

WOOD BADGE 90 HANDBOOK



Circle Ten Council
Philmont Scout Reservation
Cimarron, New Mexico
August 24-29, 2009



Patrol Roster

Name:	Address:	Telephone Numbers H: W: C:
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Name:	Address:	Telephone Numbers H: W: C:
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Troop Guide:	Address:	Telephone Numbers H: W: C:
Email:(1st) (2nd)		

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Letter to Our Fellow Scouters

Circle Ten Council

Boy Scouts of America



Fellow Scouters:

You hold in your hands the *Wood Badge Handbook*. It should be used during the course, and I hope you will continue to use it at home. This handbook contains many resources to support you during your Wood Badge experience. Included is course specific information such as duties and ceremonies, as well as information that may not be directly referenced in the course.

“Scouting is a game with a purpose” (B-P). Scouting should be FUN, yet instructional. Let us work together to find the fun in Scouting, both at Gilwell and at home in our units.

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

The staff of WB90 began preparing over a year ago for the events you will participate in during these this week in Philmont. After completing this part of your training, staff members will continue to follow up with you for the next 18 months. I tell you this to let you know how seriously we all take the charge to “Deliver the Promise” to our youth. At the end of the course you will have an opportunity to share your thoughts with the staff—let us know how the course worked for you, and how you see it helping others. Please take time to do this; it will help those preparing for next year’s course improve their program.

This team is an outstanding group of Scouters, who have worked hard over the past year to make the course a “mountain top” experience for you. Now it is up to you; work with each other and the staff, have fun, and make this course a stepping stone to the betterment of Scouting in your units, districts, and councils. Thank you for participating, as that step alone distinguishes you as someone who cares and wants to make Scouting the best experience possible for our youth.

Yours in Scouting,

Kimberly Colonna, Course Director

Virtues in Scouting

The Mission Statement of the Boy Scouts of America

The mission of the Boy Scouts of America is to prepare young people to make ethical choices over their lifetimes by instilling in them the values of the Scout Oath and Law.

Cub Scout Promise

I, (name) promise to do my best
To do my duty to God and my country,
To help other people, and
To obey the law of the pack.

Law of the Pack

The Cub Scout follows Akela.
The Cub Scout helps the pack go.
The pack helps the Cub Scout grow.
The Cub Scout gives goodwill.

Cub Scout Motto: Do Your Best.

Boy Scout Oath or Promise

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.

Boy Scout Law

A Scout is trustworthy, loyal, helpful,
friendly, courteous, kind, obedient,
cheerful, thrifty, brave, clean and
reverent.

Boy Scout Slogan:

Do a Good Turn Daily

Boy Scout Motto:

Be Prepared

Venturing Oath: As a Venturer,
I promise to do my duty to God and
help strengthen America, to help others,
and to seek truth, fairness,
and adventure in our world.

I will, therefore, be faithful in my
religious duties and will maintain a
personal sense of honor in my own life.

I will treasure my American heritage
and will do all I can to preserve and
enrich it.

Venturing Code: As a Venturer,
I believe that America's strength lies in
our trust in God and in the courage,
strength, and traditions of our people.

I will recognize the dignity and worth of
all humanity and will use fair play and
goodwill in my daily life.
I will acquire the Venturing attitude that
seeks truth in all things and adventure
on the frontiers of our changing world.

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.

Troop Organization

Wood Badge is a Troop of Scouters. There are up to eight Patrols in the Troop and approximately 6-8 Scouters per Patrol. Each Patrol is led by a Patrol Leader. This responsibility changes daily. A staff member is associated with each Patrol and serves in the position as Troop Guide, much in the same way that the Troop Guide serves to help a new Patrol in the standard Scout Troop.

The Troop is led by a Senior Patrol Leader. The Troop Guides and the Patrol Leaders report to the Senior Patrol Leader. The Senior Patrol Leader reports to the Scoutmaster. The Senior Patrol Leader is in charge of the Troop when we meet at assemblies.

The staff is divided based on the functional areas. The Course Director/Scoutmaster is responsible for the overall operation of Wood Badge. Assisting the Course Director are Three Assistant Scoutmasters—one for Program, one for Support and one for Troop Guides, in addition to the Quartermaster and Troop Scribe.

Each staff member has been working diligently for many months in preparation for Wood Badge. Some have been working for more than a year. We have assembled over 400 years of Scouting experience to serve you.

Wood Badge 90 Staff Roster



Kimberly Colonna
Scoutmaster &
Course Director



Ramsay Ellis
Assistant Scoutmaster
for Program & BUCD



Steve Bartholomew
Assistant Scoutmaster
for Troop Guides



Margaret Bareis
Assistant Scoutmaster
for Facilities



John Stone
Senior Patrol
Leader



Debbie Wulf
Assistant Senior
Leader



Dan Zaccara
Mentor



Patrick Wedding
Staff Advisor



Bill Hemenway
Quartermaster



Rehan Ali
Assistant
Quartermaster



Sam Hill
Assistant
Quartermaster



Pete Sessions
Assistant
Quartermaster



Lance Pool
Philmont
Liason



Dave Demarest
Assistant Scribe



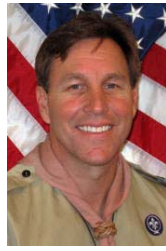
Eleanor Munson
Assistant Scribe/
Photographer



David Brown
Scribe



Linda Demarest
Troop Guide



Jack Furst
Troop Guide



Scott Graham
Troop Guide



John Hunter
Troop Guide



Chasity McReynolds
Troop Guide



Sam Peterson
Troop Guide



Donna Robinson
Troop Guide











Scott Rorhrman
Troop Guide

Wood Badge 90 Important Dates

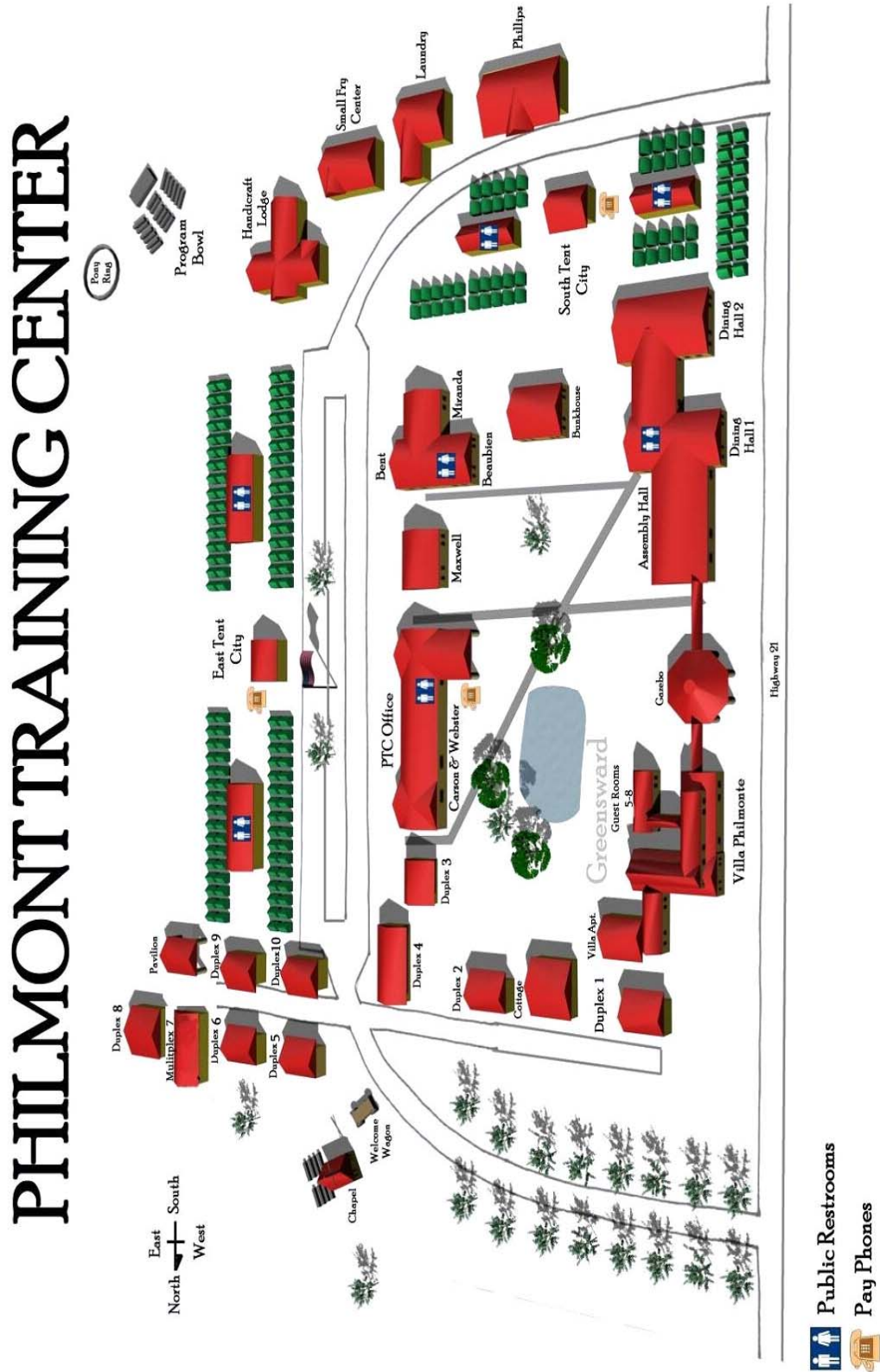
November 21, 2009	Final Troop Meeting (90 Day Reunion)
February ?, 2010	Wood Badge Reunion Dinner
February 28, 2011	Last day to submit completed ticket

Wood Badge Order

 <p>1 Beaver</p>	 <p>5 Owl</p>
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	2 Bobwhite		6 Bear
	3 Eagle		7 Buffalo
	4 Fox		8 Antelope

Map of PTC



Philmont Scout Ranch

Location and Geography

Philmont is located in the Sangre de Cristo Range of the Rocky Mountains of New Mexico. The closest town is Cimarron, New Mexico. Philmont is about 12 miles across (east to west) at its widest point, and about 30 miles long. There are no mountains to the south of Philmont, or to the east (part of the eastern fringe of the ranch is

History

Once inhabited by Jicarilla Apache and Moache Ute Indians, Philmont was the site of one of the first pioneer settlements in northeastern New Mexico. The present ranch is part of the original Beaubien and Miranda Land Grant which was granted to Charles Beaubien and Guadalupe Miranda by the Mexican government in 1841. Beaubien's son-in-law, mountain man Lucien Maxwell, led the first settlers to the grant in 1848. With the help of his friend Kit Carson, Maxwell's settlement on the Rayado River prospered, despite frequent Indian raids and harsh wilderness conditions.

Maxwell moved his ranch north to the Cimarron River in 1857, the site of present day Cimarron. There it became a famous stop on the Santa Fe Trail, bringing American trade goods into New Mexico. Ten years after Maxwell moved to the Cimarron, gold was discovered on his ranch near Baldy Mountain. For years afterward, the mountains and streams of Maxwell's Ranch swarmed with prospectors and miners.

In 1870, Maxwell sold his ranch to an English land company known as the Maxwell Land Grant and Railroad Company. After several years the land was again sold to a Dutch based

flatland), but the interior is quite mountainous.

The lowest elevation is 6500 feet, at the southeast corner. The highest point is Baldy Mountain 12,441 feet, on the northwest boundary. The most recognizable landmark at Philmont is the Tooth of Time (9003 feet), a granite monolith protruding 500 feet vertically from an east-west ridge.

company who attempted several development schemes, but eventually sold the land in tracts for farms and ranches.

Oklahoma oilman Waite Phillips became interested in developing a ranch out of the old land grant in 1922. He eventually amassed over 300,000 acres of mountains and plains in a ranch he named Philmont (derived from his name and the Spanish word for mountain, "monte").

The Philmont Ranch became a showplace. Immense herds of Hereford cows and Corriedale sheep grazed its pastures. Phillips built a large Spanish Mediterranean home for his family at the headquarters, naming it the Villa Philmonte. He developed horse and hiking trails throughout the scenic backcountry along with elaborate fishing and hunting cabins for his family and friends.

Waite Phillips believed in sharing his wealth with people outside his family. In this spirit, he donated 35,857 acres of his ranch to the Boy Scouts of America in 1938. The area was named "Philtarn Rockymountain Scoutcamp" (after Phillips' name and the BSA slogan, "Do a Good Turn Daily"). After observing the enthusiastic response of the first Scout campers, Phillips augmented his original

gift in 1941, with an addition including his best camping land, the Villa Philmont, and the headquarters farming and ranching operation. The second gift was made so that "many, rather than few" could enjoy his rich and beautiful land. The property, now totaling 127,395 acres was renamed "Philmont Scout Ranch and Explorer Base."

Phillips realized that the cost for maintenance and development of the property could not and should not be derived entirely from camper fees. As an endowment, he included in the gift his 23-story Philtower Building in Tulsa, Oklahoma.

Program and Activities

Philmont was run differently in the early years than it is now. Half a dozen "base camps" were constructed at strategic locations. A visiting group of Scouts would stay at one of these camps for a week, and day-hike to surrounding locations of interest. If the Scouts wanted to visit a different area, they would pack up their gear, hoist it onto donkeys, and hike to another base camp. Eventually, possibly due to the advent of modern lightweight metal-frame backpacks and other backpacking technology, the program was restructured to be backpacking-based.

Most of those who come to Philmont today come for the trek, an 11-day backpacking trip. Since Philmont's first camping season in 1939, more than 860,000 Scouts, Venturers and their leaders have participated in the rugged challenge of its backpacking program. Philmont's camping season is from mid-June to late August.

Other program options include:

In 1963, through the generosity of Norton Clapp, vice-president of the National Council of the Boy Scouts of America, another piece of the Maxwell Land Grant was purchased and added to Philmont. This was the Baldy Mountain hiking area consisting of 10,098 acres. This brought Philmont's acreage to over 137,000 or 214 square miles.

In recent years, Philmont has also been able to gain use of the "Valle Vidal" section of the Carson National Forest. Since 1989, Philmont has had a series of five-year special-use permits from the Forest Service, allowing crews to hike and camp in the Valle Vidal as part of their Philmont treks.

Cavalcades, similar to standard treks, but conducted on horseback.

Rayado Treks are twice as long as standard treks, and considerably more strenuous. Rayado crews are put together by Philmont staff, and consist of people from different parts of the country.

The Philmont Training Center offers weeklong training programs for adult leaders, and a variety of outdoor programs for trainees' families. The Roving Outdoor Conservation School and various Trail Crew programs teach participants about ecology, conservation techniques, and trail construction methods.

OA Trail Crew program.

Autumn Adventure program.

Kanik winter program.

Ranch Hands.

Philbreak, a spring break program started in 2003 to help with various projects at Philmont.

Base Camp

Base Camp is a town unto itself. It has a post office, half a dozen chapels (operating daily), two dining halls, a clinic, a store for souvenirs and sundry camping gear, housing (mainly tents) for roughly 900 staff, and tents for

between 800 and 1000 trekkers. Trekkers are organized into crews of seven to twelve, with two to four adult leaders. Around 360 trekkers arrive at Base Camp every day of the season

Camps

Philmont has 34 staffed camps and over 55 unstaffed trail camps, generally set no more than a couple of miles apart. Each camp may have over 15 crew campsites, but they are often spread out over half a mile of trail or more, so that there is no sense of crowding. Some camps have several live-in staff members, in charge of the camp's program. The program at any one camp

includes several activities with a common theme, such as fur trapping, Apache Indian life, Mexican homestead, rock climbing, mining, fishing, horseback riding, burro packing, gold panning, 30.06 rifle shooting, archaeology, mountain biking, and interpretive programs such as homesteading and mountain man rendezvous.

Philmont Training Center

Serving as the National Volunteer Training Center for the Boy Scouts of America since 1950, the Philmont Training Center offers a variety of week-long conferences for council, district, and unit volunteers and professionals each summer. Each conference features the latest tools and techniques, audio-visuals, discussions, idea-sharing, and activities led by a faculty of experienced Scouters selected by the divisions and committees of the National Council for their expertise in the conference's topic.

Invitation to the conferences is upon recommendation of the local council or one of the BSA's National Committees.

While a Scout leader is in a summer conference, programs are planned for all members of the family – infant through adult. Family members enjoy a staff-led program of hiking, tours, handicrafts, games, campfires, and outdoor activities. A backcountry adventure for older youth is also available.

Grace at Meals

The 12th point of the Scout Law is:

A Scout is reverent.

In place of the command "Let us pray," more inclusive, nonsectarian ways to invite

Vision with Action

participation in a blessing include the following statements and invitations: "A Scout is reverent" "Would you join me in prayer?" or "Will you all assume an attitude of prayer?"

Wood Badge Prayer

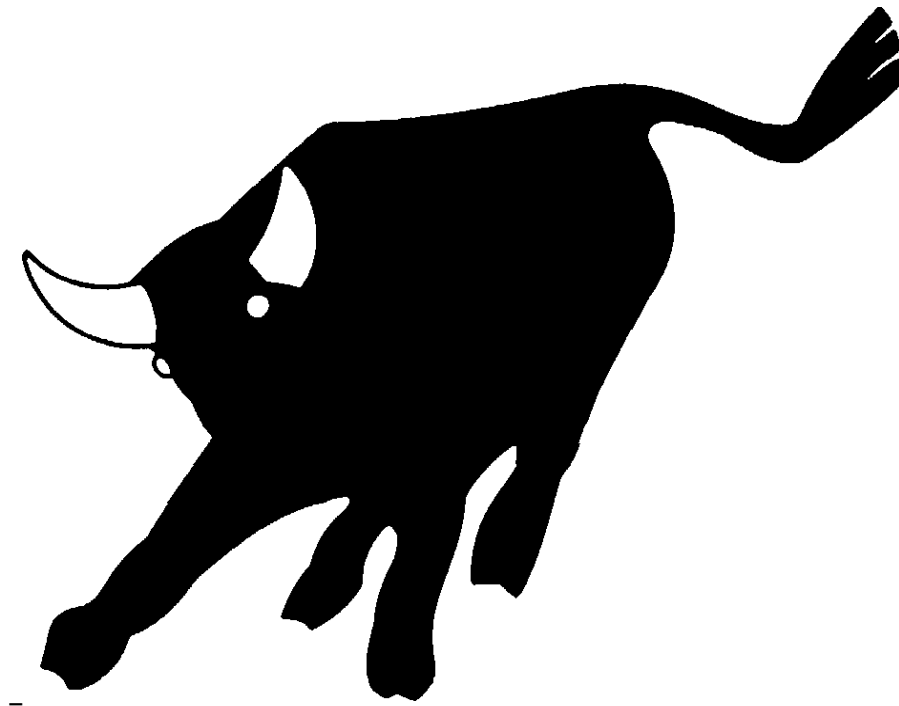
In the presence of our Almighty God,
We Scouters of Gilwell
stand in humility,
asking Your guidance,
Your love, Your grace,
Your understanding in all
that we do and can become.
Be with us on the Scouting trail

Philmont Grace

For food, for raiment,
For life, for opportunity,
For friendship, and fellowship
We thank thee, O Lord

Scoutmaster's Benediction

Now, may the Great Master of all Scouts
be with us until we meet again.



Flag Ceremonies

Guidelines for Conducting Flag Ceremonies, Days One through Six

Preparations

At the Day One Gilwell Field Assembly, a staff color guard conducts the flag-raising ceremony, setting the tone and providing an appropriate model for subsequent flag ceremonies.

During the remainder of the Wood Badge course, the PROGRAM PATROL takes responsibility for the flag ceremony. That patrol will have had program responsibilities since the previous day's Gilwell Field Assembly; that should give them time to plan and practice the ceremony, and to obtain the appropriate historic flag from the Friendly QM.

Lyrics of the songs associated with historic flags can be found in your course songbook.

Flag Raising Ceremony

After the senior patrol leader reports to the Scoutmaster, "The troop is formed," the Scoutmaster replies, "Proceed with the flag ceremony."

The senior patrol leader directs, "Program patrol, raise the colors."

The patrol leader of the program patrol takes charge, calling the members of the troop to attention. The color guard approaches the flagpoles and attaches the

flags for raising. The patrol leader asks the troop members to make the Scout salute, then instructs the color guard to "Raise the colors." The U.S. flag should be hoisted rapidly. As soon as it is at the top of the flagpole, the patrol leader commands "Two." The historic flag and flags of the Boy Scouts of America are also raised quickly.

The patrol then makes its presentation of the historic flag. Upon completion of the presentation, the historic flag and the Gilwell troop flag are raised rapidly to the tops of their flagpoles. Note that The Star-Spangled Banner and the Flag of 1818 are saluted, as they are still recognized as official flags of the United States of America. Official U.S. flags are saluted and other flags are not saluted.

The program patrol leads the group in singing a song associated with the historic flag, then returns to its position in the troop assembly.

Roles and Responsibilities

Role and Responsibilities of the Patrol Leader

- Take a leading role in planning and conducting patrol meetings and activities.
- Encourage patrol members to fully participate in the Wood Badge course and to achieve all they can.
- Represent the patrol as a member of the patrol leaders' council (PLC).
- Set a good example by living up to the Scout Oath and Law.
- Practice using the leadership and team skills being presented during Wood Badge presentations.

- Ensure that daily patrol self-assessments are carried out in a timely, effective manner.
- Provide patrol members with all the resources and information they need to succeed.
- Empower the patrol to become the best it can be.
- See that the patrol is prepared for all course presentations and activities.

Role and Responsibilities of the Assistant Patrol Leader

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

Role and Responsibilities of the Patrol Chaplain Aide

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

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

Role and Responsibilities of the Patrol Scribe

- Provide interesting and timely material about the patrol to the publisher of *The Gilwell Gazette*—the daily newspaper of the course.

The Troop Scribe will hand out guidelines to help scribes fulfill their duties and may briefly meet with all the patrol scribes to discuss how best they can assist in making the *Gazette* worthwhile.

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

Role and Responsibilities of a Patrol Member

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

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

Program and Service Patrol Responsibilities

Program Patrol

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

- Provide leadership for the Day Four participant campfire.

Service Patrol

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

Program and Service Patrol Assignments

Responsibility	Day 1 Monday	Day 2 Tuesday	Day 3 Wednesday	Day 4 Thursday	Day 5 Friday	Day 6 Saturday
Program Patrol	Beaver	Bobwhite	Eagle/ Fox	Owl	Bear/ Buffalo	Antelope
Service Patrol	Owl	Bear	Buffalo/ Antelope	Beaver	Bobwhite/ Eagle	Fox

Day One

Orientation, Team Formation

We gather together for the first time so that you may:

Form teams that will stay together throughout the course.

Meet the staff member assigned to your team.

Consider yourself, for the moment, to be a Cub Scout den led by a den chief (a staff member).

Enjoy several brief and entertaining get-acquainted activities.

Locate the course facilities, meeting places, and other relevant landmarks.

Understand emergency procedures.

View the staff exhibit, both to gain from the material being presented and to see a model presentation of the sorts of exhibits you will later prepare yourselves.

Have FUN!

Cub Pack

We gather as a Cub Pack to review Cub- and Webelos-related information.

However, you'll be involved much like a new Cub would be. That is, you'll be thrown into a (well planned) mêlée that that includes fun activities.

Do you know: The sign for Cub Scouting? And what they symbolize? Do you know the Cub Scout motto? What does "Webelos" stand for? What's the purpose of Cub Scouting?

Staff Exhibit

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



Gilwell Field Assembly

Everyone is excited to be here! Where is 'here'? Gilwell Field! It is one of the many key traditions that we uphold to link our modern traditions to the long and rich heritage of Wood Badge.

Gilwell Field was the home of the very first Wood Badge course, and that it serves as a symbol linking all Wood Badge courses through the years and throughout the world. We'll also see a model flag ceremony—a serious ceremony that you will want to participate in yourself. We model the best 'duty to country' that Scouting can offer.

This morning's assembly is suited to Cub Scouts, for that is what you are. We use the Cub Scout salute, and, with the Cub Scout sign, recite the Cub Scout Promise and the Law of the Pack.

AMERICA

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

Historic Flag Presentation

The Continental Flag



When the Revolutionary War broke out, the colonists felt the need for a new flag. And so, on the first day of January 1776, what was called the Grand Union Flag was raised over George Washington's headquarters in Massachusetts. The Union was the same as that of the Queen Anne Flag, but six stripes broke the red field into seven red stripes. Now the proper name for the flag is the Continental Flag.

Let us honor it by singing about the men over whom it was first hoisted.

Day One Troop Meeting Plan

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening 25 minutes	Making a Woggle	Troop Guide	25 min.	25 min.
Opening 25 minutes	Opening ceremony New-Scout Induction ceremony	Staff Scoutmaster, Senior Patrol Leader	5 min. 25 min.	55 min.
Skills Instruction 15 minutes	<i>Aims & Methods of the Boy Scouts of America</i>	Troop Guides	15 min.	70 min.
Patrol Meetings 20 minutes	Role of Patrol Leader, totem, flags, responsibilities Elect Patrol Leaders Daily Patrol Self-Assessment Tool	Troop Guides Patrol Members	20 min.	90 min.
Interpatrol Activity 10 minutes	Patrol Method Game	Senior Patrol Leader	10 min.	100 min.
Closing 10 minutes	Patrol Leader installation Scoutmaster's Minute	Senior Patrol Leader and Scoutmaster	5 min. 5 min.	105 min.



Course Overview

Learning Objectives

We aim to:

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

Scouting and Leadership Training

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

Here's how it works.

- **Orientation and Fast Start.** Accompanied by a video, these provide a non-structured introduction to the Scouting organization.
- **This is Scouting.** This is a 90-minute online overview of the mission, vision, and values of the BSA, and an introduction to each of the Scouting programs.
- **Leader-Specific Training.** Contained in this training are the nuts and bolts of specific positions in Scouting. Adult leaders can learn how best to fulfill their particular leadership roles in Cub Scouting, Boy Scouting, Varsity Scouting, or Venturing, or as district or council Scouters involved with multiple Scouting program areas.

- **Appropriate Outdoor Skills Training.** Training opportunities are targeted to enhance the outdoor skills needed by leaders in Scouting's various programs.
- **Wood Badge.** The BSA's ultimate leadership training for adults, Wood Badge offers a six-day immersion in the theory, practice, and experience of appropriate skills for leading others within Scouting and in many environments beyond the BSA.
- **Philmont Leadership Challenge.** The Philmont Leadership Challenge (PLC) is an exciting new program where adult leaders live in the Philmont Backcountry and practice the leadership skills learned in Wood Badge for the 21st Century.

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

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

What Can You Expect From a Wood Badge Course?

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

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

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

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

- **Living the Values.** Values, Mission, and Vision
- **Bringing the Vision to Life.** Listening to Learn; Communication; Inclusiveness; Valuing People and Leveraging Diversity; Coaching and Mentoring
- **Models for Success.** Stages of Team Development; The Leading EDGE™; The Teaching EDGE™

- **Tools of the Trade.** Project Planning; Leading Change; Problem Solving and Decision Making, Managing Conflict, Self Assessment

- **Leading to Make a Difference.**

Leaving a Legacy

Using the Troop Format

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

Participants begin a Wood Badge course as Cub Scouts. The pack format is used initially, with the Cubmaster doing the leading and den chiefs assisting with the learning and activities. When participants bridge over at the blue and gold luncheon today, the troop format will be incorporated, with the Scoutmaster mentoring the senior patrol leader while the senior patrol leader takes over management of the troop. The troop guides will aid with instruction and the ticket. Later on in the course, as the patrols advance in rank and no longer need a troop guide, the troop guides will become part of the Venturing program. But for the bulk of the course, participants and staff will consider themselves to be members of Gilwell Troop 1.

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

There will be three troop meetings during this course, one on each of the first three days. These represent three weeks in the life of a Scout unit. The final portion

of the course—the outdoor experience—parallels the sort of activity a Scout troop, a Cub Scout pack, a Varsity Scout team, or a Venturing crew would build toward for the final week of a month long program.

The Gilwell Gazette

As the Wood Badge course progresses, participants will find that they are being provided with a great deal of information, both through presentations and through resource material explaining what is happening and why.

Teams can develop most efficiently when they have full access to resources.

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

Patrol Project

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

The project must illustrate some universal aspect of Scouting that is clearly associated with Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing, and it must consist of a self-explanatory display and an oral presentation. Patrols will present their projects to the rest of the troop on the fifth day of the course.

Wood Badge Ticket

One of the great traditions of Wood Badge is the ticket. In Baden-Powell's day, those in the military were expected to pay their

own way back to England at the end of their service. To economize, soldiers nearing completion of their duties would seek assignments at posts increasingly close to home—a process known as working your ticket.

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

Summary

BSA training opportunities enhances leadership for Scouting and for America.

A Wood Badge course is the pinnacle of leadership training for Scouting's adult leaders. The curriculum of a Wood Badge course is built around five central themes:

- Living the Values
- Bringing the Vision to Life
- Models for Success
- Tools of the Trade
- Leading to Make a Difference
- Wood Badge is appropriate training for adults involved with Cub Scouting, Boy Scouting, Varsity Scouting, or Venturing. The Boy Scout troop format provides a practical framework for much of a Wood Badge course.
- An essential requirement of every Wood Badge course is for participants to have fun.

A. Course Offerings by Theme

1. Living the Values
 - Values, Mission, and Vision
2. Bringing the Vision to Life
 - Listening to Learn
 - Communication
 - Inclusiveness

- Valuing People and Leveraging Diversity
- Coaching and Mentoring
- 3. Models for Success
 - Stages of Team Development
 - The Leading EDGE/Teaching EDGE
- 4. Tools of the Trade
 - Project Planning
 - Leading Change
 - Decision Making and Problem Solving
 - Managing Conflict
 - Self-Assessment
- 5. Leading to Make a Difference
 - Leaving a Legacy
- B. The Gilwell Gazette
 - Published daily
 - Captures important developments
 - Includes the day's agenda
 - Includes articles by patrol scribes
- C. Patrol Projects
 - Each patrol is tasked to produce an outstanding product.

- Each project will illustrate an aspect of Scouting associated with Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.
- Each patrol can use as resources the literature of Cub Scouting, Boy Scouting, Varsity Scouting, and Venturing.
- All projects are presented to the troop on Day Five.
- D. Wood Badge Ticket
 - A commitment to complete goals relating to your Scouting position.
 - An opportunity to practice and demonstrate a working knowledge of the leadership skills presented during Wood Badge.
 - A chance to strengthen Scouting in your unit, district, and council.
 - An opportunity for person growth.

Values, Mission, and Vision

Values are core beliefs or desires that guide or motivate our attitudes and actions. Values can take a variety of forms. For example:

- Principles or Standards
- Personal Qualities
- Character Traits
- Codes of Ethics
- Goals

A **mission** is a brief statement that reflects the core values of an organization and communicates the organization's long-term objectives—why the organization exists.

Routinely, an organization's mission is formalized in a mission statement.

A mission statement

- Serves as a communication tool inside and outside the organization.
- Aligns people with a purpose and fosters commitment and unity.
- Defines directions for change and growth.
- Acts as an evaluation tool to help measure decisions, activities, and programs.

"The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law!"

—Mission Statement of the Boys Scouts of America

A **vision** is a picture of future success.

A vision forms when we think far enough ahead to realize there will be important challenges that we can prepare for now, perhaps by doing something as simple as planting a few acorns.



Listening to Learn

Patrol, welcome home to your own private space! Let's settle in and do the following:

- Become aware of how we listen
- See how good listening works as a communication skill
- Practice active and empathetic listening
- Get some tips on how to receive and give feedback

Listening is...

- An essential part of communication
- Not taught in school

Why is Listening a Key Skill of Leadership?

- Connecting
- Decision Making
- Problem Solving

Two Parts of Effective Listening

- Active Listening
- Empathetic Listening

Active Listening Requires...

- Rephrasing and Confirming
- Nonjudgmental Attitude

Empathetic Listening Requires...

- Putting oneself in the speaker's place
- Imagining the speaker's viewpoint
- Understanding the speaker's feelings

Monitoring Our Listening Level

- Awareness
- Adjustments
- Powerful Tools

Listening in Adversarial Situations

- Nonjudgmental
- Productive Framework
- Positive Conversation

Giving and Receiving Feedback

- Can be difficult
- Basic part of team development, leadership, and friendship
- Both parties must use effective listening

Tips on Giving Feedback

- Is it helpful?
- Do others want it?
- Can it change a behavior?
- Is it specific?
- Does it describe behavior?
- How does it impact you?
- Does it contain an "I" statement?

- Did the recipient understand what you said?

Tips on Receiving Feedback

- Seek out feedback.
- Listen carefully.
- Listen actively.
- Listen empathetically.
- Monitor your emotions.

Effective Listening

- A learned skill
- Important to relationships and problem solving
- Active and empathetic
- Turns a negative situation into a positive one
- Give and receive feedback

Ticket

Can this be part of your ticket?

Wood Badge Traditions

There are many traditions that unite our course with all other Wood Badge courses—past, present, and future—all around the world. Chief among these are:

Gilwell Field. Baden-Powell held the first Wood Badge course at Gilwell Park near London. To this day, Gilwell is considered the international home of Wood Badge. Wherever on the globe a course takes place, the main assembly area is known as Gilwell Field.

Ax and log. The ax and log is the totem of Gilwell Park. The ax is the symbol of the English freeman. Whereas serfs could only gather wood from the

forest floor, a freeman was given the right of loppage. Earned as a right by service, a freeman could cut limbs from the nobleman's forest as high as they could reach with an ax. The ax became the badge of a freeman.

MacLaren tartan. In 1919, a Scotsman named W. F. de Bois MacLaren, a district commissioner for Scouting in Scotland, purchased Gilwell Park and presented it to the British Boy Scout Association. He explained that one of his purposes in doing so was "to provide a training ground for the officers of the Scouting movement." In perpetual

appreciation for his generosity to Scouting, Wood Badge adopted the tartan of the MacLaren clan. It is this tartan that appears on the Wood Badge neckerchief.

Wood Badge beads. In 1888 during a military campaign in Africa, Baden Powell acquired a necklace of wooden beads from the hut of a warrior chief named Dinizulu. Years later at the conclusion of the first Wood Badge course, Baden-Powell gave each course graduate a bead from the necklace. The “Wood Badge” program takes its name from those beads. Since then, more than 100,000 Scouters worldwide have completed Wood Badge courses and can wear replicas of the original wooden beads.

Neckerchief and woggle. Held in place by a leather woggle, the Wood Badge neckerchief—tan with a patch of MacLaren tartan—may be worn by course graduates. Wood Badge beads, neckerchief, and woggle may be worn only with the official field uniform of the BSA.

Kudu horn. During his military service in Africa, Baden-Powell observed members of the Matabele tribe blowing on the horn of a kudu to signal to one another. He brought a kudu horn back to England with him, and in the summer of 1907 when he held his first experimental camp on Brownsea Island, Baden Powell sounded the horn to assemble his campers. The same horn was entrusted to Gilwell Park in 1920 for use in Scout training courses. Since that time, the kudu horn has been a symbol of Wood Badge courses throughout the world.



Service Patrol and Program Patrol Responsibilities

Each day, one patrol will act as the service patrol and one patrol will be the program patrol. These duties are Wood Badge traditions and not necessarily part of a typical Troop’s operation. The period of service will extend from the morning’s troop assembly on Gilwell Field until the following morning’s assembly. (The exception will be Day One, when the service and program patrols assume their duties during this lunchtime presentation.)

The patrol leader notebook contains information on what is expected of the service and program patrols, and a roster listing the patrols assigned to be the service patrol and program patrol for each day of the Wood Badge course.

Service and Program Patrol Symbols

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

- Service patrol symbol—a small shovel
- Program patrol symbol—a large set of beads

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

And, the final tradition of Wood Badge:

Gilwell Song. The Gilwell Song has been sung by generations of Wood Badge Scouters—always energetically, but with wildly varying degrees of harmonic success.

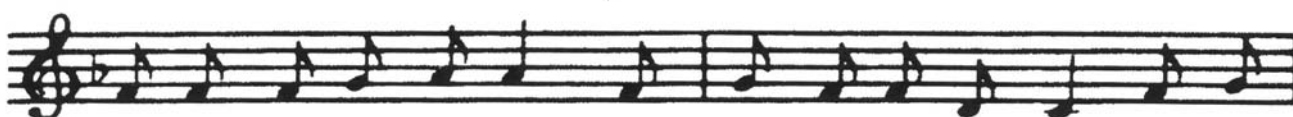
Back to Gilwell



1. I used to be a beaver, and a good old beaver too, But
2. I used to be an owl, and a good old owl too, But



now I've finished beaver-ing, I don't know what to do, I'm
now I've finished owl-ing, I don't know what to do, I'm

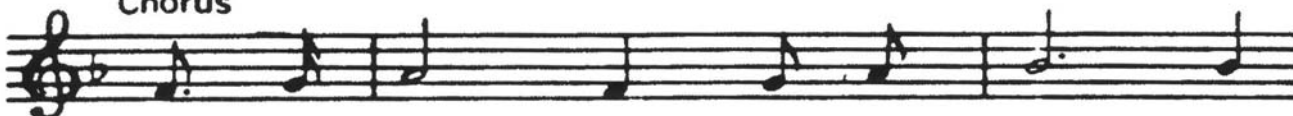


grow-ing old and fee-ble, and I can beaver no more, { So I'm
grow-ing old and fee-ble, and I can owl no more, {



going to work my tic-ket if I can

Chorus



Back to Gil well, hap-py land; I'm



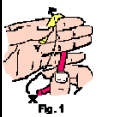

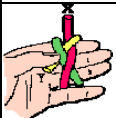





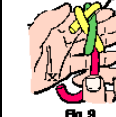
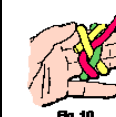
going to work my tic-ket if I can



(INSERT YOUR OWN PATROL NAME, WHERE APPROPRIATE, USING THE FULL NAME—EVEN THOUGH BUFFALOING OR ANTELOPING MAY SEEM AWKWARD, AT FIRST.)

NOTE: It is customary for patrols to stand when singing their patrol's verse.

Beaver Bobwhite Eagle Fox Owl Bear Buffalo Antelope

Turk's Head or Woggle Neckerchief Slide

 <p>Fig. 1</p>	<p>Place the braid around three fingers of the left hand, palm up. The working end of the braid is red "X" and the stationary end is yellow "Y".</p>
 <p>Fig. 2</p>	<p>Bring working end x over the stationary yellow end (fig 1) and around the back of the hand.</p>
 <p>Fig. 3</p>	<p>Thread working end over first wrap and under yellow (fig 2-3).</p>
 <p>Fig. 4</p>	<p>Turn left hand over, palm down. (fig 4)</p>
 <p>Fig. 5</p>	<p>Pull the second green wrap over the first yellow wrap (fig 5). Hold the green wrap in position by placing the forefinger of the left hand between the green and yellow wraps.</p>
 <p>Fig. 6</p>	<p>Thread end X under yellow through the crisscross loop thus formed by yellow and green.</p>
 <p>Fig. 7</p>	<p>Thread end X over green and under yellow again (fig 7-8).</p>
 <p>Fig. 8</p>	<p>Turn left hand over, palm up (fig 9). Bring end X along side of and parallel to stationary end Y by threading the strand over green, under yellow and over green again (fig 9-10).</p>
 <p>Fig. 9</p>	<p>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) It may be necessary to go back around the knot and take in any slack.</p>
 <p>Fig. 10</p>	<p>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.</p>

 <p>Fig. 11</p>	<p>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.</p>
 <p>Fig. 12</p>	<p>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 for the second and third time (fig 11-12).</p>
<p>The slide ends at the same point at which it was begun (Y). Slide both ends underneath a convenient strand on the inside of the Turk's-head knot and trim. This completes the neckerchief slide.</p>	



The Campfire Program Planner

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

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

Cheer Planner	Spot

Song Planner	Spot

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

Campfire Program

Place _____

Date _____

Time _____

Camp director's approval _____

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
MC _____	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	Greetings (introduction)	MC	
3	Sing Yell		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		

Aims of Scouting Worksheet



Aim(s)

	Aims	Ideals	Methods
■ Cub Scouts			
■ Boy Scouts			
■ Varsity Scouts			
■ Venturers			

Patrol Leadership Positions

Daily Roster

	Patrol Leader	Assistant Patrol Leader	Scribe	Chaplain Aide*
Day 1				
Day 2				
Day 3				
Day 4				
Day 5				
Day 6				

*The position of chaplain aide may be held by the same individual throughout the course, or it may rotate among several or all members of the patrol. Because of their involvement with the chaplain aides meeting on Day Two and Day Three, the person or persons serving as chaplain aide should be patrol leader on days other than Day Two or Day Three.

Note: Each day a different member will serve as leader of your patrol, thus allowing each person to have at least one chance during a Wood Badge course to experience that leadership opportunity. The person assigned as Assistant Patrol Leader will become Patrol Leader on the following day.

Daily Patrol Self-Assessment Form

The assessment process is meant to provide members with hands-on experience in making assessments. It may also give you fresh insights into ways that the patrol can more effectively develop into a high-performance team. An effective way to evaluate performance is to use the Start, Stop Continue evaluation tool for the daily patrol self assessment.

The **Start, Stop, Continue (SSC)** tool is used for a variety of purposes. In the process of developing your Patrol, it will be very helpful to assess team interaction and to modify actions and behaviors to move you towards a stronger performing team. Here is a brief outline of the steps to follow in using the Start, Stop, Continue worksheet.

Think about your patrol's activities for the day. Think about what you are doing as it pertains to actions within both your Patrol and in the Troop. Ask yourself these questions:

- In our patrol, what should we put in place to improve?
(Something we should START.)

- In our patrol, what is not working?
(Something we should STOP.)
- In our patrol, what is working well?
(Something we should CONTINUE.)

Before, during, or after an activity you can always stop and check how it's going by using the SSC tool. (Perhaps you know this tool by another name: Thorns, Roses, and Rosebuds.)

A key to effective team development is self assessment—regularly measuring the enthusiasm and skill level of the group. The daily self-assessment encourages course Scouters to do just that.

The Daily Patrol Self-Assessment takes place each morning during or just after breakfast. Members use the following discussion points to assess their patrol's activities of the previous 24 hours.

The evaluation is discussed only within the patrol. It is not shared with the patrol leaders' council or the rest of the troop.

A copy of each day's assessment form should be kept in the Patrol Leaders Notebook for future reference.

Fact: Your Boy Scouts learn to use Start, Stop, Continue in Buckskin Leader Training!

Start, Stop and 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> <p>3.</p>
Stop	<p>In our patrol, what is not working? (Some things we should STOP)</p> <p>1.</p> <p>2.</p> <p>3.</p>
Continue	<p>In our patrol, what is working well? (Some things we should CONTINUE)</p> <p>1.</p> <p>2.</p> <p>3.</p>

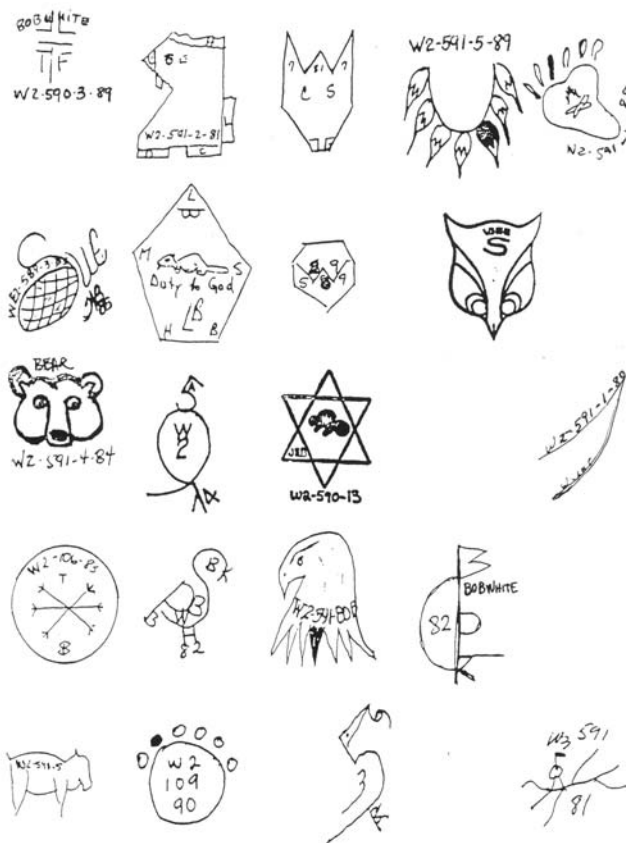
The Art and Skill of Creating a Totem

Creating a totem is a method by which members of a Wood Badge patrol can have a distinguishing symbol for themselves and their patrol. The totem becomes a life long identifying characteristic of the patrol that all members can use as a reminder of their time at Wood Badge Troop 1.

A totem is unique to a particular patrol. It is unlike any other totem, even those for patrols with the same name. For example, not all Beaver totems are the same, but they all have symbols that reference a Beaver while differing in design.

The totem is to be one which all members of the patrol can easily reproduce on their own from memory. It should not require any special artistic talent or equipment. Simplicity and creativity in design are important elements to keep in mind when designing a totem. The totem design incorporates the Wood Badge course number, and represents the patrol animal or bird. Some totems also include a part that is unique to each individual patrol member. The totem for your patrol should be presented to your Troop Guide for review and guidance.

When the practical phase of your Wood Badge training is completed the totem will be with you for the remainder of your Scouting career. It is not something that is changed or modified after the course. Your fellow patrol members will expect you to maintain the totem you created as a patrol in its original form.



Day Two

Gilwell Field Assembly

Historic Flag Presentation

The Flag of 1777 (Betsy Ross Flag)



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

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

Each star and each stripe represented one of the colonies that would become the

United States. The Flag of 1777 flew over the young nation for 18 years. George Washington was the only president to serve under this banner. To this day, June 14, the birthday of our flag, is celebrated each year as Flag Day.

Let us honor this flag with a song that also honors America:

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!



“What Are You Most Afraid Of?” Worksheet

Below is a list, in alphabetical order, of 14 common fears. You have two tasks:

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

Fear	Individual Ranking	Team Ranking
Darkness		
Death		
Deep water		
Dogs		
Driving/riding in a car		
Elevators		
Escalators		
Financial problems		
Flying		
Heights		
Insects and bugs		
Loneliness		
Sickness		
Speaking before group		

Inclusiveness

Learning Objectives

- Understand a basic definition of diversity.
- Recognize the importance of Inclusiveness to a team.
- Understand what simple behaviors that can make inclusiveness work for you.

The Usual Suspects

Think for a minute about the people in your unit at home. Think about the people you work with. Are there people you count on all the time? When it really needs to get done do you turn to “the usual suspects” to make it happen? Why?

- Do they work as you do?
- Are you alike in many ways?
- Do you know them better than others?
- What about the other folks? How are they different?

Diversity, Inclusiveness

For our purposes, diversity is any dimension that can be used to differentiate groups and people from one another.

Inclusiveness is our deliberate actions to help someone become part of a group.

What happens when a patrol makes diversity work?

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

But what happens if diversity isn’t made to work as a strength?

- People feel disrespected—lack of communication and cooperation.
- Strong emotions build that get in the way—isolation, hostility.

We are not talking about discrimination. It can be as simple as always turning to “the usual suspects.”

Patrol = People

- Successful patrols put differences to work.
- Successful patrols will function as a team.
- Members of a team are responsible for the whole group.

How do you make diversity work in a patrol? Include everyone on the team!

What can I do?

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

Food for Thought

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

Diagnosing problems

Everyone means well but sometimes a group just isn't working.

One way to identify the disconnect is to use: **GRPI**. It's a planning tool that can help ensure a high performing team. While it should be used to make sure a plan is well defined, it can also be used as a diagnostic tool when team members may not be getting along. Simply ask the questions in the order they appear:

1. **Goal** – Is the goal clearly defined? Do all agree? Define the team's mission and establish objectives that conform to the "SMART" approach
2. **Roles** – Are the roles clearly defined? Define clearly each team member's function and the interrelationships between individual and team roles, objectives, and processes; **80% of disputes lie here!**
3. **Process** – How are the activities and their sequence supposed to work?

4. **Interpersonal Relationships** – How are people getting along? Ensure open communication between team members, encourage creative and inclusive contributions from all members.

Powerful Concepts, Simple Behaviors

- Diversity and inclusiveness are powerful concepts.
 - Make them work and the team will grow!
 - Make them work and you will grow.
- How will you include a diversity/inclusiveness goal in your ticket? In addition to your unit, consider other areas such as your district or council.

For more information on publications available, search *Scouting* magazine: www.scoutingmagazine.org/search.html.

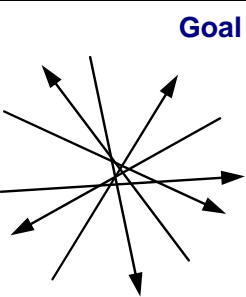
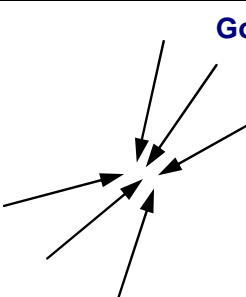
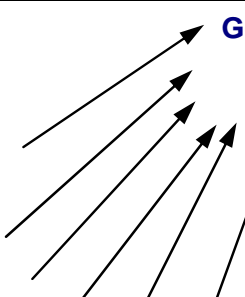
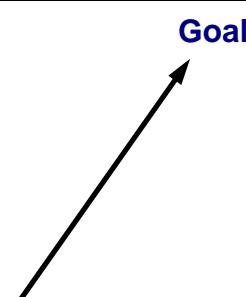
Stages of Team Development

Objectives

- Recognize the stage of development associated with a team.
- Understand the characteristics of each of the four stages of team development.
- Understand how enthusiasm and skill level relates to the four stages.

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

Stages of Team Development

"Pickup Sticks" Forming	"At Odds" Storming	"Coming Around" Norming	"As One" Performing
			

1. The first stage in a team's development is the **Forming** stage ("Pickup Sticks").

Most team members are fairly eager to be on the team. However, they often come with high, unrealistic expectations. These expectations are accompanied by some anxiety about how they will fit in, how much they can trust others, and what demands will be placed on them. Team members are also unclear about norms, roles, goals, and timelines. In this stage, there is high dependence on the leadership figure for purpose and direction. Behavior is usually tentative and polite. The major issues are personal well being, acceptance, and trust.

2. The second stage in a team's development is the **Storming** stage ("At Odds"). As the team gets some experience under its belt, there is a dip in enthusiasm as team members experience a discrepancy between their initial expectations and reality. The difficulties in accomplishing the task and in working together lead to confusion and frustration, as well as a growing dissatisfaction with dependence upon the leadership figure. Negative reactions to each other develop, and subgroups form, which polarize the team. The breakdown of communication and the inability to problem-solve results in lowered trust. The primary issues in this stage concern power, control, and conflict.

3. The third stage in a team's development is the **Norming** stage ("Coming Around").

As the issues encountered in the second stage are addressed and resolved, enthusiasm begins to rise. Task accomplishment and technical skills

increase, which contributes to a positive, even euphoric feeling. There is increased clarity and commitment to purpose, values, norms, roles, and goals. Trust and cohesion grow as communication becomes more open and task-oriented. There is a willingness to share responsibility and control. Team members value the differences among themselves. The team starts thinking in terms of "we" rather than "I." Because the newly developed feelings of trust and cohesion are fragile, team members tend to avoid conflict for fear of losing the positive climate. This reluctance to deal with conflict can slow progress and lead to less effective decisions. Issues at this stage concern the sharing of control and avoidance of conflict.

4. The fourth stage in a team's development is the **Performing** stage ("As One").

At this stage, both skill level and enthusiasm are high, and they reinforce one another. There is a sense of pride and excitement in being part of a high-performing team. The primary focus is on performance. Purpose, roles, and goals are clear. Standards are high, and there is a commitment to not only meeting standards, but to continuous improvement. Team members are confident in their ability to perform and overcome obstacles. They are proud of their work and enjoy working together. Communication is open and leadership is shared. Mutual respect and trust are the norms. Issues include continued refinements and growth.

There are two important variables that are woven through the four stages of team development: **Enthusiasm and Skill Level**. Unlike skill level, enthusiasm starts out high in the

Forming stage. Then realizing the teams low skill level and inability to meet expectations enthusiasm takes a sudden dip as the team moves into the Storming stage. As differences are explored, expectations are aligned with reality, and the team achieves results with increasing skill levels, enthusiasm begins to rise in the Norming stage. Ultimately, both enthusiasm and skill level are high as the team becomes a high-performing team in the Performing stage.

Understanding the stages enable us to anticipate what a team is likely to go through. This will prevent team members from being surprised or depressed by various events such as disagreements during the “Storming” stage.

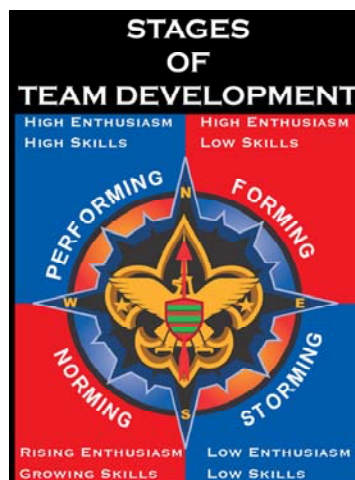
The stages enable us to use appropriate strategies to smooth the progress of a team as it evolves. For example, we can suggest a procedure for establishing

ground rules for a team in the “Norming” stage.

Different teams may proceed through different stages at different speeds, a process that can be affected by the fact that team members may also have varying rates of progress. Members should avoid making self fulfilling prophecies about how long each stage will last.

A team may sometimes regress to an earlier stage. For example, team members may return to a previous stage if they discover that a team’s mission or membership has changed, such as when a significant number of new boys are added to a patrol.

It is possible for a team to be in different stages with respect to different aspects of its mission. For example, it may still be in the “Storming” stage with respect to implementing its final plan, even while it is in the “Performing” stage with respect to efficiently generating ideas for the plan.



Communication

Learning Objectives:

- Use listening skills learned in our previous session
- Develop strategies to overcome communication barriers
- Practice effective instruction skills
- Look for feedback

Communication can be in various forms, verbal and non-verbal

- Visually & Auditory i.e., spoken word, performance (dance/theatre/song), symbols (icons), written (stories, and many more).

What makes communication really effective?

- Importance of the message
- Presenting ideas with relevance to the listeners
- Establish authority on the subject
- Have conviction and passion for the subject
- Use the skills of voice, tone, body language

Basic Blueprint of Communication

- A sender
- A message
- A receiver

Effective Communication...

- Good listening on the part of both speaker and the audience
- Engage the audience
- Two-way process

Engaging the audience...

- Presentation should not be all one way
- Consider the listener's perspective
- Understanding the speaker's feelings

From the audience point of view, "What do you want?"

- Knowledge
- Skill
- Understanding

Barriers to Effective Communication

- Lack of common ground
- Lack of sincerity
- Lack of authority
- Lack of skill
- Lack of clarity
- Lack of receptiveness
- Poor environment

Ways to assure Good Communications

- Know your audience
- Truly show sincerity
- Know the subject
- Be receptive and willing to learn something while teaching
- Be clear and concise
- Pace your presentation to the audience
- Physical environment has a impact

Effective Communication and the Teaching E.D.G.E

- Explain what is going to happen
- Demonstrate "how to"
- Guide by asking questions
- Enable by encouraging others to try it

Summary

- Communications is a tool of leadership
- Communication is essential to effective teams
- Communications happens on common ground
- Communication should be clear and concise.
- Sender and receiver consider each other
- Communication is written, verbal, and nonverbal.
- Feedback is a gift. It truly is one!
- Be generous in support and praise!

By the way...

How can this be part of your ticket?

Project Planning

Objectives

- Identify the five stages of team-based project planning.
- Prepare an effective project overview related to their patrol exhibit.
- Understand the importance of selecting an appropriate approach or method.
- Avoid the “activity trap.”
- Develop a work breakdown structure.
- Implement and track a project plan.

Five Stages of Team-Based

Project Planning

1. Project overview
2. Work breakdown structure
3. Activity assignments
4. Putting the plan into action
5. Project closeout

Stage One: Project Overview

Create a strategic decision-making document that

- Identifies the problem or opportunity
- States the scope of the project
- Establishes project goals
- Lists important objectives
- Explains how success is measured
- Determines the approach or methodology
- Identifies assumptions and risks

Project Overview

Problem, opportunity, or situation to be changed:

Project goals:

Objectives:

Measure of success:

Approach or method:

Assumptions and risks:

Goals and Objectives

Establish project goals and objectives that pass the “SMART” test:

S - Specific: Is it specific in targeting an objective?

M - Measurable: What are the measurable indicators of success?

A - Attainable: Is it attainable by someone on the team?

R - Relevant: Can it be achieved within the resources and time allowed?

If not, then the goal is irrelevant to project success.

T - Time-based: When will the project be completed?

Measures of Success

The project overview should

- Identify problems early and determines the feasibility.
- Help others understand and commit to the project.
- Provide the basis for a detailed plan.
- Help avoid “activity trap” and “scope creep.”

Approach or Method

Consider the following when choosing an approach or method:

- Focus on goals and objectives.
- Challenge assumptions regarding usual approaches.
- Explore out-of-the-box solutions.
- Invent new methods when appropriate.

Assumptions and Risks

To help identify the project’s assumptions and risks, answer these questions.

- What resources are required?
- What risks are associated with obtaining these resources in a timely manner?
- What problems or delays could we have?
- What effects will delays have?

Stage Two: Work Breakdown Structure

The work breakdown structure helps keep the team focused and helps prioritize tasks.

- Following the network of high-level objectives, break down each objective into separate activities that will be necessary to accomplish it.
- Order the activities by what must be done and when.

Characteristics of Project

Activities

Project activities should

- Pass the “SMART” test.
- Have clear start and stop events.
- Incorporate easily estimated time/cost.
- Be assignable and manageable.

Stage Three: Activity Assignments

When assigning activities, be sure participants have

- Clarity regarding their assignment
- Clarity about the project’s purpose
- Clarity about resources and deadlines
- A good match to their skills
- Established milestones and reporting procedures

Stage Four: Putting the Plan Into Action

The implementation and tracking leader should

- Provide leadership to the team.
- Provide additional resources.
- Assist with decision making and problem solving.
- Monitor the critical path.

- Monitor each team member’s performance.

Stage Five: Project Closeout

When closing out the project:

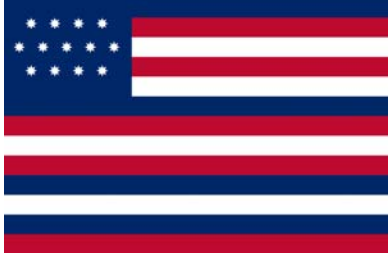
- Recognize team members.
- Write a postmortem report.
 - Were goals and objectives achieved?
 - Was the project completed on time?
 - What lessons were learned?
 - What ideas and recommendations do you have for next time?

Day Three

Gilwell Field Assembly

Historic Flag Presentation

The Serapis Flag



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

In 1779, after conducting sea raids on the coast of Britain, Jones took command of a rebuilt French merchant ship that had been renamed the U.S.S Bonhomme Richard in honor of Benjamin Franklin. In September of that year, Jones engaged the British Frigate *Serapis* in the North Sea, sailing in close, lashing his vessel to the British ship, and fighting the battle at point blank range. During the fight, two cannon burst on the *Bonhomme Richard*. The British Captain asked Jones if he was

ready to surrender. Jones replied, 'Sir, I have not yet begun to fight!' Eventually it was the crew of the *Serapis* that surrendered, though the *Bonhomme Richard* was severely damaged. The American sailors boarded the *Serapis* and watched from the deck as the *Bonhomme Richard* sank beneath the waves.

Let us honor this flag with a song that also honors America.

Columbia, The Gem of the Ocean

O Columbia, the gem of the ocean
The home of the brave and the free
The shrine of each patriot's devotion,
A world offers homage to thee.

Thy mandates make heroes assemble,
When Liberty's form stands in view,
Thy banners make tyranny tremble,
When borne by the red, white, and blue!

When borne by the red, white, and blue!
When borne by the red, white, and blue!
Thy banners make tyranny tremble,
When borne by the red, white, and blue!

Interfaith Worship Service (Instructional Portion)

Objectives

- Explore issues that can affect the content and presentation of an interfaith worship service.
- Involve staff members in the presentation.
- Draw upon a diversity of resources.
- Be a model for conducting an interfaith worship service. (The second service, on Day Five, is prepared and presented by the patrol chaplain aides.)

Why Include Religious Services in Scouting?

The Charter and Bylaws of the Boy Scouts of America recognize the religious element in the training of the BSA's members, but the BSA is absolutely nonsectarian in its attitude toward that religious training. Religious instruction is ultimately the responsibility of the home and the religious institution.

From the BSA's Charter and Bylaws:

*The Boy Scouts of America maintains
that no member can grow into the best kind of citizen
without recognizing an obligation to God.*

From the Boy Scout Handbook, 11th edition:

A Scout is reverent. *A Scout is reverent toward God.*

He is faithful in his religious duties.

He respects the beliefs of others.

Wonders all around us remind us of our faith in God.

We find it in the tiny secrets of creation and the great mysteries of the universe.

*It exists in the kindness of people and
in the teachings of our families and religious leaders.*

We show our reverence by living our lives according to the ideals of our beliefs.

Throughout your life

you will encounter people expressing their reverence in many different ways.

*The Constitution of the United States guarantees each of us
complete freedom to believe and worship as we wish without fear of punishment.*

It is your duty to respect and defend the rights of others to their religious beliefs even when they differ from your own.

What is an Interfaith Worship Service?

The explanation provided by Baden-Powell is as valid today as when he wrote it:

Some Ideas on Interfaith Worship Service

*For an open Troop, or for Troops in camp,
I think the interfaith worship service should be open to all denominations,
and carried on in such manner as to offend none.
There should not be any special form,
but it should abound in the right spirit,
and should be conducted not from any ecclesiastical point of view,
but from that of the boy.*

*Everything likely to make an artificial atmosphere should be avoided.
We do not want a kind of imposed church parade,
but a voluntary uplifting of their hearts by the boys
in thanksgiving' for the joys of life,
and a desire on their part to seek inspiration
and strength for greater love and service for others.
An interfaith worship service should have as big an effect on the boys
as any service in church,
if in conducting the interfaith worship service
we remember that boys are not grown men,
and if we go by the pace of the youngest and most uneducated of those
present. Boredom is not reverence, nor will it breed religion.*

*To interest the boys,
the interfaith worship service must be a cheery and varied function.
Short hymns (three verses are as a rule quite enough-never more than four);
understandable prayers; a good address from a man who really understands
boys (a homely "talk" rather than an address), which grips the boys,
and in which they may laugh or applaud as the spirit moves them,
so that they take a real interest in what is said.
If a man cannot make his point to keen boys in ten minutes
he ought to be shot!
If he has not got them keen,
it would be better not to hold an interfaith worship service at all.*

-Baden-Powell

Printed in The Scouter, November 1928

Basic Concepts for Planning an Interfaith Worship Service

- Choose a setting that lends itself to the occasion and promotes reverence, a

grove of trees, a site with a view of a lake, pond, brook, etc. For small groups, sitting in a circle can be a very effective arrangement.

- Everything must be in good taste.
- The service should be planned, timed, and rehearsed. (Generally 30 minutes maximum.)
- It should go without saying that those attending an interfaith worship service will be courteous, kind, and reverent. They should respect the rights and feelings of others even if their beliefs and religious practices differ from their own.
- Everyone in attendance should have opportunities to participate, if they wish, through responsive readings, silent and group prayer, singing, etc.

Recognizing Diversity in a Interfaith Worship Service

Scouts practice many faiths and many units are composed of Scouts from a variety of faiths. When this is the case during a Scout outing, ask them to suggest materials, to participate in the planning, and to assist in leading the service. If the group represents a mixture of religions, you may choose to use inspirational passages instead of particular religious materials.

Because different faiths observe different religious practices and have a variety of holy days, it is not always possible to conduct an interfaith service in a time frame that fully recognizes individual religious obligations. This should be acknowledged and explained. Other time may need to be built into the schedule to allow individuals to meet their obligations.

“Interfaith” means a service that all Scouts and Scouters may attend. Therefore, much attention must be paid to

recognize the universality of beliefs in God and reverence.

Encourage Scouts and Scouters to participate in religious services. Let them know ahead of time the nature of a service so that those anticipating a multifaith experience do not find themselves surprised by a service that espouses the beliefs of a particular faith or religious tradition.

Summary

Whenever possible, BSA outings and activities should include opportunities for members to meet their religious obligations. Encourage Scouts and Scouters to participate. Even the opportunity to share the uniqueness of various faiths, beliefs, and philosophies with other members may be educational and meaningful. Planning and carrying out religious activities can be as simple or complex as the planners choose to make them.

Care must be taken to support and respect all the faiths represented in the group. If services for each faith are not possible, then an interfaith, nonsectarian service is recommended. Scout leaders can be positive in their religious influence without being sectarian.

Interfaith worship service (Example)

1. Call to worship
2. Hymns or songs
3. Scripture(s) or readings from a variety of religious or inspirational sources
4. Responsive reading
5. Personal prayer
6. Group prayer
7. Inspirational reading or message
8. Offering (World Friendship Fund)
9. An act of friendship
10. Benediction or closing

The World Friendship Fund

World Friendship Fund donations are sent to the International Division of the BSA.

Have You Seen the Light?

How enlightened are you when it comes to knowing and applying the religious principles of the Boy Scouts of America? It is a little more involved than simply understanding the 12th point of the Scout Law. Take a few minutes to complete this quiz.

1. True or False—Circle one

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.

2. Multiple Choice— Circle the correct answer(s)

The 12th point of the Scout Law includes the following responsibilities:

- a. personal religious obligations
- b. duty to country
- c. respect for the beliefs of others
- d. all of the above

3. Multiple Choice— Circle the correct answer(s)

The word “nonsectarian” means

- a. nondenominational
- b. ecumenical
- c. not affiliated with any specific religion
- d. all of the above

4. Multiple Choice— Circle the correct answer(s)

Which of the following could be a violation of a religious belief?

- a. recitation of the Pledge of Allegiance to the United States of America
- b. removing one’s hat when indoors and/or during a meal
- c. expecting everyone to taste a particular food
- d. attending a program event or activity on a Saturday
- e. drinking coffee, tea, or cola

5. True or False— Circle one

In accordance with their agreement with the Boy Scouts of America, some churches sponsoring Cub Scout, Boy Scout, Varsity, or Venturing units can require members of their units to participate in religious ceremonies and services distinctive to that church.

6. True or False—Circle one

An interfaith worship service is one that all Scouts and Scouters may attend. It requires careful planning to ensure that it does not violate the beliefs of any religion.

7. True or False—Circle one

Some religions have specific requirements that cannot be fulfilled through an interfaith worship service. Other arrangements might be necessary for Scouts of those faiths to fulfill such commitments.

8. True or False— Circle one

Of the eight major religions in the world, all are represented in the BSA’s religious emblems program.

9. Multiple Choice— Circle the correct answer(s)

“Duty to God” and “religious duties” are important components of

- a. The Cub Scout Promise
- b. The Law of the Pack
- c. The Scout Oath
- d. The Scout Law
- e. The Venturing Oath
- f. The Venturing Code
- g. All of the above

10. True or False— Circle one

Appropriate graces for meals at Scouting events do not refer specifically to a “central figure”—Jesus Christ or Allah, for example.

Interfaith Worship Service Planning Guide

- Call to worship.

○ Hymns or songs.

○ Scripture(s) or readings from a variety of religious or inspirational sources.

○ Responsive reading.

○ Personal prayer.

○ Group prayer.

○ Inspirational reading or message.

○ Offering (World Friendship Fund)

○ An act of friendship.

○ Benediction or closing.

Principles of Leave No Trace

1. Plan Ahead and Prepare

Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoy-ably while minimizing damage to natural and cultural resources. Campers who plan ahead can avoid unexpected situations, and minimize their impact by complying with area regulations such as observing limitations on group size.

2. Travel and Camp on Durable Surfaces

Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion.

3. Dispose of Waste Properly (Pack It In, Pack It Out)

This simple yet effective saying motivates backcountry visitors to take their trash home with them. It makes sense to carry out of the backcountry the extra materials taken there by your group or others. Inspect your campsite for trash or spilled foods. Accept the challenge of packing out all trash, leftover food, and litter.

4. Leave What You Find

Allow others a sense of discovery, and preserve the past. Leave rocks, plants, animals, archaeological artifacts, and other objects as you find them. Examine

but do not touch cultural or historical structures and artifacts. It may be illegal to remove artifacts.

5. Minimize Campfire Impacts

Some people would not think of camping without a campfire. Yet the naturalness of many areas has been degraded by overuse of fires and increasing demand for firewood.

6. Respect Wildlife

Quick movements and loud noises are stressful to animals. Considerate campers observe wildlife from afar, give animals a wide berth, store food securely, and keep garbage and food scraps away from animals. Help keep wildlife wild.

7. Be Considerate of Other Visitors

Thoughtful campers travel and camp in small groups, keep the noise down, select campsites away from other groups, always travel and camp quietly, wear clothing and use gear that blend with the environment, respect private property, and leave gates (open or closed) as found. Be considerate of other campers and respect their privacy.

The Leading EDGE™ / The Teaching EDGE™

The primary function of team leadership is to help the team move through the stages of development.

Objectives

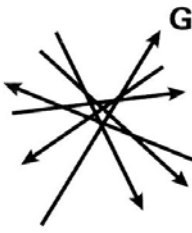

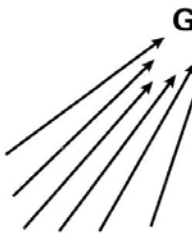



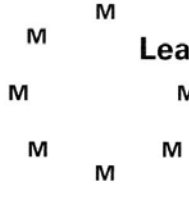

- Describe the four leadership behaviors included in the Leading EDGE™, and explain which behavior is most appropriate for each stage of team development.
- Describe the four skills instruction behaviors included in the Teaching EDGE, and explain which behavior is most appropriate for each stage of skills development.

Effective leaders usually have more than one leadership style. A key to good leadership is to match the style of leadership to the people and the situation. A powerful tool for choosing the right leadership style is the Leading EDGE.

The letters EDGE stand for

- Explain
- Demonstrate
- Guide
- Enable

Stages of Team Development

FORMING	STORMING	NORMING	PERFORMING
			
			
EXPLAIN	DEMONSTRATE	GUIDE	ENABLE

The Leading EDGE™

Review

Recall from the *Stages of Team Development* discussion yesterday:
Forming (High Enthusiasm, Low Skills)
(Pick-up Sticks)

An effective leader of a team that is Forming will do lots of careful explaining to help the team understand exactly what the leader expects them to do. There is high dependence on the leader, some anxiety about fitting in norms, roles, timelines, etc.

Storming (Low Enthusiasm, Low Skills) (At Odds)

In the Storming stage an effective leader will continue to make things clear by demonstrating to the team how to succeed. There is some discrepancy between initial expectations and reality. Negative subgroups form, with confusion & frustration.

Norming (Rising Enthusiasm, Growing Skills) (Coming Around)

Leaders of teams in the Norming stage can find success by giving team members lots of freedom to act on their own, but being ready to provide guidance (coaching) when a little help is needed. Trust and cohesion grow as communications become more task oriented. Start to think of team as “we”. They avoid conflict fearing losing positive climate.

Performing (High Enthusiasm, High Skills) (As One)

During the Performing stage a leader will enable team members to make decisions on their own and to keep progressing toward completion of the task. Focus is on performance, pride/excitement in being part of high performance team. Roles, goals and purpose are clear.

To enable a team to make decisions and move ahead on their own, the leader must provide access to relevant information and necessary resources.

Regression (Going Backwards)

Regression, or moving back a stage or two, can take place when there are changes in leadership, task, roadblocks or membership. Teams and/or individuals can ‘regress’.

The Relationship between Stages of Team Development and the Leading EDGE™

Together the stages of team development and The Leading EDGE™ provide a

framework for matching each stage of team development with an appropriate leadership behavior.

Remember, when serving as a team leader, identify the current stage of team development by accessing the team’s level of enthusiasm and skill, and select an appropriate leadership style to use.

The Teaching EDGE™

The ability of a team to succeed at a particular task often depends upon the need for the members to individually or collectively learn new skills.

It is the leader’s responsibility to provide skills instruction when the need is recognized. The leader may serve as instructor if he or she has mastered the requisite skills, or arrange for an instructor.

A learner responds best to skills instruction tailored to the stage of skills development the individual is experiencing at the moment. To provide a appropriate style of skills instruction. The instructor must access the level of enthusiasm and skill demonstrated by the learner.

A powerful tool for choosing the right instruction style is the “Teaching EDGE; again, Explain, Demonstrate, Guide, or Enable?

Skill Development Stages***Forming******(High Enthusiasm, Low Skills)***

A person is enthused about something new and motivated to learn, but has a low level of skill during the Forming stage. An instructor will need to do lots of careful explaining - telling the learner exactly what to do and how to do it.

Storming***(Low Enthusiasm, Low Skills)***

A person has been at it long enough to realize that mastering a skill may not be

easy and that lots of work remains to be done. As a result, his enthusiasm and motivation are low. Skills are still low, too. An instructor must demonstrate the new skill to the learner, clearly showing him what to do and how to do it.

Norming

(Rising Enthusiasm, Growing Skills)

As a learner keeps at it, his level of skill will rise. He realizes he is making progress, and so motivation and enthusiasm will rise, too. An instructor will need to guide the person – giving him more freedom to figure out things on his

own, supporting him with encouragement, and helping him move closer to the goal.

Performing

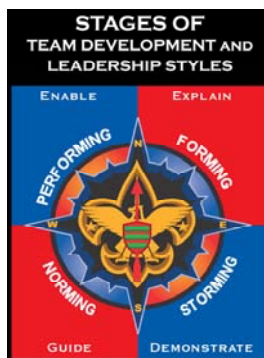
(High Enthusiasm, High Skills)

Skills are high and so is enthusiasm and motivation. A learner has reached the point where he can act independently and be very productive. An instructor will need to enable the person—offer the learner plenty of freedom to make decisions on their own and to keep moving ahead.

Explain, Demonstrate, Guide, or Enable?

Skill Development Stage	Enthusiasm (Morale)	Skill Level (Productivity)	Teaching EDGE Behavior
Forming	High	Low	Explain
Storming	Low	Low	Demonstrate
Norming	Increasing	Increasing	Guide
Performing	High	High	Enable

A team responds best to leadership tailored to the stage of the team at the moment. A learner responds best to skill instruction tailored to the stage of skill development of the moment.



What Makes a Good Conservation Project?

Cub Scouts, Boy Scouts, Varsity Scouts, and Venturers undertaking conservation

work are volunteering their time and energy for the good of the environment. A

worthwhile project allows them to feel pride in what they are doing. It gives them a chance to experience something new. Though the work may be hard, it should also be satisfying.

The following guidelines will help Scout leaders and agency personnel plan conservation work that serves the needs of Scouts, of agencies, and of the environment.

Involve Scouts in All Aspects of a Project

A sense of project ownership is important to young people. Scouts should understand the purpose of a conservation project. Increase their commitment to conservation by involving them in planning as well as in carrying out the work.

Make Projects Fun

Whenever possible, combine conservation efforts with other Scout activities such as a hike, a campout, a swim, or a nature walk with someone who can discuss the area's ecology. That will enrich the experience for everyone and also reinforce the idea that caring for the environment is a fundamental part of the Scouting program.

Choose Reasonable First Projects

The first projects undertaken by a Scouting unit should be limited in scope and last no more than a few hours or an afternoon. As the young people gain experience and confidence, projects can become more lengthy and complex.

Consider Skill Levels

A good project is within the skill levels of the young people doing it and is age-appropriate. Work that is too demanding sets up young people to fail and to lose interest. On the other hand, the best opportunities challenge Scouts to push a little beyond their current abilities and master new skills.

Set Reasonable Goals

Everyone likes a sense of completion to their work. Some conservation efforts can be finished in a few hours, an afternoon, or a day. Longer-term projects may be broken into intermediate goals achievable in shorter amounts of time ~ planting a certain number of trees, for example, or repairing the sites in just one area of a campground.

Make a Difference

Appropriate projects allow young people to see that their efforts have a positive effect on the quality of their environment. They learn about the importance of conservation and gain a sense of pride in having done a Good Turn for the environment and for those who will enjoy the outdoors in the future.

Sample Conservation Projects

Conservation projects come in all shape and sizes. Among those that have been successfully completed by Scouts are the following:

HABITAT AND WILDLIFE

- Improve fish and wildlife habitat, riparian areas, streams, and shorelines.
- Stabilized threatened stream banks.
- Collect discarded Christmas trees and install them as revetments to protect stream banks, or submerge them to provide shelter for fish.
- Re-vegetate damaged meadows and hillsides.
- Plant trees, shrubs, and grasses to control erosion, produce shade, and provide wildlife with sources of food and shelter.
- Remove exotic plant species and restore native vegetation.

- Establish and care for urban greenbelts, neighborhood parks, or other open spaces.
- Clean up urban waterways, paint DUMP NO WASTE / DRAINS TO STREAM on storm drains, and distribute informational fliers that outline appropriate ways of disposing of oil, chemicals, and other toxic wastes.
- Construct and set up nesting boxes and feeders for waterfowl and other wild birds.
- Help fisheries officials stock lakes and streams
- Build structures in arid regions to hold water for wild animals.

TRAILS AND CAMPSITES

- Return unwanted and abandoned campsites and trails to their natural conditions.
- Increase accessibility of resource area facilities for handicapped visitors.
- Upgrade, maintain and help construct trails for hikers, horseback riders, bicyclists, and other users.

MONITOR

- Monitor the quality of streams.
- Conduct an ongoing census of selected wild animals.
- Conduct measurements of snow depth at backcountry monitoring locations and forward the information to meteorological stations.

STRUCTURES

- Maintain picnic pavilions, lifeguard towers, boat docks, playground

equipment, and other outdoor recreational facilities.

- Build fences to prevent the overgrazing of riparian areas.
- Construct observation decks and blinds in wildlife refuges.
- Prepare and install educational signs along nature trails.

EDUCATIONAL

- Develop and maintain outdoor classroom sites.
- Teach environmental awareness skills to young people visiting resource areas.
- Provide training in appropriate camping, hiking, and other recreational skills that are easy on the land.
- Offer conservation-oriented presentations and slide shows to youth organizations and civic groups.
- Prepare informational brochures to be distributed at agency visitor centers.
- Develop interpretive demonstrations, tours, and living history exhibits, and help present them to visitors of resource areas.

HISTORICAL

- Clean and repair statues, gravestones, and other historic monuments.
- Restore historic buildings.
- Prepare and present research about the people and events important to the heritage of an area.
- Assist archaeologists in protecting and studying archaeological sites.

Conservation Project Planning Checklist

Scouting leaders and agency personnel can use the following checklist to assist them in planning conservation projects.

- What is the task to be done? _____

- Why is it important? _____

- How many Scouts and Scouters can take part in the work? _____

- What is the time frame for completing the project _____

- What tools and materials will be needed, if any, and who will provide them? _____

- What leadership skills are required to oversee the work? _____

- Who will provide project leadership? (List youth and adult Scouting leaders and any agency personnel.) _____

- How will youth reach the work area? _____

- What safety factors are involved and how will they be addressed? _____

October Sky—About the Movie

Opening comments

Why watch a movie about a bunch of boys building rockets during a training course for Scout Leaders?



So far you have learned about listening, inclusiveness, communication and stages of team development (forming/storming/norming/performing), all items relating to running a Troop, or Pack, and working with youth, other leaders, and unit committees.

This movie provides dynamic examples of these throughout different circumstances, with vastly different characters. See which of these you recognize, and the situations where you notice them. Pay particular attention to John Hickam, Homer Hickam, Miss Riley, the “Rocket Boys” and the way they interact with each other and those around them.

- What drives John Hickam?
- What drives Homer Hickam?
- Why is it inevitable that they will clash? How does Miss Riley affect Homer’s destiny?

Post Movie analysis/discussion

What was the driving force of this entire story ?

Did you witness examples of-
Listening? Communicating?
Inclusiveness

What types of leadership did you witness?

Authoritarian?

Participative?

Discuss the strengths and weaknesses of the different leadership styles.

What roles did listening and communication play in this story?

Did you see examples of enabling?

Did the conflict between Homer and John Hickam get resolved?

What is Miss Riley’s impact on Homer?

In your role as a Scout Leader (father, mother, supervisor, etc.) would you say you are more like John Hickam? Or Homer?

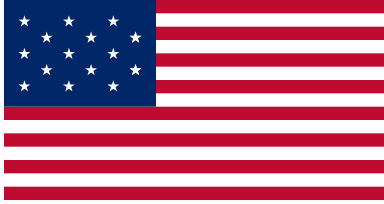
Do you encourage, motivate and support others like Miss Riley?

Day Four

Gilwell Field Assembly

Historic Flag Presentatio

The Star-Spangled Banner



By 1795, Vermont and Kentucky had joined the Union, bringing the number of states to 15. The Stars and Stripes on the flag were increased from 13 to 15 on May 1, 1795. It was this flag of 15 stripes that flew over Fort McHenry in Baltimore the memorable night of its bombardment in 1814 and inspired Francis Scott Key to write the verse of our National Anthem.

The actual flag that flew over fort McHenry that night is now preserved in the Smithsonian National Museum of American History.

Let us honor it by singing the first verse of the song it inspired.

The Star-spangled Banner

O say, can you see, by the dawn's
early light,
Who so proudly we hailed at the
twilight's last gleaming?
Whose broad stripes and bright
stars, through the perilous fight,
O'er the ramparts we watched, were
so gallantly streaming?
And the rockets red glare, the bombs
bursting in air,
Gave proof through the night that
our flag was still there!
O say, does that star-spangled
banner yet wave
O'er the land of the free and the
home of the brave?

Leading Change

Change Happens: It is inevitable! What choices do we have in how we react to change?

- We can be fearful of change and resistant to it, but that allows change to control us.
- We can accept changes and try to make the most of them. That's better, but it causes us to adapt to changes that are already occurring.
- We can lead change by taking responsibility for steering changes in the best possible directions. That approach not only accepts the inevitability of change, but also does something about determining the outcome of change.

Objective of Leading Change

When change is needed, leading change can make it happen.

When change is inevitable, leading change can make it positive.

How to Lead Change:

Step 1 – Recognize That Change Happens

Anticipate change. Change happens. And once change happens, change will happen again.

Step 2 – Empower Others to Help You Lead Change

Change is much easier to lead when others buy into new ideas and become supporting players in developing a positive future.

Step 3 – Lead Change Based on Vision, Mission, and Values

To lead change, we need to know where we are headed. The tools for finding that direction and staying on course are vision and mission based on a clear sense of personal and organizational values.

VISION is a picture of future success.

Day Four

MISSION is made up of the steps that lead to the realization of a vision.

VALUES are core beliefs or desires that guide and motivate our attitudes and actions.

Step 4 – Establish Urgency

People need a compelling reason to change. Without urgency, great ideas may sit on the shelf for years.

Step 5 – Move Ahead, Regardless

Some people are so resistant to change that you may not be able to bring them along on the journey to effective change. They may not be able to accept changes that are necessary or inevitable. They may find it impossible to embrace change and to enjoy what it has to offer.

Step 6 – Create a Culture That Embraces Change

An important goal of leading change is to create a culture that embraces the need for change and that seeks it out willingly, effectively, and with a sense of eagerness and anticipation. That can happen within a small team of people, a Scouting unit, a business, or an entire organization.

Three Characteristics of a Good Incremental Goal

- It's visible (people see for themselves it's not just hype)
- It's unambiguous (a real win-no doubt)
- It's clearly related to the change effort

The Ultimate Step - Lead Change Through Lifelong Learning

Leaders are educators. They don't just educate others, though. They are also responsible for seeing to their own continuing education.

Mental Habits That Support Lifelong Learning

- Risk Taking
- Humble self-reflection

- Solicitation of opinions
- Careful listening
- Openness to new ideas

Valuing People and Leveraging Diversity

Three Categories of Diversity

- Human Diversity
- Cultural Diversity
- Organizational Diversity

Human Diversity

Human diversity is the raw material of who we are:

- Gender
- Race
- Age
- Physical Appearance
- Health

Human diversity is the accumulation of our life experiences:

- Education
- Marital and Parental Status
- Occupation
- Geographic location

Cultural Diversity

Cultural diversity arises from differences in:

- Immediately identify and challenge unacceptable behavior
- Encourage all members to contribute their talents and strengths regardless of backgrounds
- Serve as role models leveraging diversity and valuing others

Barriers to Diversity

- There is comfort in sameness. There is learning in difference.
- We naturally resist change, even when change can be positive

When We Fall Short

- Everyone will make mistakes. Our difficulties often arise from a lack of understanding of the very diversity we are trying to grasp.

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

Organizational Diversity

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

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

How Can We Use Diversity?

- Aggressively recruit diverse membership

- Admit our mistakes and offer sincere apologies. Ask for guidance on how to avoid future missteps.
- Keep trying. Setbacks are part of the process of learning and can be every bit as important as our successes.

How We Respond

- As leaders and role models we have a responsibility to young people to help them understand how to respond to those whose values may differ from our own.

Leading change

- Diversity generates change

Diversity Makes Us Stronger

- Value and embrace differences
- Organizations, community, nation

- We are stronger together than we are apart

Problem Solving and Decision Making

In Scouting, there will be numerous projects, occasions and events when effective planning is necessary to achieve a desired goal. On Day Two, participants were introduced to the five steps of team based project planning. These steps were a project overview, work breakdown structure, activity assignments, action on the plan and a closeout report. By following these five steps, the individual or team increases the chances of achieving their goal and successful outcome.

However, within the scope of the entire project, problems will arise that require immediate attention. Like project planning, the steps that you take in resolving a problem play a big role in achieving the desired and best outcome for the team or individual. Let's use a real scouting example and walk through the steps of effective problem solving and decision making.

In Boy Scouts, camping trips represent the major activity of most units. A big part of each camping trip is cooking. Prior to each camping trip, the patrol develops a patrol menu and a duty roster outlining each scouts cooking and cleaning responsibilities for the various meals. The goal for the patrol is to have good meals that satisfy each patrol member. For our example, the Eagle Patrol has developed a good menu for their camping trip, however once they are in the woods things are not going as planned. As a result, the meals are not good and some members of the patrol are frustrated. Finger pointing and blame is being spread around various members of the patrol. How do we resolve this?

There are five steps to systematic and effective problem solving. Let's apply them to our example.

1. **Describe the problem.** Do this as accurately and completely as possible. The better you understand the problem, the more efficiently you can solve it.
For the Eagle Patrol, the problem is the meals are not good, the cleaning is not getting done and everyone is frustrated.
2. **Gather information.** Consider quantitative information (facts that can be measure) and qualitative information (how people feel about the situation).
For the Eagle Patrol, there are six members of the patrol and four separate meals to cook and clean (quantitative). Three of the patrol members have been doing all the work, while the other three members are not helping. The three patrol members doing all the work are frustrated at having to do all the work and mad at the other three (qualitative). As a result, all of the meals are not prepared properly or completely and the cleanup does not get done at all.
3. **Determine the most important factors that contribute to the problem.** Figure out what is causing the problem. Factors may include timing, personality, the setting, a combination of all three or something completely unforeseen.
For the Eagle Patrol, the initial cause may appear to be laziness on the part of three members. However, the cause could also be lack of

knowledge about cooking and cleaning, lack of understanding of each member's role, lack of understanding about the duty roster or a weak patrol leader unable to properly lead the patrol. For the Eagle Patrol, the cause turned out to be a lack of knowledge on how to cook and clean.

4. **Visualize what success looks like.** Describe how things will be when the problem is solved and everything is working well.
For the Eagle Patrol, success is having each patrol member knowledgeable about cooking and cleaning and fulfilling their responsibilities on the camping trip.
5. **Create action steps that will lead to that success.** Action steps close the gap between the current situation and your visualization of success.
For the Eagle Patrol, the action steps include the patrol leader instructing members of the patrol on cooking and cleaning and then supervising them while they prepare a meal and cleanup.

For problem solving, the solution is not always obvious. A systematic approach as outlined above can solve problems quicker, more efficiently and increase the odds for success.

When an individual or team is working on a project or addressing a problem, decisions have to be made. The nature of the team, its experience together and the situation it finds itself in can all contribute to the way a team makes a decision. There are many ways that teams can reach decisions:

1. Brainstorming allows for the free flow of ideas. When the Eagle Patrol was preparing their menu for the camping trip, each member was encouraged to give their input. Everyone's ideas are valuable.

2. Consensus occurs when a discussion leads to an agreement without resorting to a vote. For the Eagle Patrol, everyone verbally agreed to orange juice for breakfast, so a vote was not necessary.

3. Multivoting When there are many acceptable options and no consensus, multivoting allows team members to cut a list down to a manageable size. For example, the Eagle Patrol could not reach a consensus on bacon, sausage or ham for breakfast, so they took a vote among members to choose. It may take several votes, so if necessary, repeat the voting process.

4. Parking Lot This involves tabling part of a discussion that is not immediately relevant or is not directly related to finding a solution to the problem at hand. For the Eagle Patrol, the problem was a lack of knowledge about cooking and cleaning. The immediate solution was for the patrol leader to instruct and supervise members on the current camping trip. A good idea put forward was to have a cooking class and demonstration at an upcoming troop meeting. This was tabled until the next troop meeting.

Scouting presents many opportunities for scouts and scout leaders to organize projects and events. A systematic approach to planning, problem solving and decision making will increase the chances of achieving the desired results.

Advantages of Systematic Problem Solving

The problem-solving process is a time-saver. With an organized approach to a problem, issues can be dealt with in an orderly and timely fashion.

As teams become accustomed to using a systematic approach, they can solve problems more quickly and efficiently. A systematic approach increases the odds of success.

Managing Conflict

We'd all like to:

- Better understand conflict from a leadership point of view.
- Acquire new tools for successfully managing conflict situations.

Leadership is easy when everything is going well—or when everybody is sound asleep. Much of the rest of the time, leadership involves managing conflict by finding common ground among individuals, providing tools for people to settle their own disputes, and on rare occasions stepping in to make unilateral decisions.

Specifically we want to:

- Consider the fact that we can't make people do what they don't want to do.
- You can encourage others to act in a specific way.
- Be aware of the boundaries of your authority.
- Get some tips on how to receive and give feedback

Ultimately, you can only empower yourself. Then, within boundaries, you can encourage others to act in certain ways.

Be Aware of Yourself

The first thing to do in any relationship, but especially one that may involve conflict, is to look at yourself.

- Why is this issue important to you?
- How important is the issue?
- Should you really intervene?

You may stumble upon a the self-resolving conflict—a situation that, if

given time, will work itself out without confrontation or argument.

Be Aware of Others

Aside from when there is a safety risk, look around and see if there are others working thru the situation. Perhaps you do not really need to intervene.

However, if there is a problem and no one is moving to solve it then leadership is called for. However, when are people most likely to do what you ask them to do, especially if it is something they are less than excited about?

- When they trust you
- When they have experience with you and have found you to be a reliable leader and ally
- When they understand that you are making decisions for the good of the group
- Most of all, when they sense that you care about them

Active and Empathetic Listening

Early in this Wood Badge course, we discussed the importance of Listening to Learn. Listening is the most important skill in resolving any conflict, whether the conflict involves you as a participant or as a moderator. Unless you make a conscious effort to listen, you will miss vital facts and beliefs that could lead to a satisfactory resolution.

Set the Scene for Cooperative Resolutions

Think back to the Who-Me Game we did earlier in this course. Think of how you and others in your patrol have shared

information about yourselves with one another. Remember the experiences you have shared in the last few days. Those are all points of contact, connections that provide a foundation of trust, understanding, and familiarity for further communication and, if necessary, for resolving conflicts.

In real estate, the rule is “Location, location, location!” In leadership, and especially when dealing with conflict, the bottom line is “Involvement, involvement, involvement!”

As a leader, the more you have shared with those you lead, the greater your chances of finding cooperative resolutions for conflicts. Developing that kind of connection cannot happen overnight, though. It is one of the ongoing challenges and rewards of good leadership.

Questions for Conflict Resolution

Whenever you work with people, the most important question to ask them is,

“What do you want?”

Think about that. When was the last time somebody asked you that? When was the last time somebody really listened to your answer?

Once you’ve gotten the answer to “What do you want?” there are three follow-up questions.

- “What are you willing to do to get what you want?”
- “Is what you are doing working?”
- “Do you want to figure out another way?”

Think about the power of these questions when asked in this order. The first one focuses people’s attention on what their real needs are and helps you see more clearly other people’s points of view. The subsequent questions put

responsibility on other people to be a party in examining where they are and then in finding pathways to reach where they want to be.

Questions 2 and 3 are vital. Don’t skip them. They are questions that empower people. Give people the time and encouragement to figure out the answers, to understand their own path. Too often we as leaders skip questions 2 and 3. We ask, “What do you want?” and then jump immediately to a variation of question 4, telling someone what we think they should do.

Questions 2 and 3 help people figure things out on their own and discover their own path. Question 4 gives them a way to invite you to help them explore other approaches to a problem. It encourages a cooperative effort—working together to help everyone get what they want.

Remember, you can’t control another person. But you can persuade. You can join forces with him or her in a mutual search. You can encourage him or her to become an active seeker after meaningful answers.

Effective Communication in Conflict Situations

In the Wood Badge session on Communication, we talked about the fact that there is much more to conveying a message than simply repeating the words. Body language sends powerful messages, as does tone of voice.

If anger or frustration or some other emotion is clouding your ability to see an issue as objectively as possible, it’s probably wise to step back for a minute or an hour, or even a day or more. Allow

time to collect yourself before going forward. Remember the parenting trick of counting to 10 before reacting to a child's confrontational actions? The same principle holds true when you are engaged in difficult interactions with teenagers or adults.

Work on issues in the present and the future, not in the past. Rather than looking for blame and recrimination, steer conversations toward seeking solutions.

Any time you feel that you aren't making progress or that you don't know what to do next, return to the basic four questions.

A Proscriptive Approach

Sometimes cooperation fails. Leaders sometimes must make the decision that certain behavior will not be tolerated. Perhaps the most dramatic instances are when safety is being compromised and someone must take action immediately.

Within the context of making such decisions—that is, proscribing behavior and then demanding that it happen that way—it is still possible to act in a manner that is effective for you and understandable to those you are leading.

Rather than four questions, proscriptive conflict resolution is built on four statements:

- This is what I want.
- This is what I understand you are doing.
- This is why that isn't working for me.
- Here's what I need for you to do.

While the end result is an immediate change in behavior, this approach gives leaders tools to explain themselves and provide a basis for a decision. It allows a leader and group members to interact on a healthy level, and it provides the opportunity for proscriptive decisions to evolve into arrangements developed through a more cooperative approach.

As with any sort of leadership, being able to step in, if necessary, and set certain boundaries is easier to do if leaders have already established a relationship of trust and understanding with those they are leading. Leaders who have taken the time to listen and learn and care for people in their groups will have a much easier time negotiating with group members and individuals to establish the needs and solutions of everyone, leaders included. *After the proscriptive approach is used make time to explain the action so learning can be incorporated. This reinforces their trust in you.*

You can be open with people in your group about your understanding of your responsibilities and what you expect from them. At its most basic, the contract between leaders and those who are led is as follows.

My Job Is _____	Your Job Is _____
To do all I can to ensure your safety. _____	To tell me when you don't feel safe. _____
To help you get the most out of this _____	To help me ensure your safety. _____
experience. To be honest with you _____	To be honest with me and treat _____
and treat you with respect. _____	me with respect _____

Ideas we don't share often enough with others include these:

- "If I'm doing something that bothers you, I'd like you to tell me in a respectful way."
- "How will it be if we really get along? What will that be like?"
- "If I see you're having a problem, what do you want me to do?"

Conclusion

The right words will change things for the better, but it takes awareness and understanding to discover what those words are. It is well worth the time and the effort.

The ultimate goal of conflict resolution—to build on common ground, to listen, to find solutions to situations that allow us to grow closer to one another rather than farther apart.

Day Five

Gilwell Field Assembly

Historic Flag Presentation

46-Star Flag



By 1908, the United States of American had grown to encompass States from the Atlantic to the Pacific. Nearly all of the territory in between had also been recognized with state- hood. When Oklahoma joined the Union, the U.S. flag changed to include 46 stars, a design that would last for only four years and the administrations of two presidents, Theodore Roosevelt and William Taft.

For us, there is further significance. This is the flag that was flying over American in 1910 when the Boy Scouts of America had its beginnings.

Let us honor this flag with a song that also honors our land.

GOD BLESS AMERICA

God Bless America, land that I love
Stand beside her and guide her
Through the night with the light from
above.

From the mountains to the prairies,
To the oceans white with foam,
God bless America, my home, sweet
home.

God bless America, my home, sweet
home.

Coaching and Mentoring

Responsibilities of Mentors and Coaches

- First, we must realize that when we accept positions of leadership, people will be looking up to us. We have a responsibility to listen to them, to pay attention to them, and to attempt to understand what it is they want and need.
- We also have a responsibility to convey our values through our actions. We must be willing to live by the standards that we are expecting others to uphold.

Coach

A coach is an individual who develops skills and capabilities in another person or in a group of people (a team).

Mentor

A mentor is an experienced Scout or adult leader who becomes a trusted guide and counselor of a less experienced individual.

What Coaches DO

- Provide task direction and vision
- Provide skill instruction
- Build team and individual capabilities
- Provide resources
- Facilitate external relationships for individuals and teams
- Transfer responsibility for success to the team
- Support the growth and progress of individuals in the program

Tips on Being a Good Coach

- Listen
- Supply energy
- Provide focus
- Provide information
- Influence, don't control
- Recognize team and individual success

- Recognize what's right versus what's wrong
- Value differences
- Evolve and grow with the team's life cycle

What Mentors DO

- Advise, support, and/or provide guidance on subjects that a young person may find difficult to discuss with other leaders or peers.
- Help a mentored person develop an understanding of the unit environment and "culture" and the practicalities of life in the unit.
- Instill attitudes, social intelligence, and values embraced by Scouting
- Aid in retention of the mentored individuals in our program.
- Provide trusted counsel and a broader perspective on Scouting and personal issues.

Tips on Being a Good Mentor

- Provide a safe, 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 issue a mentored person is facing
- Make suggestions on specific Scouting problems
- Make suggestions on what it takes to get things accomplished

Differences

	Coaching	Mentoring
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Goals	To correct inappropriate behavior, improve performance, and impart skills as an individual accepts a new responsibility	To support and guide the personal growth of the mentee
Initiative	The coach directs the learning and instruction.	The mentee is in charge of his or her learning.
Focus	Immediate problems and learning opportunities	Long-term personal development
Roles	Heavy on telling with appropriate feedback	Heavy on listening, providing a role model, and making suggestions and connections

Self Assessment

During this course, a lot has been talked about on assessing team performance; measuring team progress, working on projects, personal interaction and how they have progressed through various stages of development: forming, storming, norming and performing.

- Each Troop meeting was assessed during the Patrol Leader's Council. Each member of the council was given the opportunity to answer the questions... "How are you feeling?" "How are we doing?"
- After the presentations of the patrol projects you will be given the opportunity to assess your project and presentation.
- Near the end of the course, on day 6, you will also be asked to assess this Wood Badge course.

Assessment can help a team and its leaders to understand from where they have come; where they are; and can help more effectively chart a course to where they wish to go.

This session take a few moments to consider the importance of another type of assessment; self-assessment.

In many ways, we assess ourselves all the time. We measure ourselves against each other and against all kind of social standards.

We set goals for ourselves and have a fairly good sense of where we are in fulfilling those goals and objectives.

But there are limitations to listening only to ourselves. We all see the world from our own particular perspectives, based on our unique histories and backgrounds. All of that is further shaded by the way we want to see things rather than the way things really are.

A much more complete picture of our progress comes through receiving feedback from others.

On day one, during the "listening to learn" session we discussed the gift of feedback.

Tips on Giving Feedback

1. Consider your motives. Feedback should always be helpful; otherwise, there is no reason to offer it.
2. Find out if the other people involved are open to receiving feedback. Listen carefully, and then rephrase what they say to be sure you understand them.
3. Deal only with behavior that can be changed.
4. Deal with specifics, not generalities.
5. Describe the behavior and do not evaluate it.
6. Let the other person know the impact the behavior has on you.

7. Use an “I” statement to accept responsibility for your own perceptions and emotions.

8. To make sure the recipients of feedback have understood your message in the way you intended it, ask them to rephrase what they heard you say.

Tips on Receiving Feedback

1. Seek out feedback. It will nearly always provide you with information that will in some way help you improve your performance.

2. Listen carefully. Receiving feedback requires a heightened awareness of yourself and the person offering the feedback.

3. Listen actively. Restate the feedback in your own words so that the speaker knows that the message you are receiving is the same as the one the speaker intended to send.

4. Listen empathetically. Put feedback in its proper context by observing the speaker’s body language, tone of voice, and emotions. Consider the speaker’s reasons for offering feedback.

5. Notice how you are feeling when someone offers you feedback. Becoming angry or defensive can cloud your ability to listen effectively.

*Consider feedback to be a gift.
It truly is.*

One of the best ways for leaders to encourage effective feedback is by developing and using a **360-degree assessment**.

A 360-degree assessment is based on the idea that feedback comes from all directions and depends on people considered “stakeholders”; ones that have

3. Develop an assessment survey that will provide the kind of feedback that

a stake or interest in the outcome of your success or failure. Each stakeholder is viewing all aspects of your success or failure through their own perspective and can provide valuable feedback and productive opinions about your progress in reaching your goals.

As you embark on the mission of completing the goals set out in your Wood Badge tickets, each of you will discover that you have stakeholders.

In Scouting, your stakeholders may be fellow unit leaders, parents of Scouts, your district executive, roundtable chair, Cubmaster, commissioners, representatives of your chartered organization, and other Scouters who have direct knowledge of your leadership.

Each of these stakeholders represents a different perspective. Each has seen you in different circumstances and from a unique point of view. Through a 360-degree assessment, these stakeholders can provide you with valuable feedback.

Instructions: Here are step-by-step instructions for developing and using a 360-degree assessment.

1. Determine the goals for which you wish to be assessed. The goals you are writing for your Wood Badge ticket are a good example. Ideally, the goals need to be clear, attainable, measurable, and challenging.

2. Join with a facilitator to help with the assessment process. This person should understand how a 360-degree assessment works. If your assessment is to be of your Wood Badge ticket goals, an appropriate facilitator may be your Wood Badge ticket counselor.

will help you more effectively move toward your goals.

4. Identify 5 to 10 of your stakeholders who can offer a wide range of perceptions about your progress. Provide each with a copy of the survey and a stamped envelope addressed to your facilitator. Assure each stakeholder that only the facilitator will see the surveys.

5. Upon receiving the completed surveys, your facilitator will compile the results, and then meet with you to discuss the assessment and to talk about

Pointers on developing a 360-Degree Assessment Survey

1. Instructions to the stakeholders should be clear and unambiguous. Stakeholders should understand why they are taking part in the assessment, how it will be used, and that only the facilitator will see their answers.

2. Questions must be developed based on the goals you are striving to reach. The feedback the questions generate should lead to real changes that will bring you closer to your goals.

3. Feedback comes from what those completing the form have actually observed and can measure. There is nothing to be gained in asking them to assess what they have not seen or cannot in some way quantify.

4. Answers to the questions can be simple and straightforward. Offer stakeholders two or three options such as the following

ways that you can use the results to more effectively progress toward your goals.

6. Finally, make assessment an ongoing part of your Scouting responsibilities and, where appropriate, in other areas of your life. Self-assessment should not be a one-time event, but rather a constant tool for gaining a clearer perception of your strengths and the areas where you can improve.

- Green Light (This is good. Keep Going.)
- Yellow Light (This could be better)
- Red Light (Some serious concerns here.)

Or

- Way to go
- Ways to grow

Or

- Start
- Stop
- Continue

The survey should also encourage stakeholders to add any comments and suggestions they feel would be helpful. This kind of *feedback can be extremely helpful*.

Use Assessment as a tool for Leading Change

Good 360-degree assessments help people discover differences between how they perceive themselves and how others perceive them.

Sample 360-Degree Assessment Survey

I am seeking productive feedback on my progress toward reaching these four goals that have to do with my leadership in Scouting:

1. _____
2. _____
3. _____
4. _____

With those goals in mind, please provide an assessment of how I am doing. Of the following questions, answer those for which you have personal knowledge. Your answers may be either "Way to Go!" or "Ways to Grow." If an answer is "Ways to Grow," please feel free to suggest how I can do better in that area.

When you have finished the survey, please mail it in the enclosed envelope to my assessment facilitator. The facilitator will provide me with a summary of all the surveys. No one but the facilitator will see your answers.

	Way to Go!	Ways to Grow
1. Produces work on time		
2. Communicates well with others		
3. Encourages diversity in Scouting		
4. Develops creative solutions to problems		
5. Demonstrates a good knowledge of Scouting		
6. Treats Scouts and Scouters in a respectful, considerate manner		
7. Creates an environment that makes progress possible for all		
8. Serves as a good role model		
9. Shares knowledge with others		
10. Takes active steps to ensure lifelong learning		

Day 6

Gilwell Field Assembly

THE STATE FLAG OF NEW MEXICO



The yellow field and red symbol colors are the colors

of Spain, first brought to New Mexico by Spanish explorers in 1540. On New Mexico's flag we see a red sun with rays stretching out from it. There are four groups of rays with four rays in each group. This is an ancient sun symbol of a Native American people called the Zia. The Zia believed that the giver of all good gave them gifts in groups of four.

These gifts are:

- The four directions – north, east, south and west.
- The four seasons – spring, summer, fall and winter.
- The day – sunrise, noon, evening and night.

- Life itself, childhood, youth, middle years and old age.

All of these are bound by a circle of life and love, without a beginning or end.

Let us honor this flag with a song that honors the State of New Mexico.

O, Fair New Mexico

Under a sky of azure,
Where balmy breezes blow,
Kissed by the golden sunshine,
Is Nuevo Mejico.
Land of the Montezuma,
With fiery hearts aglow,
Land of the deeds historic,
Is Nuevo Mejico.

O, Fair New Mexico,
We love, we love you so,
Our hearts with pride o'reflow,
No matter where we go.
O, Fair New Mexico,
We love, we love you so,
The grandest state to know
New Mexico

Leaving a Legacy

We're about to wrap up this Wood Badge course and conclude our six-day study of leadership. You're probably thinking that there isn't much more that can be said about leadership, but there is one thing left that we want to share with you: The Greatest Leadership Secret

1. *It's a Palindrome—Sort Of*

A palindrome is a word, phrase, line, or verse that reads the same backward as it does

2. *Lead From the Inside Out*

If you don't put the big rocks in first, you'll never get them in at all. What are the big rocks in your life? The best leaders lead from the inside out. Lead yourself first before you lead others. Accept responsibility for your own growth and progress—your own rocks—and take care of them first.

Realize, too, that after you have taken care of your big rocks, there will still be room for more. There will still be space in your life for you to lead and serve others. And you'll be better at leading others because you've practiced leading yourself first.

3. *Great Leaders Are Great Teachers*

The third clue to the Greatest Leadership Secret is also another quality of great leaders—that's the fact that great leaders are also great teachers.

A key ability of a great Scout leader is to create an atmosphere in which young people can learn to lead their own Scout units. Good leaders help others learn to think, to judge, to act, and to motivate. If you are not teaching while you are leading, you are not doing your whole job as a leader.

There are a couple of other dimensions to this that are important to talk about as well.

- Great leaders are great students, too. They realize that learning is a lifelong process. They never stop learning—they have a passion for it.
- Great leaders learn from what they do. They assess, analyze, try new things. Through lifelong learning, they continually grow and improve.

Business sometimes refers to this process of lifelong learning as “continuous quality improvement” or “total quality management.” Use whatever works for you, but know that with continuous, careful analysis, everything can always be improved, just about everything we can do, individually or as a team, we can learn to do better.

4. *Build Heart Connections*

Building heart connections is about communicating genuine care and respect for our fellow human beings—those we lead and those we don't. It's about reaching out and touching people, connecting with them at a very simple human level.

Respect, like love, has value only when it is given freely and is genuine. People can see through counterfeit respect, caring, and love.

It's the same way with leadership. We nurture, we encourage, we care for others.

5. *It's in Every One of Us*

Taking charge of your own life—self-leadership—is the first step toward the kind of personal empowerment that will allow you to lead others. Accept responsibility for your own growth and progress. Realize your own personal power.

As you give yourself the direction and support you need, turn outward and begin empowering those you lead. Empower everyone you can. Authority is

20 percent given and 80 percent taken. Free those you lead to realize and utilize their own abilities. Help them develop self-confidence.

All people have untapped leadership potential, just as all people have untapped athletic ability. With coaching and practice, they can all get much better at it.

It's in every one of us. As a leader you must find it in yourself, and you must help other people find it in themselves. The most effective leaders empower themselves and others, bringing out the best in everyone.

6. Leave a Legacy

The great thing about leadership is that it can be studied and practiced. We can all get better. We can all win at this game of life, and we can all leave legacies that bring us satisfaction and pride.

What will your legacy be? What impact will you have upon others? How will you bring leadership to Scouting and to America?

Conclusion

So what is the Greatest Leadership Secret?

- You lead from the inside out.
- Great leaders are great teachers.
- Build heart connections.
- It's in every one of us.
- Leave a legacy.

The Greatest Leadership Secret is infused through human history, its message worded a little differently by different traditions.

"What you do not want done to yourself, do not do unto others."
—Confucius, 551-479 B.C.

"What you hate, do not do to anyone."
—Judaism

"Hurt not others that which pains thyself."
—Buddhism

"The real way to get happiness is by giving out happiness to other people."
—Baden-Powell,
"The Founder's Last Message"

In the form most familiar to us, the Greatest Leadership Secret is this:

"Do unto others as you would have them do unto you."
—The Golden Rule

The importance of its meaning flows both directions, as does that of a palindrome. Its few words encompass the five important attributes of leaders, and plenty of lesser qualities as well.

"Do unto others as you would have them do unto you." Simple, isn't it? Obvious, too, but the Greatest Leadership Secret presents each of us with all we need to know. As leaders, as Scouters, as human beings, we can all strive to meet this challenge of a lifetime, and in doing so will find our lifetimes enriched with the knowledge that we are doing our best.

All of you have the knowledge to be great leaders. All of you will find opportunities to change lives. Each of you can leave a legacy, but none of that will happen unless you take action. What will your legacy be?

It's your move.

Take Home Messages For 21st Century Wood Badge

Living the Values**Values, Vision, Mission**

- Effective leaders create a compelling vision that they inspire others to create as a reality.
- Your ticket will help you turn your personal vision into reality.

Bringing the Vision to Life**Listening to Learn**

- We can all improve our ability to listen
- Listening is a key element in communicating, learning, and leadership.
- Feedback is a gift.

Communicating

- Communication is essential to effective leadership and high-performance teams.

Coaching and Mentoring

- Small things have big consequences.

Valuing People and Leveraging**Diversity**

- We are stronger when we are diverse.
- We are stronger when we make diversity work for us.
- Leading change to become more diverse is critical for Scouting to remain relevant.

Models for Success**Stages of Team Development****Leading/Teaching EDGE**

- The job of the leader is to move the team through the stages of development to become an empowered high-performance team.

Tools of the Trade**Project Planning**

- Before starting anything, establish goals and agree on an approach.

Leading Change

- Change is inevitable, but leading change can make it a positive experience.

Conflict Management

- High-performance teams quickly resolve conflict.

Problem Solving and Decision Making

- When teams use an effective approach to problem solving, they can move more quickly toward high performance.

Self-Assessment

- Self-assessment is important to realize your full potential as a leader.
- This tool equips a leader to do his or her job in the unit or council.

Leading to Make a Difference**Leaving a Legacy**

What's the key take-home message of "Leading to Make a Difference"? That's for you to determine in your own life. It's for you to make the most of the opportunities and challenges you find along the way. You will write your own legacy.

Three messages that you might consider are:

- Values, vision and mission can change the world.
- The choice of how you will lead to make a difference in Scouting is up to you.
- Ask yourself, "What will my legacy be?" Then act to make it real

Appendix

Aims of Scouting Worksheet (answers)

The Aims of Scouting

Character development, citizenship training, and mental and physical fitness

The Methods of Scouting

Cub Scouting

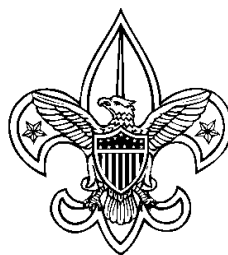
Boys grades 1-5



The ideals
Den
Advancement
Family Involvement
Activities
Home- and neighborhood-centered
Uniform

Boy Scouting

Boys ages 11-18

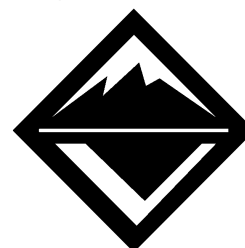


The ideals
Patrol
Advancement
Adult association
Outdoors
Personal growth

Uniform
Leadership

Venturing

Young men and women
ages 14-20



The ideals
Group activities
Recognition
Adult association
High adventure
Teaching others

Leadership

Additional Goal-Setting Questions

The Twenty Questions precourse assignment was 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. Now it's time to begin developing a vision and considering the mission that will allow you to make that vision a reality. That's at the heart of the Wood Badge ticket. Along the way, you are very likely to discover that the values of Scouting form the foundation for your vision and mission.

The following list of questions may help you formulate some of your 5 ticket goals.

- Set aside time to think seriously about the following questions.
- Some may apply, others won't, you may think of more on your own.
- You may find them to be a helpful reference.
- Don't worry about what the "right" answers are or about satisfying someone else's idea of how you should respond.

Consider:

What aspect of the scout program that you are involved in do youth seem to enjoy most?

... enjoy least / dislike / avoid?

How often are activities repeated?

What new programs / activities should be considered / provided?

What new skills need to be developed?

What new equipment does the unit need?

How can programs / activities be changed to challenge youth / adults to improve their skills?

What aspect of the scout program do Adults seem to enjoy most?

... enjoy least / avoid?

What aspect of the scout program do you enjoy most?

What areas frustrate you?

Does your Troop follow the Troop Meeting Plan?

Is your troop Adult Led or Boy-Led?

Who really runs Patrol Leaders Council?

Who Plans the Unit Annual Activity Plan?

Overwhelmed? Too much information?

Yes we all want world peace, justice, and the perfect scout unit. But that's not required for a Ticket. Just five simple things that you can do in 18 months is all

Does your Unit participate in the Religious Awards Program?

How does your unit recruit new members?

How well does your unit retain members?

Why do youth leave your program?

How do Registered Adults support the unit leader?

How do Parents support the unit leaders?

How does your Charter Organization support your unit?

How does District support your unit?

How does Council support your unit?

How does your unit support your Charter Organization?

How does your unit support District?

How does your unit support Council?

What service projects does your unit perform?

Are all of your adults Trained?

Are your youth leaders trained?

What Leadership opportunities are available for your youth?

that's required. Plus, these are not set in stone—if things change in the next year or so, you'll work with your Ticket Counselor and change some of your Goals. It's OK; it'll all work out.

Ticket = ju

Application for Training Recognition

W O O D B A D G E F O R T H E 2 1 S T C E N T U R Y



Application for 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 _____ E-mail _____
 Address _____
 City, State, Zip _____
 Telephone (H) _____ (B) _____
 Participant's council name and number _____
 District _____ Unit No. _____
 Scouting position _____
 Course No. _____ Location _____ Date _____
 Certificate No.* _____ Wood Badge patrol _____ Course host council _____
 Course Director _____ Date _____

Part 2. To participant's council leadership training chair:

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

Certified by Ticket Counselor _____
 Date _____

Part 3. To be completed by the council leadership 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 leadership 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 (date) _____.

Scout Executive _____

Council and No. _____

Chair, Leadership Training Committee _____

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

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

*Presence of certificate number constitutes certification by course director.

Answers and Debriefing Material for "Have You Seen the Light?" Quiz

1. **True.** This sentence is quoted directly from the Charter and Bylaws of the Boy Scouts of America. The BSA believes that the recognition of God as the ruling and leading power in the universe is fundamental to the best type of citizenship and an important precept in the education of young people. No matter what the religious faith of the members may be, this fundamental need of good citizenship should be kept before them.

2. The correct answers are (a) personal religious obligations and (c) respect for the beliefs of others. The 12th point of the Scout Law reads, “Reverent. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others!” In addition to being a quote from *The Boy Scout Handbook*, this statement is also a part of the Charter and Bylaws of the Boy Scouts of America.

The Boy Scout Handbook goes on to state: “The Constitution of the United States guarantees each of us the freedom to believe and worship as we wish without government interference. It is your duty to respect and defend others’ rights to their religious beliefs when they differ from your own.

“Duty to country” is an important component of the Scout Oath, of course, but it is not a part of the BSA’s religious principle. Just because something is patriotic doesn’t make it religious.

3. The correct answer is **(c) not affiliated with any specific religion.**

This is a tricky one because not everyone uses these words correctly. A non-denominational service is, by definition, usually just for Protestants, although it can be developed so it is appropriate for all Christians—in which case it would also be ecumenical. An ecumenical service is one suitable for the whole Christian

church. A nonsectarian service is one that is not affiliated with any specific religion.

The Charter and Bylaws of the Boy Scouts of America recognize the religious element in the training of the BSA’s members, but the BSA is absolutely nonsectarian in its attitude toward that religious training. Religious instruction is the responsibility of the home and the religious institution.

Being together to worship God in a Scout setting is an excellent way to “live” the 12th point of the Scout Law: A Scout is reverent. In planning and carrying out religious activities it is important to know, support, and respect all the faiths represented in the group.

A “truth in advertising” philosophy is important. Accurately name and promote the service. Nothing is more offensive than anticipating a service for everyone and then attending one that espouses the beliefs of one particular faith or religion.

4. The correct answers are **(a), (b), (c), (d) and (e).** Although the religions vary, all of these practices could be a violation of a religious belief. To become knowledgeable someone’s religious beliefs is to ask about them. Ignorance is not an acceptable excuse if you have the opportunity to become informed.

5. **False.** This is clearly stated in the Charter and Bylaws of the Boy Scouts of America: “In no case where a unit is connected with a church or other distinctively religious organization shall members of other denominations or faiths be required, because of their membership in the unit, to take part in or observe a religious ceremony distinctly unique to that organization or church.”

6. **True.** In planning an interfaith worship service, much attention must be paid to recognize the universality of

beliefs in God and reverence. An interfaith worship service should be a nonsectarian service. Any scripture reading, prayers, hymns, and other parts of an interfaith worship service must be considerate of the beliefs of all those present.

7. **True.** The best way to know about a person's religious beliefs is to inquire about them. The opportunity to share the various religious beliefs of members can be a great program feature and helps everyone understand and appreciate our religious diversity.

8. **False.** There are thousands of religions in the world, but only eight major religions. Although the BSA has an extensive religious emblems program, only five of the eight major religions currently have religious emblems for Scouts to earn. (Judaism, Hinduism, Buddhism, Islam, and Christianity have programs. Confucianism, Taoism, and

Shintoism do not—perhaps because the number of adherents to those faiths in the United States is relatively small.)

Religious emblems are not Scouting awards. Each religious group develops and administers its own program, including the requirements.

9. The correct answers are **(a), (c), (d), (e), and (f)**. All of them include religious components except the Law of the Pack.

10. **False.** A Scout does his duty to God by “following the wisdom of those teachings every day and by respecting and defending the rights of others to practice their own beliefs!”—*Boy Scout Handbook*. When in a nonsectarian group, Scouters should ensure that Scouts from a variety of religions have the opportunity to offer a prayer in the manner of their custom. Some Scouters choose to sidestep the issue by offering a nonsectarian grace.

Guidelines for Writing a Wood Badge Ticket

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

- Your ticket will include five significant goals.

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

At least one of the five goals will incorporate some aspect of diversity. Possibilities include goals that promote diversity in units, districts, and/or councils; that encourage a more diverse BSA membership; of that help young people better understand the nature and importance of diversity in Scouting and in America. This will be discussed in detail on Day Four during “Valuing People and Leveraging Diversity.”

If you wish, one of the five goals may involve developing and applying a self-assessment tool to measure your progress and effectiveness in relation to the other goals on your ticket. (This will be discussed in detail on Day Five during the “Self-Assessment” presentation.)

- The goals written for your ticket should be SMART:

Specific - Describe this Ticket Goal in enough detail so that you and your ticket counselor know specifically what is to be done; how it is important, or how it will have an impact on the program. Is it challenging?

Measurable - Describe how this Ticket Goal is Measurable. How will you know when the goal has been accomplished?

Attainable - Describe how this Ticket Goal is Attainable. Can it be accomplished?

Relevant - Describe how this Ticket Goal is Relevant. How does it relate to your Scouting job?

Timely - Describe how this Ticket Goal is Timely. Can it be accomplished in a reasonable amount of time? "A Goal Without a Deadline is Only a Dream!"

An effective way of defining your ticket goals is to use the Who, What, Where, When, and Why steps. By describing each step for each goal, you can be assured that you will have a well-defined ticket goal. Then, after you have completed your ticket goal, perform a self-assessment to evaluate your goals. This is a good time to review your goal with your troop guide or ticket counselor.

- For each goal, you will also indicate

Who - Who is involved?

What - What, specifically, will you do to help realize your vision through this goal?

Where - Where will you work on the goal?

When - When will you work on the goal?

Why - Why is this goal important to realizing your vision?

How measured - How do you measure the completion of your goal?

How verified - How do you verify whether your goal helped to achieve your vision?

The troop guide assigned to your patrol will help you prepare your ticket and will approve it when it is completed.

You will be assigned a Ticket Counselor to help you in the completion of your ticket.

Upon returning home after your Wood Badge course, you will work with your ticket counselor. You will meet with your counselor to finalize your ticket and establish a review plan for completion.

The five goals of the ticket must be completed within 18 months of the end of the Wood Badge course.

When you and your ticket counselor have agreed that you have fulfilled all the items on your ticket, the following course of action should take place:

Your ticket counselor will:

- Submit your Wood Badge completion form to your council.
- Verify with your council that the form has been received and that your regalia is available.
- Arrange with you when you would like to have your “Beading Ceremony”.

It is appropriate to hold this ceremony in the area where your ticket was worked. For example; if you are a Cub Scout leader a pack meeting, Cub Scout Roundtable, or a ceremony where you invite family, friends, and fellow Scouters would be appropriate. A similar format would hold true for all others working at the unit level. For District or Council positions, a District or Council Dinner or recognition event (with approval of the appropriate executive) would be appropriate for you.

Your ticket counselor can help you arrange your ceremony and can enlist staffers to present your regalia to you. If you have specific people in mind to participate in your ceremony, let your troop guide know. A sample Wood Badge Ticket Ceremony is available.

Wood Badge Ticket Goal Sheet

Goal # _____

Step 1: Name _____ Patrol: _____

My Scouting Position: _____

Who will benefit from my leadership: _____

Step 2: Describe your goal: _____

Step 3: Complete the development of your goal by defining the following elements.

Who: _____

What: _____

Where: _____

When: _____

Why: _____

Self-Assessment:

How Measured: _____

How Verified: _____

Step 4: All Ticket Goals should be "SMART" :

Specific – Describe this Ticket Goal in enough detail so that you and your ticket counselor know specifically what is to be done; how it is important, or how it will have an impact on the program. Is it challenging?

Measurable - Describe how this Ticket Goal is Measurable. How will you know when the goal has been accomplished?

Attainable - Describe how this Ticket Goal is Attainable. Can it be accomplished?

Relevant - Describe how this Ticket Goal is Relevant to your Scouting position?

Timely - Describe how this Ticket Goal is Timely. What is the time frame to completion?

Troop Guide Goal Approval: _____ Date: _____

Note: The above is to be completed during the instructional portion of the Course. What follows is to be completed after you return to your unit and “work your ticket”.

Step 5: The key to making the skills you’ve learned a part of your leadership style is to practice using them. List the skills that will help you accomplish this goal and how you plan to use them. It may be helpful to add additional details on this step here.

Step 6: Ticket Goal Progress Notes:

List what you’ve accomplished thus far while working on this goal.

List your milestones and what you have accomplished in completing your goals.

Yes, with approval from your ticket counselor, you can modify your goals. If so, what changes were made and why?

Step 7: Ticket Goal Completion Notes:

What was the outcome of completing this goal? What did you learn by working on this goal? What would you do differently next time? Which leadership skill was the most helpful as you worked on this ticket goal? Think back to your vision statement; how’s it going?

Ticket Counselor Goal Approval: _____ Date: _____

My name: _____ Goal # ____

Wood Badge Song Book

Leading Songs

A meeting without a song is like a day without sunshine, and leading a song can be a very rewarding experience. Remember that:

- Singing builds morale
- Singing produces group participation
- Singing breaks down barriers between people and groups
- A song can set the tone of your meeting
- A song can change the direction of a meeting that isn't going well
- A song will live in the memory of a youth longer than almost anything else you do in your meeting
- A song brings FUN into your meeting

Most leaders don't sing because they don't think they can lead their group in a song. Just remember to:

- SMILE!
- Be enthusiastic!
- Pick your song carefully according to your group:
 - it must be of interest to them
 - it must not offend anyone present
 - it should be easy to sing
 - it should be one YOU know
- Make sure everyone has a copy of the lyrics if they don't know it
- Give them a starting note
- Give them a starting signal so that everyone starts together
- Keep them together with simple motions—never let a song "drag"
- Use audience participation—it makes the group "buy into" the success of the song

Songs

Back To Gilwell

I used to be a beaver,
And a good old beaver too.
But now I've finished beavering
I don't know what to do.
I'm growing old and feeble,
And I can beaver no more.
So I'm going to work my ticket if I can.
Chorus: Back to Gilwell, happy land. I'm
going to work my ticket if I can.
(Your own patrol name is inserted, where
appropriate, using the full name--even
though Bobwhiting may seem awkward,
at first)

12 Days of Wood Badge

On my first day at Gilwell,
my Troop Guide gave to me,
A patrol site with poison ivy.
...two knots to tie,
...three Beavers biting,
...four Bobwhites bobbing,
...five impossible tickets,
...six Eagles soaring,
...seven feisty Foxes,
...eight Owls a-hooting,
...nine Bears a-growling,
...ten Buffaloes roaming,
...eleven Antelopes loping,
...twelve Staffers staffing.

Wood Badge Song

I've got that Wood Badge spirit
Right in my head, (*point to head*)
Right in my head, Right in my head,

I've got that Wood Badge spirit
Right in my head, Right in my head to
stay.

I've got that Wood Badge spirit
Deep in my heart, etc. (*point to heart*)
All 'round my feet, etc. (*point to feet*)

Wood Badge Song Book

All over me, etc. (direct hands from head
to feet)

Last verse, repeat head, heart, feet, and all
over me, in turn, pointing to appropriate
spot.

America The Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
Refrain: America! America!
God shed His Grace on thee,
And crown thy good with brotherhood
From sea to shining sea.
Oh beautiful for patriot's dream,
That sees beyond the years,
Thine alabaster cities gleam,
Undimmed by human tears!

Morning Has Broken

Morning has broken, like the first
morning
Blackbird has spoken, like the first bird
Praise for the singing, praise for the
morning
Praise for the springing fresh from the
world
Sweet the rain's new fall, sunlit from
heaven
Like the first dewfall, on the first grass
Praise for the sweetness of the wet
garden
Sprung in completeness where his feet
pass
Mine is the sunlight, mine is the morning
Born of the one light, Eden saw play
Praise with elation, praise every morning
God's recreation of the new day

The Quartermaster's Store

There are snakes, snakes, snakes,
Big as garden rakes,
At the store, at the store.
There are snakes, snakes, snakes,
Big as garden rakes,
At the Quartermaster's store.

Chorus:

My eyes are dim, I cannot see.
I have not got my specks with me.
There are mice, mice, mice,
Running through the rice,
At the store, at the store.
There are mice, mice, mice,
Running through the rice,
At the Quartermaster's store.
There are rats, rats, rats,
Big as alley cats,
At the store, at the store.
There are rats, rats, rats,
Big as alley cats,
At the Quartermaster's store.

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.

Chorus:

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.

Oh, give me a land where the bright
diamond sand,
Flows leisurely down to the stream.
Where the graceful blue roan goes gliding
along

Like a maid in a heavenly dream.

Chorus

Oh, often at night, when the heavens are
bright,
With the light of the glittering stars.
Have I stood there amazed and asked as I
gazed,
If their glory exceeds that of ours.

Chorus

The Wood Badge

Quartermaster's Store

There are Beavers, Beavers,
Beavers,
Wielding rusty cleavers,
At the store, at the store.
There are Beavers, Beavers,
Beavers,
Wielding rusty cleavers,
At the Quartermaster's store.

Chorus:

My eyes are dim, I cannot see.
I have not got my specks with me.

There are Bobwhites, Bobwhites,
Bobwhites,
Wearing silky tights...

There are Eagles, Eagles, Eagles,
Chasing little beagles...

There are Foxes, Foxes, Foxes,
Stuffed in little boxes...

There are Owls, Owls, Owls,
Eating paper towels...

There are Bears, Bears, Bears,
With curlers in their hair...

There are Buff-a-los, With stuff between
their toes...

There are An-te-lobes,
Eating cantaloupes...

There are Staffers, Staffers, Staffers,
Swinging from the rafters...

Scout Vespers

(Sung to the tune of
Tannenbaum)
Softly falls the light of day,
While 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?"

Taps

Day is done, gone the sun,
From the lake, from the hills, From the
sky;
All is well, safely rest,
God is nigh.
Fading light, dims the sight,
And a star gems the sky, Gleamingbright,
From afar, drawing nigh,
Falls the night.

This Land Is Your Land

(Philmont Version)
As I went walking
that ribbon of Highway
I saw above me
that endless skyway,
I saw below me
that golden valley.
This land was made
for you and me.

This land is your land,
this land is my land.

From California
to the New York Island.
From the redwood forest
to the gulf stream waters,
This land was made
for you and me.

I roamed and I rambled,
and I followed my footsteps,
To the sparking sands of
her diamond deserts,
And all around me
a voice was sounding,
This land was made
for you and me.

When the sun came shining
and I was strolling,
And the wheat fields waving,
and the dust clouds rolling,
A voice was chanting
as the fog was lifting,
This land was made
for you and me.

This land is your land,
this land is my land,
From Baldy mountain
to Rayado Canyon.
From Cimarroncito
to the rugged Tooth of Time,
This land was made
for you and me.
This land was made
for you and me

The Grand Old

Duke of York

(Tune: "A-Hunting We Will Go")

The Grand old Duke of York,

He had ten thousand men.

He marched them up the hill [everyone stands up]

And marched them down again [everyone sits down]

And when you're up, you're up; [everyone stands up]

And when you're down, you're down. [everyone sits down]

And when you're only halfway up, [everyone half-way up]

You're neither up nor down! [everyone stands up then sits down quickly]

On My Honor

On my honor I'll do my best

To do my duty to God.

On my honor I'll do my best

To serve my country as I may.

On my honor I'll do my best

To do a good turn each day.

To keep my body strengthened

And keep my mind awakened.

To follow paths of righteousness.

On my honor, I'll do my best.

New Mexico Rain

Smoke cuts the night, in this old campfire light

And I'm thinking, where I'd rather be
Maybe chasing señorita's, down in old Mexico

Or standing at the edge of the sea

If I had the money, well I'd tell ya honey

We'd be on that first plane to Spain

But as long as we're here, the answer is clear

We'll dance, in the New Mexico rain.

Chorus:

New Mexico rain - It's hot down in Texas

New Mexico rain - I call this my home

If I ain't happy here, then I ain't happy nowhere

New Mexico rain - When my mind starts to roam.

Oh the lights of the city, keep callin' my name

And you know, I've been through that before

It's just a giant hotel on a long four lane street

With a checkout time on the door.

If I had the money, I'd tell ya honey

We'd be, on the New Delhi train

But as long as we're here, the answer is clear

We'll waltz in the New Mexico rain.

Chorus

I've been talkin' all day, with a man in town.

And he sure seems unhappy to me

He tells me he's going nowhere, he's goin' there fast

And he envy's this life that I lead

If I had the money, I'd tell ya honey

I'd keep him from goin' insane

You know there's one thing for sure, there just ain't no cure

Like a walk in the New Mexico rain.

Chorus

Amazing Grace

Amazing grace! How sweet the sound,
That saved a wretch like me! I once was
lost, but now am found, Was blind, but
now I see.
'Twas grace that taught my heart to fear,
And grace my fears relieved, How
precious did that grace appear, The
hour I first believed!
Through many dangers, toils, and
snares, I have already come, It's grace
that brought me safe thus far, And grace
will lead me home.
When we've been there ten thousand
years, Bright shining as the sun, We've
no less days to sing God's praise, Than
when we first begun.
The Lord has promised good to me, His
word my hope secures; He will my
shield and portion be. As long as life
endures.

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.

*The Philmont Hymn was written by John
Westfall
in 1945 at the Philmont Hunting Lodge.*

It's In Every One of Us

It's in every one of us to be wise.
Find your heart, open up both your eyes.
We can all know everything, without
ever knowing why.
It's in every one of us, by and by.
It's in every one of us, I just
remembered.
It's like I've been sleeping for years.
I'm not awake as I can be, but my seeing
is better.
I can see through the tears.
I've been realizing that I bought this
ticket
And I'm watching only half of the show.
But there is scenery and lights, and a
cast of thousands
Who don't know what I know, and it's
good that it's so.
It's in every one of us to be wise.
Find your heart, open up both your eyes.
We can all know everything without
ever knowing why.
It's in every one of us, by and by.
It's in every one of us, by and by.