possible effort.

NOTE: *Your patrol's presentation must be a minimum of 5 minutes and no longer than 10 minutes.*



“Diversity and Inclusion” Game Instructions

(to be read by the patrol leader)

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.

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

Patrol Leader:

Please give a copy of this poem to each of your patrol members prior to playing the Diversity and Inclusion Game.

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



WOOD BADGE

Patrol Leader:

Please give a copy of this poem to each of your patrol members prior to playing the Diversity and Inclusion Game.

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—Edwin Markham (1852–1940),
American poet



WOOD BADGE

“Diversity and Inclusion” Game Questions

1

Name the last book you read or movie you saw that affected you. What did you learn about people?

What is the most important thing that we learn from other countries?

Talk about your high school experience regarding racial diversity. Was it diverse? Why or why not?

Why do some cultures revere the elderly, and others not so much?

Is a tall, well-spoken individual a better leader than a shorter, shy person? Why or why not?

2

In popular culture, the term “Boy Scout” is often used. What do you think people mean by that?

If it were your decision, how would you promote diversity?

Is a slender person more physically able than one who is overweight? Why or why not?

How can you teach youth about inclusion?

Can individuals from certain groups (e.g., race, gender, educational attainment, etc.) work well with individuals of certain other groups? Why or why not?

3

Relate a favorite holiday tradition in your family.

Why do you think we shouldn’t discriminate against other people?

What can your unit do to welcome youth and their families of different ethnic backgrounds?

Talk about an event that made you realize that there are differences between people.

What can you do to encourage and promote cultural diversity in your unit?

4

How do you think the news media promotes or dispels stereotypes?

If there were a way to promote diversity or inclusion (pick one), how would you do it?

Why would a unit consider including a youth member who can’t afford the membership?

Name some stereotypes that you have been exposed to.

How could access to a computer or smartphone impact Scouts / Scouting families you know?



WOOD BADGE

5

Tell the group about your cultural heritage.

Tell us something that people would not ordinarily think about you when they first meet you.

Is immigration important to the health of the United States? Why or why not?

When you look at an individual you don't know, what assumptions do you make about them? About their ability to be a volunteer in your unit?

How can we build a more inclusive Scouting organization?

6

How do you think social media promotes or dispels stereotypes?

Tell us some good things about being short or tall.

How do you define "middle class"?

Is there anything we can do to promote equality between men and women?

How do you think Scouting can become more relevant to those it does not yet serve?

7

Tell the person to your left something you respect about him or her.

How do you feel about our nation's history in dealing with Native Americans?

At what age do you think people are old?

What does it mean to "be nice" to other people?

How could you help a patrol celebrate all that they have in common?

8

What are parents most afraid of regarding their child's involvement in Scouting?

What religion do you think is the best one?

What are your Scouts most afraid of?

Name a stereotype that people apply to you.

Have you ever been discriminated against? Tell the story briefly.

9

How do you feel about the oldest generation of your family?

How tall does a leader need to be?

Who was the first person in your family to go to college?

What do your Scouts have in common with one another?

Are people of certain ethnic backgrounds better at math and science (or sports) than people of other ethnic backgrounds?



WOOD BADGE

10

Name a stereotype that you have been exposed to.

Why aren't there more Hispanic people in Scouting? Girls?

What impact does access to transportation have on the young people we serve?

What young people or families would units you know prefer not to serve?

Have you, or anyone in your family, been discriminated against?

11

Do you think Scouting is expensive? Why or why not?

What could you do to explore "culture" within your unit?

How do you feel when you see an interracial couple?

What is the one question you don't want me to ask you right now?

Have you ever been "the only" ____ (*fill in the blank*) at a meeting or an event? How did you feel?

12

When a person comes from the "wrong side of the tracks," what does that mean to you?

What could you do to explore "religious diversity" in your unit?

What is your childhood recollection of prejudice?

Why do you think people join a church or a religion?

Name some stereotypes that you have been exposed to.



Day Five Start, Stop, Continue Worksheet

Category	Assessment
Start	<p>In our patrol, what should we put in place to improve? (Some things we should START)</p> <p>1.</p> <p>2.</p>
Stop	<p>In our patrol, what is not working? (Some things we should STOP)</p> <p>1.</p> <p>2.</p>
Continue	<p>In our patrol, what is working well? (Some things we should CONTINUE)</p> <p>1.</p> <p>2.</p>



WOOD BADGE

Day Five Gilwell Field Assembly Agenda

At Gilwell Field

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

- Welcome
- Patrol reports (patrol yells, etc.)
- Flag ceremony (program patrol)
 - The senior patrol leader directs, “**Program Patrol, please raise the colors.**”
 - The program patrol color guard presents and raises the American flag, then presents the state flag and song. Everyone should be instructed to salute as the American flag is raised.
 - Scout Oath and Scout Law will be recited.
- **Opening 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.
- Program and service patrol transfer of responsibilities:
 - Day Four Program Patrol: _____
 - Day Five Program Patrol: _____
 - Day Four Service Patrol: _____
 - Day Five Service Patrol: _____

The senior patrol leader asks the patrol leaders of the program and service patrols serving since Day Four to come forward with their emblems of office, as well as the incoming Day Five program and service patrol leaders.

Before passing on the emblems of program and service, the leaders of the outgoing patrols can explain the embellishments they have made upon the emblems and offer words of encouragement to the patrols assuming these duties. The soon-to-be patrol leaders may stay at the front for the patrol leader induction that follows.



WOOD BADGE

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

Patrol Leader Oath

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

- The Scoutmaster joins the senior patrol leader in congratulating the new patrol leaders and reminds them to wear their new patrol leader patches.
- Announcements
 - Give a brief overview of the Day Five schedule.
 - Mention the importance of finalizing any tickets not completed (five-day course). **Note:** *On a two-weekend course, all tickets should have been finalized prior to returning for the second weekend.*
 - Mention the logistics of closing the course, assisting the staff with the facility cleaning and gear storage, and departing for home.
 - _____ has our weather report (*optional*).
 - _____ has instructions from the quartermaster.
 - _____ has our Safety Moment (hydrate, etc.)
 - _____ has instructions from the scribe.

- **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.

- "The Gilwell Song"
- Dismiss to the the interfaith worship service.



WOOD BADGE

Patrol Leaders' Council Day Five Agenda

1. Welcome
2. Introduction of attendees
3. Patrol check-ins
4. Review return from the Outdoor Experience and the Gilwell Field assembly
5. Review remainder of Day Five schedule
6. Patrol Leadership Quest presentations check-in
7. Closing Luncheon—two minutes per patrol
8. Patrol expectations and assignments for camp breakdown
9. Ticket progress and completion updates: important dates and deadlines
10. Review any remaining assignments for the program patrol and the service patrol
11. Leadership Challenge opportunities at Philmont Scout Ranch or Summit Bechtel Reserve
12. Meeting summary and questions
13. Adjourn

Every Scout knows the importance of helping other people. The best leaders identify and meet the needs of others. Wood Badge-trained leaders are more motivated to make Scouting and life better for others than for themselves. This focus and motivation distinguishes them.



“None of us is as smart as all of us.”
– Ken Blanchard



D5_07_01



WOOD BADGE





Vision, Mission and Values of the Boy Scouts of America

The vision, mission and values of the Scouting in the USA are the foundation upon which members, young people and adults, build their leadership skills. Values must be lived.

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.

Mission Statement

The mission of the Boy Scouts of America is 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.

Scout Oath

On my honor, I will do my best,

To do my duty to God and my country, and to obey the Scout Law;

To help other people at all times;

To keep myself physically strong, mentally awake, and morally straight.

Manage Conversations

- Considers perspectives and goals of others prior to a difficult conversation
- Plans conversations with everyone's needs and goals in mind
- Evaluates conflict situations and makes appropriate adjustments
- Attends to body language

Coach and Mentor

- Understands the difference between coaching and mentoring
- Is able to trust
- Clarifies the needs and expectations of the coachee or mentee
- Uses active listening skills

Embrace and Lead Change

- Remains positive and optimistic in the midst of change
- Acts as a change agent by being transparent with information
- Understands that change is difficult for many
- Encourages conversation about the change

Create a Culture: "Train Them, Trust Them, Let them Lead!"

- Sets the example of excellent leadership and fellowship
- Acts as a role model for youth and adult Scout leaders
- Encourages youth to learn from mistakes through reflection
- Creates a climate of trust and learning

Inspire the Heart

- Encourages others to consider their "big rocks"
- Inspires pride in the BSA
- Strives to live by the Golden Rule
- Knows that "It's Your Move"



Include and Optimize Diverse Talent

- Accepts and respects all people
- Inclusive rather than exclusive
- Does not prejudice
- Encourages equal opportunity for all

Learn to Listen, Listen to Learn

- Uses active listening skills
- Is empathetic
- Asks probing questions for better understanding
- Talks less, listens more

Plan with a Bias for Action

- Motivates toward action
- Creates an understanding that Action Changes Things (ACT)
- Communicates a sense of urgency
- Uses the 3 steps of team-based project planning

Develop Individuals and Teams

- Understands the stages of team development
- Targets leadership style to the appropriate stage of development
- States expectations clearly; Answers questions
- Provides direction when appropriate

Know the Territory

- Demonstrates understanding of the development of young people
- Appreciates the current Scouting program
- Understands how to learn and do the job
- Appreciates the history, traditions and potential impact of Scouting

Apply Interpersonal Savvy

- Understands personal behavioral style
- Appreciates the behavioral style of others
- Adapts and blends personal style for more effective communication
- Works to create collaborative relationships

Scout Law

A Scout is trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

Scout Motto Be Prepared

Scout Slogan Do a Good Turn Daily

Scout Spirit

Show your Scout spirit making the Scout Oath, Scout Law, Scout Motto and Scout Slogan a part of your daily life. How well you live the Scout Oath and Scout Law can be judged by you and by others. You know how you act when no one is around to see what you do. The Scout Spirit is always important - at home, at school, and in your community.

Duty to God

The BSA believes that a Scout cannot grow into the best kind of a citizen without recognizing one's duty to God. However, Scouting is non-sectarian, which means it doesn't tell members what to believe or how to worship.



"Focus on oneself first, before reaching out to connect, help, and support others, eventually to become servants themselves."



WOOD BADGE

Leadership for Scouting— Leadership for America.

The mission of Wood Badge is to inspire and train adults to achieve the mission and aims of the BSA through world class leadership training that sets an example for youth empowerment to impact the world.



Scout Law

- Is trustworthy, loyal, obedient and reverent
- Is helpful, friendly, courteous and kind
- Is cheerful, thrifty, brave and clean

Wood Badge Competencies

Upon completion of the application phase of the Wood Badge Course, a Scout leader should demonstrate the following competencies:

Drive Vision, Mission and Values

- Knows and supports the BSA's vision, mission and values
- Incorporates Scouting's core values in daily life, both in and out of Scouting
- Avoids destructive comments about Scouting
- Makes people feel their work is important

Know Thyself

- Is self-reflective, humble, and constantly seeks to become a better person
- Knows that leadership is not easy
- Understands that to lead others, one needs to lead oneself first
- Seeks opportunities to grow, learn, and develop personally

Communicate Effectively

- Uses the most appropriate form of communication for the situation
- Builds interpersonal relationships using effective communication skills
- Develops strategies to overcome communication barriers
- Is approachable and cares about the needs of others

Wood Badge Themes

Upon completion of Wood Badge, a Scout leader should strive to align with the following attributes of the five Themes:

Growing

- Believes in life-long learning
- Seeks feedback from others
- Performs a self-check about living personal values
- Embraces change with positivity

Connecting

- Collaborates with others
- Gives support and encouragement
- Encourages independence
- Builds confidence

Guiding

- Provides effective guidance and orientation
- Provides direction yet encourages involvement
- Explains the reasons for decisions
- Takes time to answer questions

Empowering

- Gives others the freedom to do the job
- Encourages the taking of responsibility
- Takes risk in letting others make decisions
- Delegates when appropriate

Living the Values

Scout Oath

- Accepts one's daily duty to God and country
- Strives to help other people at all times
- Keeps physically strong, mentally awake and morally straight
- Walks Scouting's principles



Wood Badge Course Objectives

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 living and teaching the Scout Oath and Law.

Wood Badge-trained leaders are committed to the organization we serve, the Boy Scouts of America, and to the organization's vision, mission and values. We are committed to developing ourselves and others to become better people as well as better leaders. We recognize the power of our personal example and tremendous impact such a role model can have on others—those we lead as well as on those we serve in Scouting and in the entire community.



Wood Badge-trained leaders are committed to developing themselves and others to become better people as well as better leaders.

Wood Badge is organized around five distinct themes, or features, that share thematic similarities. These themes begin by asking each participant to focus on oneself first, before reaching out to connect, help, and support others, eventually becoming servants themselves:

- **Living the Values** – about “being” the values, who you are personally, setting the example
- **Growing** – knowing and growing yourself first, a commitment to continuous improvement and lifelong learning
- **Connecting** – with other people
- **Guiding** – focusing on enabling and developing others
- **Empowering** – ultimately helping other people to become healthier, wiser, more free, more autonomous, and more likely to “serve and to lead” other people themselves.



Competencies are observable skills, attributes and behaviors that can be practiced and learned. Wood Badge identifies fourteen competencies for leaders to acquire and strive to master:

- Drive Vision, Mission, and Values
- Know Thyself
- Communicate Effectively
- Include and Optimize Diverse Talent
- Learn to Listen, Listen to Learn
- Plan with a Bias for Action
- Develop Individuals and Teams
- Know the Territory
- Apply Interpersonal Savvy
- Manage Conversations
- Coach and Mentor
- Embrace and Lead Change
- Create a Culture: “Train Them, Trust Them, Let Them Lead!”
- Inspire the Heart

Each of these competencies are skills and behaviors that can be learned, practiced and observed. The best Wood Badge-trained leaders are more focused on others than on themselves. They are more motivated to make Scouting and life better for others than for themselves. This difference in focus and motivation is what truly distinguishes Wood Badge-trained leaders.

Wood Badge-trained leaders realize that “To serve is to live.”



“The first responsibility of a leader is to define reality. The last is to say thank you. In between the two, the leader must become a servant.”

—Max DePree



Inspire the Heart—Summary

“The Golden Rule”

The Golden Rule in Various World Religions	
Religion	Versions of The Golden Rule—Source/Author
Ancient Egyptian	<ul style="list-style-type: none">That which you hate to be done to you, do not do to another. — <i>The Tale of the Eloquent Peasant</i> (2040–1782 B.C.)
Baha'i	<ul style="list-style-type: none">Blessed is he who preferreth his brother before himself. And if thine eyes be turned towards justice, choose thou for thy neighbor that which thou choosest for thyself. — Bahá'u'lláh, <i>Tablets of Bahá'u'lláh</i>, 71
Buddhism	<ul style="list-style-type: none">...(A) state that is not pleasing or delightful to me, how could I inflict that upon another? — <i>Samyutta Nikaya</i> 353If you see yourself in others, then whom can you harm? — BuddhaHurt not others in ways that you yourself would find hurtful. — <i>Udana-Varga</i> 5:18
Christianity	<ul style="list-style-type: none">Always treat others as you would like them to treat you. — <i>Matthew</i> 7:12
Confucianism	<ul style="list-style-type: none">Do not do to others what you do not want them to do to you. Never impose on others what you would not choose for yourself. — <i>Analects</i> 15:23–24“Is there one word that can serve as a principle of conduct for life?” Confucius replied, “Reciprocity.” Do not impose on others what you yourself do not desire.” — <i>Doctrine of the Mean</i> 13.3Try your best to treat others as you would wish to be treated yourself, and you will find that this is the shortest way to benevolence. — <i>Mencius</i> VII.A.4
Hinduism	<ul style="list-style-type: none">Do nothing unto others which would cause you pain if done to you. — <i>Mahabharata</i>, 5:1517Impartial everywhere he looks, he sees himself in all beings and all beings in himself. — <i>Bhagavad Gita</i> 6:29One should never do that to another which one regards as injurious to one's own self. This, in brief, is the rule of dharma. Other behavior is due to selfish desires. — <i>Mahabharata</i> (Anusasana Parva, CXIII, v. 8)
Islam	<ul style="list-style-type: none">None of you truly believes until he wishes for his brother what he wishes for himself. — <i>Qu'ran</i> Surah 59, “Exile,” v. 9That which you want for yourself, seek for mankind. — <i>Hadith</i> Sukhanan-i-Muhammad



WOOD BADGE

Jainism	<ul style="list-style-type: none">• A man should wander about treating all creatures as he himself would be treated. — Sutrakritanga 1.11.33• Killing a living being is killing one's own self; showing compassion to a living being is showing compassion to oneself. He who desires his own good, should avoid causing any harm to a living being. — Suman Suttam, verse 151
Judaism	<ul style="list-style-type: none">• ...(T)hou shalt love thy neighbor as thyself. — Leviticus 19:18• What is hateful to you, do not to your fellow man. This is the law: all the rest is commentary. — Talmud, Shabbat 31a
Native American	<ul style="list-style-type: none">• All things are our relatives; what we do to everything, we do to ourselves. All is really One. — Black Elk• Do not wrong or hate your neighbor. For it is not he who you wrong, but yourself. — Pima proverb• Only act so that the consequences of your action will be good for the seventh generation. — Oglala Sioux
Quaker	<ul style="list-style-type: none">• Oh, do as you would be done by. And do unto all men as you would have them do unto you, for this is but the law and the prophet. — Quaker peace testimony
Rastafari	<ul style="list-style-type: none">• Thou shalt first bind up the wound of thy brother and correct the mistakes in thine own household before ye can see the sore on the body of your friend, or the error in the household of thy neighbor. — The Holy Pilby, III.8
Shinto	<ul style="list-style-type: none">• The heart of the person before you is a mirror. See there your own form.
Sikh	<ul style="list-style-type: none">• Don't create enmity with anyone as God is within everyone. — Guru Granth Sahib 259
Taoism	<ul style="list-style-type: none">• Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss. — T'ai Shang Kan Ying P'ien• The good I meet with goodness; the bad I also meet with goodness; that is virtue's goodness. The faithful I meet with faith; the faithless I also meet with faith; that is virtue's faith. — Tao te Ching, 49
Wicca	<ul style="list-style-type: none">• Do whatever you will, if it harms nobody, including yourself.
Yoruba (Nigeria)	<ul style="list-style-type: none">• One going to take a pointed stick to pinch a baby bird should first try it on himself to feel how it hurts.
Zoroastrianism	<ul style="list-style-type: none">• Whatever is disagreeable to yourself, do not do unto others. — Shayast-na-Shayast 13:29



WOOD BADGE

The Golden Rule as Stated by Scholars of Philosophy and Others	
Source	Version of The Golden Rule — Known or Approximate Time Period
Pittacus	<ul style="list-style-type: none">Do not to your neighbor what you would take ill from him. (640–568 B.C.)
Thales	<ul style="list-style-type: none">Avoid doing what you would blame others for doing. (624 B.C.)
Isocrates	<ul style="list-style-type: none">Do not do to others that which would anger you if others did it to you. (Greece, fifth century B.C.)
Plato	<ul style="list-style-type: none">May I do to others as I would that they should do unto me. (Greece; fourth century B.C.)
Epicurus	<ul style="list-style-type: none">It is impossible to live a pleasant life without agreeing “neither to harm nor be harmed.” (469–399 B.C.)
Sextus the Pathagorean	<ul style="list-style-type: none">What you do not want to happen to you, do not do it yourself either. (first century B.C.)
Plato’s Socrates	<ul style="list-style-type: none">One should never do wrong in return, nor mistreat any man, no matter how one has been mistreated by him. (Crito, A.D. 49)
Epictetus	<ul style="list-style-type: none">What you would avoid suffering yourself, seek not to impose on others. (circa A.D. 100)
Seneca	<ul style="list-style-type: none">Treat your inferiors as you would be treated by your superiors. Epistle 47:11 (Rome; first century A.D.)
Kant	<ul style="list-style-type: none">Act as if the maxim of thy action were to become by thy will a universal law of nature. (1785)
Hegel	<ul style="list-style-type: none">I behold the others as myself and myself as them. (<i>The Phenomenology of Spirit</i>, 1807)
John Bouvier	<ul style="list-style-type: none">Sic utere to ut alienum non laedas; Use what is yours in a way that you don’t harm another’s. (<i>A Law Dictionary Adapted to the Constitution and Laws of the United States</i>, 1856)
Orison Swett Marden	<ul style="list-style-type: none">The Golden Rule for every business man is this: Put yourself in your customer’s place. (1854–1924)
Unknown	<ul style="list-style-type: none">Practicing the Golden Rule is not a sacrifice; it is an investment.
Cuban proverb	<ul style="list-style-type: none">If you return an ass’s kick, most of the pain is yours.
Sign at Salvation Army in West Asheville, North Carolina	<ul style="list-style-type: none">Tweet unto others, as you would have them tweet unto you.
Dr. Frank Crane	<ul style="list-style-type: none">The Golden Rule is of no use to you whatever unless you realize that it’s your move! (1861–1928)



WOOD BADGE

Wood Badge Participant Course Evaluation

Boy Scouts of America

Course Number: _____ Council Name: _____

Course Location: _____ Course Dates: _____

1. How likely is it that you would recommend Wood Badge to a friend or colleague?

Not At All Likely

Extremely Likely

1 2 3 4 5 6 7 8 9 10

2. Overall, how would you rate your Wood Badge experience? Please select the “grade” that best describes your experience.

____ A – Far above average

____ B – Above average

____ C – Average

____ D – Below average

____ F – Far below average

Why did you choose that “grade” or rating?



WOOD BADGE

3. Please rate your level of agreement with each of the following statements about your Wood Badge experience.

Statement	Strongly Agree	Somewhat Agree	Neither Agree nor Disagree	Somewhat Disagree	Strongly Disagree
Overall, the culture, traditions, and atmosphere of Wood Badge are positive.					
I gained information that I will use to strengthen Scouting's programs for youth.					
Wood Badge has provided me with skills that I can use to have a great impact in the lives of youth that participate.					
Wood Badge has reinforced my commitment to the BSA and willingness to help the program grow and succeed.					
My Wood Badge experience has prepared me to be a better leader.					

Comments:

4. Please explain the impact Wood Badge either has had or is likely to have on your volunteerism in Scouting.



WOOD BADGE

5. Here are the 14 Leadership Competencies presented in this course. Select the five most relevant competencies to you personally as you continue to develop your leadership abilities, and rank them 1 to 5, with “1” being most relevant.

- ____ Drive Vision, Mission, and Values
- ____ Know Thyself
- ____ Communicate Effectively
- ____ Include and Optimize Diverse Talent
- ____ Learn to Listen, Listen to Learn
- ____ Plan with a Bias for Action
- ____ Develop Individuals and Teams
- ____ Know the Territory
- ____ Apply Interpersonal Savvy
- ____ Manage Conversations
- ____ Coach and Mentor
- ____ Embrace and Lead Change
- ____ Create a Culture: “Train Them, Trust Them, Let Them Lead!”
- ____ Inspire the Heart

Why did you select your top five?



WOOD BADGE

6. Other Course Activities and Elements

	Excellent	Very Good	Good	Fair	Poor
Gilwell Field pack and troop assemblies (multiple)					
Leadership Connections (multiple sessions)					
Den and patrol meetings (multiple meetings)					
Patrol Leader's Council meetings					
The Ticket and related Ticket Times					
Pack and troop meetings, games, and activities					
Campfires					
Interfaith worship services and patrol chaplain aides meetings					
Outdoor Experience and related activities					
The Outdoor Code, Leave No Trace, and related outdoor ethics					
Patrol Leadership Quest and related activities					
Special guests, meals, and presentations					

Comments:

7. How do you rate the following?

	Excellent	Very Good	Good	Fair	Poor
Promotional and marketing information you received					
Advance communications you received					
Registration/Check-in					
Effectiveness of the staff					
Quality of the presentations					
Facilities					
Housing					
Food					
Ticket process					
<i>The Gilwell Gazette</i> (newsletter)					
Handouts/take-home materials					

Comments:



WOOD BADGE

8. Regarding the Wood Badge staff, what did they do that worked well or that needs improvement?

9. How valuable was Wood Badge in giving you specific ideas to make real improvements in your unit, district, council, or other aspects of Scouting in which you are involved?

- _____ Extremely valuable
- _____ Very valuable
- _____ Somewhat valuable
- _____ Not so valuable
- _____ Not at all valuable

Comments:

10. What advice do you have for someone who is considering attending Wood Badge? What other suggestions or comments would you like to share?

Thank you for completing this survey.



WOOD BADGE

Wood Badge Staff Member Course Evaluation

Boy Scouts of America

Course Number: _____ Council Name: _____

Course Location: _____ Course Dates: _____

1. How likely is it that you would recommend Wood Badge to a friend or colleague?

Not At All Likely

Extremely Likely

1 2 3 4 5 6 7 8 9 10

2. Overall, how would you rate your Wood Badge staff experience? Please select the “grade” that best describes your experience.

____ A – Far above average

____ B – Above average

____ C – Average

____ D – Below average

____ F – Far below average

Why did you choose that “grade” or rating?



WOOD BADGE

3. Here are the 14 Leadership Competencies presented in this course. Rate their value to you personally as you continue to develop your leadership abilities.

	Extremely Valuable	Very Valuable	Somewhat Valuable	Not So Valuable	Not At All Valuable
Drive Vision, Mission, and Values					
Know Thyself					
Communicate Effectively					
Include and Optimize Diverse Talent					
Learn to Listen, Listen to Learn					
Plan with a Bias for Action					
Develop Individuals and Teams					
Know the Territory					
Apply Interpersonal Savvy					
Manage Conversations					
Coach and Mentor					
Embrace and Lead Change					
Create a Culture: "Train Them, Trust Them, Let Them Lead!"					
Inspire the Heart					

Comments:

4. Other Course Activities and Elements

	Excellent	Very Good	Good	Fair	Poor
Gilwell Field pack and troop assemblies (multiple)					
Leadership Connections (multiple sessions)					
Den and patrol meetings (multiple meetings)					
Patrol Leader's Council meetings					
The Ticket and related Ticket Times					
Pack and troop meetings, games, and activities					
Campfires					
Interfaith worship services and patrol chaplain aides meetings					
Outdoor Experience and related activities					
The Outdoor Code, Leave No Trace, and related outdoor ethics					
Patrol Leadership Quest and related activities					
Special guests, meals, and presentations					

Comments:



WOOD BADGE

5. How do you rate the following?

	Excellent	Very Good	Good	Fair	Poor
Promotional and marketing information you received					
Advance communications you received					
Registration/Check-in					
Effectiveness of the staff					
Quality of the presentations					
Facilities					
Housing					
Food					
Ticket process					
<i>The Gilwell Gazette</i> (newsletter)					
Handouts/take-home materials					

Comments:

6. If you were the Wood Badge course director, what would you **start** doing that would make Wood Badge better?

7. If you were the Wood Badge course director, what would you **stop** doing that is not helping Wood Badge to be the best it can be?



WOOD BADGE

8. If you were the Wood Badge course director, what would you **continue** doing that is keeping Wood Badge on course for its objectives?

9. Regarding this course, are there participants who you would “highly recommend” to serve on future Wood Badge course staffs? Why? *(You do not have to make a recommendation.)*

10. From your experience or from what you’ve observed, what suggestions to you have about participant recruitment? Do you have any other suggestions or comments you would like to share?

Thank you for completing this survey.



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Wayne McCormack
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Julia Mae-Shen Lesko
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National Wood Badge Pilots

BSA-WB-18-1 - Florida Sea Base January 2018

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Terrel Miller¹⁶
Mark J. Nelson¹⁵
Fred “Freddy” Norton⁹



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Mark J. Nelson¹⁵
 Fred "Freddy" Norton⁹
 Matt Reineck¹⁵
 Dave Savone⁸
 Pattie Sauer³
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 David R. Short⁸
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BSA-WB-18-2 Philmont Training Center March 2018

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 Grant Reigleman¹⁵
 Pattie Sauer⁸
 Dave Savone⁵
 David R. Short⁸
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 Linda K. Vaughn⁸
 Steve Yackel¹⁵

Position Key

1 Course Director (Scoutmaster)
 2 Assistant Scout Master (ASM) for Program
 3 ASM – Logistics
 4 ASM Troop Guides
 5 Senior Patrol Leader (SPL)
 6 Troop Scribe
 7 Troop Quartermaster
 8 Troop Guide(s) (one per patrol)
 9 Assistant SPL
 10 Assistant Scribe
 11 Assistant Quartermaster
 12 Cubmaster/Chaplain
 13 Instructor(s)
 14 Mentor to the Course Director
 15 Professional Adviser
 16 Videographer
 17 Writer

Regional Pilot Courses

Central Region

- C7-660-18-1, Blackhawk Area Council, Camp Lowden, August / September 2018, Kyle Baker, course director; Michael Ancheta, staff advisor
- C7-127-18-1, Three Fires Council, Camp Big Timber, August / September 2018, David George, course director; Dan Bettison, staff advisor

Northeast Region

- N1-251-18-1, Mayflower Council (cluster of councils), Camp Squanto, September / October 2018, Lauri Cirignano, course director; Jack Colamaria, staff adviser
- N5-525-18-1, Cradle of Liberty Council, Musser Scout Reservation, August / September 2018, Brenda Conellen, course director, Jason Burns, staff advisor

Southern Region

- S2-662-18-4, Longhorn Council, Sid Richardson Scout Ranch, October 2018, John Yovanovitch, course director, Tim Calkins staff advisor
- S2-92-18-4, Atlanta Area Council, Camp Bert Adams Scout Camp, November 2018 (5 x 1), Brent DeVore, course director, Josh Kirkham, staff adviser

Western Region

- W1-609-18-2, Chief Seattle Council, Camp Pigott, September / October, 2018, Bonnie Stafford, course director, Scott Findlay, staff adviser
- W2-591-18-4, Utah National Parks Council, Tifie Scout Camp, July 2018 (5 x 1) Paul Radcliffe, course director, Steve Sutherland, staff adviser



Wood Badge Video Clip Credits

Note: The Boy Scouts of America contract with MPLC provides for the presentation of these video clips. The video clip “Ten Leadership Theories” is contracted to only be shown at Wood Badge. The video clip “One Human Family, Food for All” is authorized by permission granted June 23, 2020 by Caritas International for use in BSA training.

Course Overview

“Ten Leadership Theories.” Michael Zigarelli, Ph.D., Professor of Leadership and Strategy, Messiah College. 5:04.

Drive Vision, Mission and Values

“We choose to go to the moon.” John F. Kennedy. 1:31.

Hidden Figures, “Separate Restrooms.” Directed by Theodore Melfi. Distributed by Twentieth Century Fox. 4:26.

Hidden Figures, “The Launch.” Directed by Theodore Melfi. Distributed by Twentieth Century Fox. 2:36.

Plan with a Bias for Action

First Man, “Interview.” Directed by Damien Chazelle. Distributed by Universal Pictures. 2:44.

First Man, “Houston.” Directed by Damien Chazelle. Distributed by Universal Pictures. 2:20.

Won’t You Be My Neighbor, “Introduction.” Directed by Morgan Neville. Distributed by Focus Features. 1:55.

Develop Individuals and Teams

Remember the Titans, “Forming.” Directed by Boaz Yakin. Distributed by Buena Vista Pictures. 2:49.

Remember the Titans, “Storming.” Directed by Boaz Yakin. Distributed by Buena Vista Pictures. 1:39.

Remember the Titans, “Norming.” Directed by Boaz Yakin. Distributed by Buena Vista Pictures. 1:32.

Remember the Titans, “Performing.” Directed by Boaz Yakin. Distributed by Buena Vista Pictures. 1:12.



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Know the Territory

The Music Man, "Introduction." Directed by Morton DaCosta. Distributed by Warner Brothers. 3:24.

"One Human Family, "Food For All." Directed by Denizcan Yuzgul. Distributed by Caritas International. 1:03.

Inspire the Heart

Mr. Holland's Opus, "First Day." Directed by Stephen Herek. Distributed by Buena Vista Pictures. 4:24.

Mr. Holland's Opus, "Music Lesson." Directed by Stephen Herek. Distributed by Buena Vista Pictures. 8:32.

Mr. Holland's Opus, "Last Day." Directed by Stephen Herek. Distributed by Buena Vista Pictures. 10:39.



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Boy Scouts of America, *Handbook for Venturers*, #637673

Boy Scouts of America, *Senior Patrol Leader Handbook* #647789

Boy Scouts of America, *Patrol Leader Handbook* #647788

Boy Scouts of America, *Your Flag* #33188

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Building Faith in Youth

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Newton Cars

www.teachengineering.org/activities/view/cub_rockets_lesson02_activity1

Outdoor Ethics and Outdoor Code

Scouting Site on Outdoor Ethics

<https://www.scouting.org/outdoor-programs/outdoor-ethics/>

Leave No Trace <https://lnt.org/>

Tread Lightly <https://www.treadlightly.org/>



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2020 Edition



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