

Troop 135
Junior Leader Training
Semi-Annual Course Guide
(4 to 5 hour Troop Course)

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Specifically for Troop 135
Franklin, TN

Research Sources:
Rosengarden
InsaneScouter
Patrol Method Handbook

Ticket #2
Woodbadge SR-726

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Troop 135 Junior Leader Training Course

Adult Leader Notes: The following are helpful notes from Rosengarden's JLT web site. Communicate the following to the Scouts that will be attending the course.

There are certain rules by which we play this game which you must follow:

1. You must attend the scheduled Saturday (or other) JLT experience class(es). You must attend in full class 'A' uniform. Failure to do so will result in a "missed class".
2. It's more important than ever to live up to the Scout Oath & Law. Severe un-scout-like behavior will result in dismissal from the course and demotion of your position of responsibility.

Leading the Reflection Process

Objectives:

Lay the ground rules for discussion. Have participants sit so they can see each other. Ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

Facilitate the discussion

As a leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the participants say to avoid criticizing them. Let the participants take over with limited guidance from you. If you describe what you saw, be sure your comments do not stop the participants from adding their own thoughts. Above all, be positive. Have fun with the activity and with the session.

Use thought-provoking questions

The following types of questions are useful in reflecting:

1. **Open-ended questions** prevent yes and no answers. "What was the purpose of the game?" "What did you learn about yourself?"
2. **Feeling questions** require participants to reflect on how they feel about what they did. "How did it feel when you started to pull together?"
3. **Judgment questions** ask participants to make decisions about things. "What was the best part?" "Was it a good idea?"
4. **Guiding questions** steer the participants toward the purpose of the activity and keep the discussion focused. "What got you all going in the right direction?"
5. **Closing question** help participants draw conclusions and end the discussion. "What did you learn?" "What would you do differently?"

Remember, reflecting on an activity should take no more than ten to fifteen minutes. The more you do it, the easier it becomes for both you and the participants. Remember that the value and the values of scouting often lie beneath the surface. Reflection helps you ensure that these values come through to scouting participants.

Troop 135 Junior Leader Training Course, cont'd.

A Model for Reflection

Discuss what happened - Direct open ended questions toward specific incidents. For example, you might ask, "who took leadership? What did they do to make them a leader?" or "how did decisions get made?"

Make a judgment - Ask the group to decide if what happened is good or bad. Try to focus on the good things first. Then, direct your attention toward specific skills. For example, you could ask, "what was good about the way decisions were made? Then you could ask, "What didn't work so well about the way you made decisions?"

Generalize the experience - Try to get the participants to see the connection between the game or activity and scouting experiences. You could ask, "How can we use the ideas we learned today in our own Patrols?" If you can, be more specific. "How can we use what we learned about decision making on a unit campout?"

Set goals - Begin with the positive. Ask the participants what skills they used today that they would like to keep doing. Then ask what things they need to change to work together better.

Before Starting The Course

As an adult, it's easy to have certain expectations from a group of boys in "your" JLT course. And why not? You are accustomed to getting things done. When you work with adults you usually get the results you'd expect from the reliable ones you count on. But now you're working with kids in, what you hope to achieve, a controlled atmosphere. You expect a lot from them because, after all, they are your future scout leaders. You must not forget that they are kids first and not every task or class will be to your liking.

Some are smarter than others. Some are lazy. Some are super scouts. Some day dream too much. Don't lose your perspective. Think about your life. You're holding down a job, perhaps making a marriage work, paying bills, hoping your car starts in the morning and maybe taking care of little ones while the spouse works...you get the picture. The biggest things that may be weighing on **their** minds is homework deadlines, beating the newest video game and "will she say yes" when I ask her out to the dance? These are real-life crisis situations in the lives of the scouts, unimportant to you but the whole world to them.

Try to never require any written work in a JLT course. Scouts get enough of that in school. You can offer them hand-outs on material covered but don't insist they read them only suggest. The ones who take the time to read the material on their own time will likely be the ones who will turn into good leaders. Get to know them, find out what makes them tick, their favorite music, tv shows & movies. You can teach them about b-p's times, but we don't live in b-p's times.(a nice ice-breaker exercise is to go around the room at a class and have everyone "say something about themselves that you don't think anyone else knows"...you'd be surprised at what you can find out about what's on their minds).

Stay as contemporary as possible while teaching them traditional concepts. If possible, incorporate a minimum of two adult speakers and one or more senior scouts into your program. The following syllabus is designed to keep your scouts alert by encouraging a frequent change in speakers. The syllabus also allows the program leaders to pick and choose what they feel is most important. In fact, it is likely that there will not be enough time to cover all of the material included in the sessions due to time constraints.

Troop 135 Junior Leader Training Course, cont'd.

Concentration Blocks

There are three Core Concentration blocks of learning in this JLT guide. Each section has a variety of topics to cover. It is likely that all of the material will not be covered. Some discussions will take longer than others. The class coordinator and Scoutmaster should pick the main topics to cover and filter other topics into the class if needed.

Each topic has a “Speaker___” or “Coordinator_____” label. The instructors of the class should meet beforehand to discuss and assign topics of interest to the various speakers.

Senior Patrol Leaders and higher ranked scouts should also be utilized during the classes. Each of these chosen Scouts should attend the class with the attitude that they are participants and not “leaders”.

It has been my experience that telling the SPL the topic to teach before hand is not as effective as handing them the material five minutes before they are to discuss the topic.

The primary emphasis for the SPLs is to add comments of experience that support the different topics. If the SPLs are shy, ask them for their experience in the matter. Their input is important to the class participants.

Troop 135 Junior Leader Training Course, cont'd.

Junior Leader Training Opening Experience

(Optional for Troop Meeting Class Format)

Note: If you are training during scout meeting nights, remove the JLT candidates to a separate area of the facility to eliminate distractions. Some Troops will hold an initial first meeting on the night of the Troop Meeting that comes before the Saturday class:

In front of entire troop:

1. Before the Scouts adjourn from the Troop's regular business meeting, a representative calls out the names of the boys in the course and have them line up. Ask other students to line up also. Lead PL, APLs and other scouts to training room. Encircle display.
2. Ask adults form a circle around the boys, if possible.
3. Together we (the leaders only) recited the scout oath.
4. Course Scouts exit the room silently to an activity area. Adult dismissed.
5. Scoutmaster: Lead the group in the recitation of the scout law.

Activity # 1 -

SPL's _____

Trainer: Ask for a group representative to help with a leadership exercise. Give them 30 seconds to choose one person. Give the boy a piece of paper that only he can look at which reads the following: "a simple task"

Trainer: You have 3 minutes from right now to accomplish this "simple task"

1. Get the scouts lined up from left to right according to height
 2. By the door you will find a plastic bag containing candles and a box of matches. Give each scout a candle and ask them to hold it in their left hand. Get one for yourself as well.
 3. Light the candle (with a match) of the scout on the far right of the line and ask him to light the candle to the left and the next scout on the left and so on until all of them are lit. Must keep the straight line in this process.
 4. When the last scout's candle is lit, light your candle from the flame of the last boy in line and face the group.
- Be seated.

Activity Review - Speaker _____

Communication by a group leader / communication by way of reading instructions / relaying directions to a group/ working together to accomplish a task / helping each other- this is the main theme & idea in junior leader training.

Core Concentration 1

Overview of Course

I'm a leader - what do I do now?

More than an honor, it's a challenge
Lead Troop 135 and your Patrol
Decide the course Patrol and Troop will follow along the Scouting trail
Help others master Scouting skills
Be a role model for other Scouts.

What Is Leading Anyway?

If others think of you as the boss, you're probably not leading.
If they think of you as one of the guys and everything you set out to do is getting done, you're probably a good leader.

Skills and Techniques of Successful Scout Leaders:

They ask a lot of questions
They make a lot of suggestions
They don't give too many orders
They use the Scoutmaster and Assistant Scoutmasters as a resource.
They took Troop Junior Leader Training
That's why you are here today!

Purpose of Course: To give YOU the resources YOU need to do YOUR job

Evidence of Your Completion: Upon completion, YOU will wear the "trained" emblem

Will Junior Leader Handbooks be issued?

Put your name in it now. Read it, know it, follow it. Keep it.

Notes:

Before You Begin the First Session, divide your group into teams of 4 to 6. It is probably best to mix the age up a bit, especially for older boys. Keep younger boys together with a buddy, which hopefully will be the Patrol leader and assistant. Make up your own patrol names; colors, cars etc. Individual Patrols may be assigned certain tasks later in the syllabus.

Core Concentration I - Leadership

Activity #2 Option - Yurt Circle

(SPL) _____

Join hands and expand the circle outward until the circle is tight

Count off by twos

Bending at the ankles, not the waist, ones lean in and twos lean out

Do it slowly, then reverse positions

(Start now)

Yurt Circle Reflection

If everyone works together, each person can accomplish a remarkable forward or backward lean.

Activity #3 Option - Everybody Up

Let's try to build group cooperation

Two same-size persons sit down facing each other, legs out, knees bent, feet touching opposite person's feet.

Grasp other persons hands tightly, and pull each other into upright standing position

Repeat, adding more and more people on each side, until everyone is included

(Start now)

Reflection on Everybody Up

Were you eventually able to get everybody included, and upright?

Is there any real limit to the number of people that can play this game, as long as they work together?

Would Yurt Circle and Everybody Up be fun games for the Troop?

Why are we here today?

:to learn a leadership style that works great in Scouting

:to learn to work together to accomplish a common goal

:to learn how to deal with problems we all encounter in Scouting

and to have some fun at the same time

Return to Training Room

Together: Recite the Scout Law. A Scout is ... trustworthy, loyal, helpful, friendly, courteous, kind, obedient, cheerful, thrifty, brave, clean, and reverent.

Core Concentration I - Leadership

Leadership

Ten Traits Lecture

(Speaker) _____

The Ten Traits of Leadership

1. Leaders **communicate a vision** that captures the imagination and commitment of others.
2. Leaders create an environment that **promotes self-motivation** and self-control among followers.
3. Leaders set **high personal and professional standards** that they consistently model by their own actions.
4. Leaders possess a relatively consistent, **predictable approach** that encourages trust and support.
5. Leaders understand the **importance of sharing** the recognition and rewards of success.
6. Leaders **seek and nurture new ideas** themselves, and especially from others.
7. Leaders **transform ideas into actions** that benefit their organizations and society.
8. Leaders are **visible and accessible to others**, fostering a mutual exchange of ideas, information, and ideals.
9. Leaders **recognize their own limitations** by relying on others to share the load.
10. Leaders **prepare for ongoing challenges** by grooming successors.

Next Session - Leadership Is Getting Things Done

Application with a Handout

Notes: Break the teaching style here by distributing a copy of the following page and have each scout read and comment about one of the traits, perhaps giving an example. To keep crowd control, assign a topic to each of the boys (two topics if the class is small).

Also, to keep the boy's attention, rotate speakers often. During each lesson, ask the SPLs to offer input etc. If there are enough adult leaders on this particular handout, divide the Getting Things Done handout in half.

Core Concentration I - Leadership

Leadership Is Getting Things Done

Main Speaker _____

Leadership is a process of getting things done through other people. The quarterback moves the team toward a touchdown. The senior patrol leader guides the troop to a high rating at a camp-o-ree. The mayor gets people to support new policies to make the city better. Discuss the following key concepts (handout). *See Addenda for a copies of this sheet.*

Keep your word. Don't make promises you can't keep.

Be fair to all. A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your patrol.

Know who likes to do what, and assign duties to patrol members by what they like to do.

Be a good communicator. You don't need a commanding voice to be a good leader, but you must be willing to step out front with an Effective "let's go." a good leader knows how to get and give information so that everyone understands what's going on.

Be flexible. Everything doesn't always go as planned. Be prepared to shift to "plan b" when "plan a" doesn't work.

Be organized. The time you spend planning will be repaid many times over. At patrol meetings, record who agrees to do each task, and

Fill out the duty roster before going camping.

Delegate. Some leaders assume that the job will not get done unless they do it themselves. Most people like to be challenged with a Task. Empower your patrol members to do things they have never tried.

Set an example. The most important thing you can do is lead by example. Whatever you do, your patrol members are likely to do the Same. A cheerful attitude can keep everyone's spirits up.

Be consistent. Nothing is more confusing than a leader who is one way one moment and another way a short time later. If your patrol Knows what to expect from you, they will more likely respond positively to your leadership.

Give praise. The best way to get credit is to give it away. Often a "nice job" is all the praise necessary to make a scout feel he is Contributing to the efforts of the patrol.

Ask for help. Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you Don't know how to handle, ask someone with more experience for some advice and direction.

Core Concentration I - Leadership

Brain Teasers

Answers to 3 major questions - (Alternate speakers)

Speakers_____

- 1. The only people who lead have some kind of leadership job or that have a title.**
False
- 2. Question: Leadership is a gift...if you are not born with it, you can't lead.** False
You're not a leader just because you wear a leader's hat or badge of rank. You're a leader when you are getting things done through other people
- 3. Question: Being a leader in a scout troop is like being a leader anywhere else.**
True
Leadership takes some skill. Not everyone can learn all of the skills as well as someone else. Most people can learn some of the skills and develop their own potential. Chances are you were not born with leadership skills. However, if you can learn to swim, do math, cook a meal or fix a bike you can learn leadership skills.

The important thing now is that scouting gives you a chance to lead. You can learn how to lead in scouting and practice leadership. Then you can lead other groups too. The skills you need are very much the same.

Optional Material

More Circumstances - Choose all or pick the ones you fell are most relevant.

Scenario: Let's say one of your patrol members needs help tying a certain knot. What happens if you say something like, "what rank are you? I can't believe you need help with this"!

1. Responding this way will make the scout you are dealing with feel as though "you care". This is the first & most important step in having another person gain your trust.
2. Respect is also a 'key'. If you don't respond to someone's question or request respectfully, you may be viewed as someone who cannot help.

Answer: If you don't know how to tie it, tell the truth by helping the scout find someone who does. If you know the knot, don't question his intelligence or abilities. He will lose his enthusiasm if you do.

Next - Are You A Boss..Or Leader

Core Concentration I - Leadership

Activity - Are You A Boss...Or A Leader?

Group Coordinators (SPL) _____

See Addenda for a copy of this sheet.

This module is a good role play activity. Split scouts into predetermined, named Patrol Groups. With an adult's help, or SPL, help the Patrol decide how to role play each of the attributes in either of the Patrol groups. You may not have time to actually have a role playing session for the entire group. If the Scouts come up with something in their groups, you have succeeded. Give each Patrol about 10 minutes and then either go to the next material in Concentration One or take a break.

Patrol 1

The boss **drives the group** members...the leader **coaches** them

The boss **depends upon authority**...the leader on **good will**

The boss **inspires fear**...the leader **inspires enthusiasm**

Patrol 2

The boss says, "**I**"...the leader says, "**we**"

The boss **assigns** the task...the leader **sets** the pace

The boss says, "**get there on time**"...the leader **gets there ahead of time**.

Patrol 3

The boss fixes the **blame** for the breakdown...the leader **fixes the breakdown**

The boss knows **how it is done**...the leader **shows how**

The boss **makes work a drudgery**...the leader **makes it a game**

Patrol 4

The boss says, "**go**"...the leader says, "**let's go**"!

Are You A Boss...Or A Leader?

Next Topic

Keep Your Eye On The Real Prize

Core Concentration I - Leadership

Optional material for Core Concentration I on next few pages:

Keep Your Eye On The Real Prize

Speaker _____

Remember when you first joined Scouts?

- You could not wait to advance.
- Getting your book 'signed off' became an important part of your life. All you could think about was going from one rank to the next.

Ok, so how long have you been in scouts now?

- Are you losing your focus on advancement?
- Why is there so much advancement review?

A few of you admitted that you are not very good at knots. However, didn't you have to tie them to pass certain ranks? Did you really learn them? Are you really capable of making an arm sling out of a neckerchief? Didn't you learn that skill at some point in the 'game'?

When doctors, police, firemen or the military respond to a call-to-duty...when was the last time that you think they reviewed their procedures?.....why should you be any different?

If learning certain skills that you don't learn in school is what this is about, why should those skills be reviewed on a regular basis? What helps to make scouting so unique is that you can review a skill, like outdoor cooking, and learn a new team-building or leadership skill at the same time.

So please keep your eye on the prize. It's common to get distracted at 'your' stage of development. It may even get worse next year. Try to fight it! As you move along into high school and go through other changes, it's easy to let things fall on the back-burner. Learn about the merit badges that can get you on your way. If you don't...no matter what...you'll be disappointed later that you didn't listen to this advise.

(Try to teach this segment with true conviction. Most scouts at the age of 12 to 14 will agree with you in their hearts. Perhaps if you can convince them that you really do understand their feelings, they just might listen to you)

Core Concentration I - Leadership

Problem Solving

Speaker _____ (Could be a good role play module)

Challenging your authority

A big problem that leaders must deal with is a person that will not cooperate. There are 4 possible reasons for this:

1. The instructions you gave were unclear
2. Your instructions were misinterpreted
3. Distraction
4. Disrespect & refusal to obey

Can anyone think of time when you witnessed the disrespect to a leader in the troop?

Have you ever seen anyone refuse to do something?

Did you ever feel that it was unfair to have to do something when others were not doing anything?

If you were able to answer any of these questions, did you ever think about what you would do if you were the leader in charge?

Always remember the troop is a team and you are a part of that team. You have a part to play in troop leadership. Consider this! A goalie may be assigned to only one specific area. He is a part of an entire team that moves all over the ice. He has his job to do just like you.

Why is this concept important in Scouting? Camp-outs, Court of Honors, Etc.

Learning The Ropes

Speaker _____

Leaders deal with 2 things. Scouts with a specific job to do and group leaders that watch over a group of people. Both of the positions are totally different!

A group leader can take over another leader's job and do it the same way. Groups and individuals are different. A football coach may have trouble leading an orchestra - a marine drill sergeant may not make a good scoutmaster. Focus on the group.

Situations differ too. Leaders must change with conditions. You will change your leadership style if a fire breaks out at a meeting place or if a safety issue is at hand. You may not lead the group the same way in bad weather as you would when it's sunny.

The most important thing to do is to take the skills of leadership that you are learning and give them back to your Troop!

Core Concentration I - Leadership

Be Prepared For Any Old Thing

SPL Reading - Reader _____

What's the scout motto? That's right, "be prepared. " can anyone tell me where it came from? Well, it was started by a man who founded the scouting movement almost 80 years ago. His name was Robert Baden-Powell. He was an English general who took the first scouts camping back in 1907. He was a most interesting man. Baden-Powell was once asked what the motto meant. What is a scout supposed to be prepared for?

"Why any old thing," Baden-Powell replied.

Break - 15 to 20 minutes

Try to have healthy snacks that will not boost blood sugar temporarily.

Notes:

Core Concentration II

After the Break

The following activity reflects on some of the previous session and sets up Session 2
Activity Coordinator _____

Blanket Team Game or The Blind Square: Feel free to substitute team building games.

Activity #5 Option - The "Blind Square"

Needed: 50' of rope and blindfolds

Only the "Leader" may talk

Form in a circle and blindfold yourselves

Reach down and grab the rope with both hands

Objective: to form a square, using the rope to establish the boundaries

"Blind Square" rules:

No one may let the rope leave his hands for more than five seconds at a time

Only the "leader" may speak

Leader may number the other people in the group if desired

The "leader" decides when the square is formed

(Try it now - when finished, we'll proceed)

Reflection on the "Blind Square"

Sit where you are

Who took the leadership role?

How did decisions get made?

What didn't you like about this style?

How often do leaders act like "big bosses"?

How does it feel to be lead by "big boss"?

Is "big boss" style prevalent in Scouting?

Could we play this without "Big Boss"?

Now let's try a

"Blind Equilateral Triangle"

but with cooperation

Everyone is still blindfolded

put on your blindfolds again

This time, however, everyone may talk

(Try it now - when finished, we'll proceed)

Reflection on the "Blind Equilateral Triangle"

Who assumed leadership roles?

Did the leadership role shift during the activity?

Did you follow, even though you were not sure the idea would work?

What's good about this leadership style?

What didn't you like about the "Big Boss"?

How could "shared leadership" work in our Troop?

Core Concentration II - Followership & Patrol Method

Activity #6 Option - The Blanket Game

Bring a small tarp to the meeting. Have boys all stand on the tarp. Tell the scouts to turn the blanket/tarp completely over without anyone on the team stepping off the tarp.

Ask Scouts to identify the Traits of a Good Leader:

Core Concentration II - Followership & Patrol Method

The Qualities of 'Followership'!

Speaker _____

What are the qualities of a good follower?

Think of the people in your troop who get the job done. You'll likely find they have some characteristics in common. The list below is far from complete but it provides something to think about.

A good follower accepts direction & instruction.

Good followers can handle training, directions & criticism. They're open to new ideas and suggestions and do not become defensive. They are flexible.

...they are active rather than passive

Followers need the **ability to acquire, evaluate and integrate information** necessary to complete an assignment. **They will ask questions to clarify goals or values.** They **contribute to discussions and participate in decision making.** A scoutmaster takes this role as a member of a group committee; a youth member takes it as a member of his patrol.

...is responsible!

Good followers accept responsibility for their own actions and for decisions of the group. This may require questioning or even opposing leadership that is against the 'good of the group' or against greater values. A young person tries to talk his friends out of an act of vandalism is one example. Another is the scoutmaster who points out possible negative consequences of a program activity.

...is loyal & dependable

Good followers **accept being part of a whole and recognize they cannot always have their own way.** They feel good about themselves by contributing to the group and its goals and help achieve those goals.

Coming full circle

I expect you've noticed already that it's no coincidence that the qualities of a good follower overlap those of a good leader. A follower is able to assume leader when necessary. By training young people to be effective followers, we're training them to be good leaders.

Core Concentration II - Followership & Patrol Method

Values & Ethics (Optional)

Reading - SPL _____

The non-formal Boy Scout educational program was designed to supplement what boys were learning in school. It sought to help boys learn attitudes, values & skills. When Boy Scouting came to America in 1910, it kept Baden Powell's original focus on personal character, physical health, practical skills for a work career and service to others. *Nothing has changed!*

Scouting comes to boys through you, the leader. This is a place where youth can struggle with trying to understand, sort through and do something about the things which matter, the ideas they believe and the people about whom they care. Scouting is a place to think about and act on what matters... one's values.

Values & ethics ---together— gives meaning to our lives - Values are those things which really matter to us. They are the ideas and beliefs which we hold as special. Ethics deals with what we believe to be good or bad and with the moral obligations these beliefs imply.

Communication In The Troop

Speaker _____

It Really Helps to Be Well Informed. Here are some questions to ponder:

- Why is the troop divided up into patrols?
- Why do we have a youth leadership staff?
- How many of you take notes during a scout meeting?
- What are some specific positions in a patrol?
- How can your patrol help run the entire troop?

You can't lead if you don't know where you are going

- Sources of information: Patrol Leaders' Council Meetings
- Troop Meetings
- How Can I Remember Everything?
- Pocket note pad and pen/pencil
 - In left breast pocket at all times
 - Three ring binder (three styles)

Communication Chain Is Vital

- Each SPL calls ASPL and each patrol leader
- ASPL calls QM, Scribe, Bugler, etc.
- Each Patrol Leader calls APL and ½ the patrol
- ASPL calls the other ½ patrol

What we're trying to achieve is a true patrol method type of troop. It would be great if we could ask a particular patrol to prepare a game for a meeting or a certain activity for a campout or even prepare a menu etc. It is also **very important for the patrol leader to communicate often with his patrol** and be willing to make phone calls so that not just one person has to do that. Then, report to the senior patrol leader or scoutmaster the people he didn't reach. If we could achieve this, every scout would feel like they're more into the loop.

Core Concentration II - Followership & Patrol Method

The Patrol Method

SPL to Recite the Scout Law

Speaker _____ (SPL)

Questions To Ponder:

- Why is the troop divided up into patrols?**
- Why do we have a youth leadership staff?**
- How many of you take notes during a scout meeting?**
- What are some specific positions in a patrol?**
- How can your patrol help run the entire troop?**

What we're trying to achieve is a true patrol method type of troop. It would be great if we could ask a particular patrol to prepare a game for a meeting or a certain activity for a campout or even prepare a menu etc.

It is also **very important for the patrol leader to communicate often with his patrol** and be willing to make phone calls so that not just one person has to do that. Then, report to the senior patrol leader or scoutmaster the people he didn't reach. If we could achieve this, every scout would feel like they're more into the loop.

The Senior Patrol Leader

Is elected by the Scouts to represent them as the top junior leader in the troop

The SPL reports to the Scoutmaster

Senior Patrol Leader Duties:

Runs all troop meetings, events, activities, & the annual program planning conference

Runs Patrol Leaders' Council meetings

Appoints other troop junior leaders

With advice and counsel of Scoutmaster:

Assigns duties and responsibilities to junior leaders

Assists with Junior Leader Training

And as with all other Junior Leaders -

Sets a good example

Enthusiastically wears the Scout uniform correctly

Lives by the Scout Oath and Law

Shows Scout spirit

The Assistant Senior Patrol Leader

2nd highest junior leader in the troop

Appointed by the SPL

Acts as SPL when SPL is absent

Provides leadership to other junior leaders

Assistant Senior Patrol Leader Duties:

helps SPL lead meetings and activities

runs troop in absence of SPL

helps train and supervise troop scribe, quartermaster, instructors, librarian, historian, and chaplain aide serves as a member of the Patrol Leaders' Council

sets a good example in the uniform, Oath, Law, & Spirit

Core Concentration II - Followership & Patrol Method

The Patrol Leader

The elected leader of his patrol
Represents his patrol on the Patrol Leaders' Council
Reports to the SPL

The Patrol Leader's Duties

Appoints assistant patrol leader
Represents patrol on the PLC
Plans and steers patrol meetings
Helps Scouts advance
Chief recruiter for new Scouts
Keeps patrol members informed
Knows his resources
 his other patrol members & other leaders
And again, as with all other JL's:
 sets the example
 wears the uniform correctly
 lives by the Scout Oath and Law
 shows Scout spirit

The Assistant Patrol Leader

Is appointed by the Patrol Leader and
Leads the patrol in the PL's absence

Assistant Patrol Leader duties:

helps PL plan and steer patrol meetings and activities
helps PL keep patrol members informed
helps patrol get ready for all troop activities
represents his patrol at patrol leaders' council meetings when PL can not attend
helps control the patrol and in building patrol spirit
sets example - uniform, Oath, Law, & spirit

Patrol Organization = Sharing Leadership

Another Speaker _____(SPL)

The patrol jobs can be for months or only weeks at a time rotate assignments - plenty of jobs to go around sharing gives each scout a chance to "buy in" if each has a part in a plan's creation, each will do his best to make it come out right

Patrol organization:

Patrol Scribe - keeps patrol log, attendance records, dues, budgets for patrol activities
Patrol Grubmaster - menu planner, food shopper, sees the patrol "eats right"
Patrol Quartermaster - keeps patrol gear in order
Patrol Cheermaster - leads songs, yells, stunts, and campfire programs
Patrol Chief Cook - organizes cooking meals

Core Concentration II - Followership & Patrol Method

Troop Support Staff Jobs:

Every troop needs troop-level junior leader support staff to get the job done "Behind the scenes" but still very important. All of the following staffers report to the assistant senior patrol leader.

Troop Scribe

- Attends and keeps the official record of the Patrol Leaders' Council
- Records individual Scout attendance and dues
- Records individual Scout advancement
- Example - uniform - Oath - Law - spirit

Troop Quartermaster

- Keeps records of patrol and troop equipment
- Ensures equipment is in good working order
- Issues equipment and ensures it is returned in good condition
- Suggests new or replacement items
- Example - uniform - Oath - Law - spirit

Troop Instructors

- Teach basic Scouting skills to troop and patrols
- Can prepare and make special presentations that will be educational for troop meetings
- Games with a point, from Woods Wisdom, etc.
- Learning can be fun, if you make it so
- Examples: cross the river, lift the cook pot, etc.
- Example - uniform - Oath - Law - spirit

Chaplain Aide

- Assists troop chaplain with religious services at troop activities
- Tells scouts about religious emblem program
- Ensures religious holidays considered in troop program planning
- Plans religious observances at troop outings
- Example - uniform - Oath - Law - spirit

Troop Librarian

- Sets up and cares for troop library
- Records new troop books and pamphlets
- Runs troop lending library and follows up on late returns
- Example - uniform - Oath - Law - spirit

Troop Historian

- Gathers pictures and facts about past troop activities
- Keeps troop historical file and/or scrapbook
- Cares for troop trophies, ribbons, souvenirs
- Keeps information about former troop members
- Example - uniform - Oath - Law - spirit

Core Concentration II - Followership & Patrol Method

A Leader's comments

Speaker _____ (SPL)

Our success as leaders will be determined by how well we are able to take the unique talents of each member of our group and mold them into a team committed to accomplishing a common goal. Elaborate on this topic a little.

Looking the part - Uniforming

Speaker _____ (SPL)

Time Out for a Uniform Inspection

After inspection:

You are a role model. You should be proud to WEAR your scout uniform, and wear it CORRECTLY at all scout functions. How do I know what is correct?

Inside front and back covers of the Boy Scout Handbook
Boy Scout/Varsity Scout Uniform Inspection Sheet, No. 34283
Insignia Guide, No. 33064
Check your our own uniforms as we go along

Common Uniform Mistakes

- Belt tab and buckle not "brass on brass"

- Misplacement of service stars

 - Make a template from a plastic milk carton to help you

 - Keep the template in your shirt pocket - it will survive the washer!

 - The Metal Rank Pin

 - You should not wear both the metal rank pin and the cloth rank patch at the same time

 - Use one or the other, but not both

 - Metal pin may be used on campaign hat

 - Save it for your son or grandson

 - Nameplates

 - Nameplates (optional) when worn should be

 - above the BSA strip and

 - above the interpreter strip

 - above the WEARER'S right breast pocket

Core Concentration II - Followership & Patrol Method

Activity #5 Option - "Willow in the Wind"

Stand shoulder to shoulder in a circle

One person, "the faller", stands rigid and trusting in the center

Remaining rigid, the faller falls slowly in any direction

Before he falls too far, redirect him to another part of the circle

This "fall-catch-push" sequence should continue until the faller feels relaxed, and the team feels they are working together

Change fallers until all have had a chance

Here it is - the Big One!

The "Trust Fall"

each Scout will be asked in turn to stand atop a five foot platform and fall backwards into the waiting arms of the rest of us

close your eyes prior to, and during the fall

keep your arms close to your sides (hands grasping trousers, or crossed over chest)

fall with your body rigid, not bending at the waist (There's more ...)

More "Trust Fall" instructions

remove all objects from your pockets

catchers should remove jewelry

two lines of catchers stand facing each other, shoulder to shoulder

hands extended, palms up, hands alternated

close together to form a safe landing area

Catchers: don't lock hands with the person facing you

Knocked heads would result (more ...)

"Trust Fall" communications

We will need a communications code between faller and catchers

Faller: "Ready to fall!"

Catchers: "Fall away!"

Faller: "Falling!"

ANY QUESTIONS BEFORE WE PROCEED? If not, let's do it now

Reflections on "Willow" and "Trust Fall"

What did you like about these two games?

What is scary about the trust fall?

How is the trust fall like what we have been talking about today?

How will trusting each other help us to have a better troop?

Goal Setting

Core Concentration II - Followership & Patrol Method

Notes:

Core Concentration III

Qualities of Respected Leaders

Stick to your values

Speaker _____

Spreading the values you believe in is vital to achieving successful growth. If you ignore the values, you send a clear message to everyone that these values are not really important at all.

Look in the mirror

Look in the mirror and know your strengths and weaknesses. Part of becoming a great leader is engaging in serious and frequent self-assessment to evaluate how you're doing. Identify the gaps in accomplishment of your goals and the effectiveness of your decisions, as well as the appropriateness of your style and behaviors that reinforce your values. Then determine what should change and take action to fill those gaps.

Get feedback from your patrol members-troop

One of the most important characteristics of any great leader - and unfortunately, one of the rarest - is the ability to solicit and absorb candid feedback from the team. So you must push your people to give you the feedback you need to gauge your own effectiveness as a leader, as well as your decisions and ideas for the troop. Don't fall into the trap of allowing people to tell you what you want to hear.

Use mentors, coaches, adult troop leaders and peers for counsel and advice

It's critical to find mentors, advisors and peers who can offer ideas. Don't be close-minded and don't be afraid to recognize and admit that you may sometimes hit a brick wall.

Be a continual learner!

The ability, willingness, and eagerness to learn is the single most important factor with ongoing success as a true leader. Put yourself in perpetual 'discovery' mode and seek every opportunity to learn about yourself, other people, new skills and other vital information. Make sure you learn all the things you need to learn. Everything you learn can be used to build your own strengths as a leader as well as your troop's or patrol. This kind of continuous learning and self-development does not mean simply 'being open' to ideas other people propose. Instead, it requires you to be Proactive about trying to push the envelope, see outside the box, set goals for yourself, and then find the best ways to add to the competencies of the company and you, its leader.

Core Concentration III - Leaders of Respect

The Art of Listening- Very Important Leadership Quality

Speaker _____

How Can You Relate Leadership to Even Telling a Simple Joke?

1. You need command of your audience
2. You hope that your audience is skilled in the art of listening
3. If it is to be effective, you have to get it right--like giving directions
4. You need to hold their attention & make them understand what you're saying
5. Finally, you're hitting them with EXPECT THE UNEXPECTED

It all boils down to EFFECTIVE COMMUNICATION and LISTENING

This may all sound pretty simple but if when giving instructions or receiving instructions the message has to be clear. Just like in every leadership situation.

Why Is Listening So Important? (Example)

Are you familiar with the **U.S. spy plane**, which had to make an emergency landing in a Chinese island?

What did the Chinese government want in order to agree to give back the 24 crewmen?

An apology for what?

How did the skill of listening play a part in their release?

You will encounter leadership situations constantly, which require you to be a good listener:

5. Giving & receiving instruction
6. Getting and giving directions
7. What exactly does the scoutmaster want?
8. Counseling a friend or another scout with a problem
9. Tuning-in to potential problems /overhearing conversations which may require your intervention

Listening suggest persuade-----help figure out the best solution!

Core Concentration III - Leaders of Respect

How to Talk to Adults (don't skip this one!)

Speaker _____

Here are some hints on how to talk with adults so they listen and understand you. You'll find this helpful if you are or some day will be a junior leader. Believe it or not, some adults are scared of kids. This will also help if you just have a hard time establishing communication with an adult.

Communicating with adults can be frustrating. Have you ever had good ideas that a leader just wouldn't listen to? Do you have the same problem with your parents, teachers or other adults?

Communicating across a generation gap can be hard for both parties.

1. **Consider the character of that particular adult.** Talking to someone who spent 8 years in the navy can be very different than someone who has never been in the armed forces.
2. **Think about how you can get that adult to respect you.** If you are inside, remove your hat. **Be formal, use Mr. or Mrs.**
3. **Remember, the adult is most likely uncomfortable too.** Try not to use slang or unusual expressions they might not understand.

Those tips should, at least, make a conversation easier. Try to think like them and make sure what you're saying is clear. If the adult is stubborn, back up whatever you are saying with good fact. Make sure you listen to them too and consider their ideas.

Most adults turn out pretty cool once you get to know them and talking will become very easy. Once good communication is established, adults will give you all kinds of ideas and support.

Sometimes they just won't listen to my ideas. They think I am too young to know what I am talking about. If you have a problem like this, find an adult that you know well and get along with, and talk with them about your problem. Have that adult talk to the one you're having a problem with. Many problems occur with some older adults where they may be used to the old days when children didn't speak unless spoken to.

When I talk to these kinds of adults, I usually have plenty of facts and reason to back myself up.

Always remember to be polite and to listen to them too.

Core Concentration III - Leaders of Respect

Styles of Leadership

Speaker _____

This is a good place to allow the scouts to describe adult leaders in your Troop. Understanding how a adult leads and how to communicate with that leader for results will be important to the scouts in this group. Many of the scouts may have fears of a few adult leaders that have more bold styles as compared to more passive leaders. This part of the course will helpfully bring out the scout's opinions so that you and the other scouts can help them gain more respect for leaders in the Troop.

You might be able to go into this class with a chart of your troop leaders names on it and you can easily fill the time for a whole session by talking about it. They'll enjoy your ability to relate to the different types of leaders in the troop as well. If they've been in the troop for a while, they already know everyone's personality. For a trainer to talk about it openly in a JLT class is, I think, a real positive step towards gaining their trust further. You have to remember above all when teaching these classes that if they don't believe you then you're wasting your time.

Here's some information you can use to create a class called "styles of leadership".

Dictatorship - in this style of leadership, the situation calls for quick decision making and the leader has little or no opportunity to poll the group's feelings on what decision should be made. The leader considers alternatives, chooses one and tells the patrol what they will do.

Selling - in this style of leadership, the leader once more makes the decision for the group, but seeks to tell others in the patrol on why his decision was best for the group. He is trying to persuade others that his idea will benefit the group.

Consulting - in this style, the leader consults with the group for their feelings on what should be done but then makes the final decision for the group.

Delegating - in this style, the leader states the problem and delegates the decision-making to the group. The group's decision must fall into acceptable boundaries for the leader to accept responsibility for their choice.

The next module is sportive of the previous material.

Core Concentration III - Leaders of Respect

What Is Control?

Speaker _____

Action taken while the group is at work to keep the group together and get the task done:

What are some reasons to control?

Routine responsibilities of the leader:

- Keeping on schedule
- Proper Uniforming
- Properly equipped
- Proper motivation
- Good quality work

Special responsibilities of the leader:

- Get a specific task accomplished
- See that the members participate within agreed limits
- Coordinate with other patrols
- Relate to the SPL and scoutmaster

How do you control?

- Observe
- Instruct
- Help
- Set an example

How does control differ from discipline?

Control happens during an activity to insure it gets done right. Discipline usually happens afterward when something has gone wrong.

How can you relate leadership to even telling a simple joke?

1. You need command of your audience
2. You hope that your audience is skilled in the art of listening
3. If it is to be effective, you have to get it right---like giving directions
4. You need to hold their attention & make them understand what you're saying
5. Finally, you're hitting them with expect the unexpected

It all boils down to effective communication and listening

Core Concentration III - Leaders of Respect

Closing Reflection from the Leader

In this course, we had fun and met some challenges.

We've learned new skills to be better leaders.

How can we use these experiences to make our Troop even better?

Presentation of Certificates and Trained Leader Emblems \

Hand Out Certificates

Congratulations

Lunch

Go all out for lunch. Or serve pizza, cokes etc. This is scout's congratulations party.

Addenda Material

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 Motto

Be Prepared!

Boy Scout Slogan

Do a Good Turn Daily!

The Outdoor Code

As an American, I will do my best to -
Be clean in my outdoor manners
Be careful with fire
Be considerate in the outdoors, and
Be conservation minded.

A Scout Law Responsive Reading

(from the Nawakwa Lodge 3 Chapel Committee)

Leader: Our Father, make us Trustworthy,

All: For there are those who Trust us.

Leader: Make us Loyal,

All: For through Loyalty, we reach our highest ideals.

Leader: Help us to be Helpful,

All: For through Helpfulness we forget our selfishness.

Leader: Make us Friendly,

All: For there are many who need a Friend.

Leader: Train us to be Courteous,

All: For Courtesy is the carpet on Life's floor.

Leader: Make us Kind,

All: For Kindness is the oil in Life's machinery.

Leader: Insist upon our being Obedient,

All: For victory comes only to those who obey,

Leader: Make us Cheerful,

All: For Cheerfulness is the green grass among the rocks in the path of life.

Leader: Train us in Thrift,

All: For Thrifty habits brighten our future.

Leader: Make us Brave,

All: Brave in the dark, Brave in the light, but save us from becoming braggers.

Leader: Help us to be Clean,

All: Clean in thought, in speech and in deed; and may we remember that our bodies are Holy Temples.

Leader: Above all, O God, help us to be Reverent,

All: Reverent as we are in relationship with you, and toward all things in your creation, when we are in the beauty of nature, among the trees, along the streams, and on the hillsides.

Leader: May we recognize that it was you, O God, who made the waters flow, the trees to reach heavenward, and the mountains to endure all ages.

All: In all these things we ask that you will help us; and that we may never forget the Scout Oath to which we have pledged ourselves, so that with your help we may live the points of the Scout Law.

Handout - Ten Tips for Being a Good Patrol Leader

Keep Your Word. Don't make promises you can't keep.

Be Fair to All. A good leader shows no favorites. Don't allow friendships to keep you from being fair to all members of your patrol. Know who likes to do what, and assign duties to patrol members by what they like to do.

Be a Good Communicator. You don't need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what's going on.

Be Flexible. Everything doesn't always go as planned. Be prepared to shift to "plan B" when "plan A" doesn't work.

Be Organized. The time you spend planning will be repaid many times over. At patrol meetings, record who agrees to do each task, and fill out the duty roster before going camping.

Delegate. Some leaders assume that the job will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your patrol members to do things they have never tried.

Set an Example. The most important thing you can do is lead by example. Whatever you do, your patrol members are likely to do the same. A cheerful attitude can keep everyone's spirits up.

Be Consistent. Nothing is more confusing than a leader who is one way one moment and another way a short time later. If your patrol knows what to expect from you, they will more likely respond positively to your leadership.

Give Praise. The best way to get credit is to give it away. Often a "Nice job" is all the praise necessary to make a Scout feel he is contributing to the efforts of the patrol.

Ask for Help. Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

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Be Flexible. Everything doesn't always go as planned. Be prepared to shift to "plan B" when "plan A" doesn't work.

Be Organized. The time you spend planning will be repaid many times over. At patrol meetings, record who agrees to do each task, and fill out the duty roster before going camping.

Delegate. Some leaders assume that the job will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your patrol members to do things they have never tried.

Set an Example. The most important thing you can do is lead by example. Whatever you do, your patrol members are likely to do the same. A cheerful attitude can keep everyone's spirits up.

Be Consistent. Nothing is more confusing than a leader who is one way one moment and another way a short time later. If your patrol knows what to expect from you, they will more likely respond positively to your leadership.

Give Praise. The best way to get credit is to give it away. Often a "Nice job" is all the praise necessary to make a Scout feel he is contributing to the efforts of the patrol.

Ask for Help. Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

Ten Tips for Being a Good Patrol Leader

Keep Your Word. Don't make promises you can't keep.

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Handout - Are You A Boss...Or A Leader?

Patrol 1

The boss **drives the group** members...the leader **coaches** them

The boss **depends upon authority**...the leader on **good will**

The boss **inspires fear**...the leader **inspires enthusiasm**

The boss says, "**I**"...the leader says, "**we**"

The boss **assigns** the task...the leader **sets** the pace

Patrol 2

The boss says, "**get there on time**"...the leader **gets there ahead of time**

The boss fixes the **blame** for the breakdown...the leader **fixes the breakdown**

The boss knows **how it is done**...the leader **shows how**

The boss **makes work a drudgery**...the leader **makes it a game**

The boss says, "**go**"...the leader says, "**let's go**"!

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