

Book 2 in a series of practical ideas for Scout Troops

Developed for the Branch Scout Council Victorian Branch

Scout Association of Australia

Developing

*Leadership
Skills*

Practical and Active sessions
for a

**Scout
Leadership
Course**

Dear Leader,

During 1996 we were asked to put together some materials to assist other Leaders in running Leadership Training Courses for Scouts. We all have current (or very recent) direct experience in running various types of leadership courses for real scouts and hope that you will appreciate the suggestions made in this book.

We had fun gathering, trialling and discussing this material, and trust you will be able to use it to build and organise successful Leadership training programs to assist in the development of your Scouts, Troops and Districts.

If you have any further suggestions, which might add to the next edition of this book, please forward them to the Victorian Branch Scout Council PO Box 190 Carlton South 3053.

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INTRODUCTION

The development of leadership is the core business of Scouts. The Scout program and method is an ideal way of giving young people the chance to learn about and experience successful leadership in an enjoyable and challenging way.

Adult leaders with each Scout Troop are the primary source of the leadership training. They will always look at the activities the Scouts are doing as a means of giving maximum benefit to the Patrol Leaders (and other Scouts too) in their development of leadership. It takes time and the wise leader uses many different approaches.

District leadership courses have been developed to support the Scout Leader in this role because certain training can be more effectively delivered away from the Troop. The young leaders can reflect and debate and exchange ideas with others and some resources can be provided that may not be easily available to a regular Troop.

This book is designed to provide a collection of program sessions to assist adult leaders who are developing such a course, though many leaders will find some of the activities most suitable for Troop occasions. No leadership course is suitable for all Scouts so we would like to encourage leaders to adapt this material to local needs or develop other similar sessions.

In National and State Forums many Scouts have been critical of courses, which emphasise sitting down and listening. This is justified. We are an organisation that teaches through activity and we are dealing with an age group that needs physical activity and challenge. These young people are also capable of a great deal of insight.

The following activities have a common approach, which allows Scouts to draw on their previous knowledge and experience and, through discussion and sharing, will encourage the development of leadership concepts rather than facts or a simple skill.

Sessions have:

- * A very short introduction to explain what must be done and perhaps revise a skill.
- * An interesting and usually physical challenge.
- * A discussion focussing on what happened, why and how this could help us lead others

They are designed to involve Patrols of six to eight.

Sessions cover the key elements of a leadership course:

- Control and discipline; Conflict resolution
- Leadership
- Teamwork
- Planning; Organisation
- Instruction skills
- Communication
- Patrol / Troop management; Duties of a PI, and the Troop Council

These are the basic elements of all courses and the activities described in this booklet can form the bulk of a weekend course.

Remember - a leadership course is not an end in itself but rather just one of the many means to the ultimate end - effective leaders.

HANDY HINTS

These suggestions are not prescriptions but are based on the experiences of the writing team and we believe they are well worth a look before starting on your program. They are in no particular order.

- * Scout age young people are quickly bored by lecturing. They prefer learning by doing, and interactive brainstorming sessions.
- * Maximum opportunity should be given to allow the Scouts to put in their 'two bobs worth'.
- * Consider having part or the entire course catered. If the participants do any cooking then plan it as a demonstration of Patrol co-operation and development of Patrol spirit.
- * Concluding the, course with a session on the Troop Council is a good way of sending the participants away with the enthusiasm to make a difference in their own Troops.
- * If a talking session must be used then use a variety of means such as butchers' paper, whiteboard, etc.
- * Rotating Patrols through bases uses less gear. On the other hand it may require more adults.
- * Debriefing each session is an essential part of the learning process. A good argument is an excellent way for the scouts to develop, refine or change their attitudes. It is usually best to have this debriefing immediately following the activity though there may be some value in the whole group sharing their conclusions or better still debating them.
- * Make sure everyone understands from the beginning what the course is aiming to achieve.
- * Put copies of the course program where everyone can see them.
- * When preparing a course consider the accommodation. Tents require more effort and time for all concerned.
- * Carefully consider how you want to form your Patrols: keep Troops together, split them up, have a range of ages and experiences or structure the course to change groups half way through.
- * Identify Patrols with caps, badges, painted faces or whatever.
- * Rotate PI, and API, positions to provide leadership opportunities for all participants.
- * It is useful to have a pen picture of course participants if you don't already know the Scouts. Each group is different and this knowledge will help put those differences in context- Ask home leaders to help.
- * Saturday evening is a good opportunity for less structured activities providing Scouts don't get out of hand.
- * Make sure the adult leaders at the course are involved in the planning. They may benefit in having training themselves in facilitation techniques.
- * Each Troop with Scouts attending should have an adult leader helping with the weekend. Scouts will only be able to make maximum use of what they have learned if their own leaders know what has gone on. Troop leaders can help by running activities and facilitating sessions.
- If you genuinely want a young person's opinion, don't respond to a brief reply by expanding on your own experiences or opinions. Instead use phrases like – 'Tell me more about . . .' 'What do you do then?' 'What does everyone here think about. . .', etc. Nodding and saying nothing is a good technique too.

Secrets Of Leadership

90 Min.

1

Major Focus: Leadership
Other: Communication, self confidence

Gear: Butchers' Paper

Description of Activity

Patrols interview prominent leaders in their community.

NB This could be done on the Friday night before leaving for the weekend campsite. For example Scouts meet at a central place at 7.30pm, do this activity and proceed to their camp in a bus when it is completed or sleep the night in a local hall. It could be done on a separate night prior to the actual course.

Procedure

1. Well before the course, the Leader of the course contacts prominent leaders of the local community. These might include Local Members of Parliament, municipal councilors, Managing directors of companies, Union officials, School Principals, Leaders of action groups, Presidents of local lions Club, Rotary, traders' association, women's groups, sporting clubs and so on. Try and get a good representation of both sexes. Explain that a course for 13 and 14 year old young leaders is being run by the Scouts and you would like these people to share their secrets of leadership for thirty minutes with a group of (well behaved) Scouts from throughout the municipality. Arrange the time at a place convenient to the person e.g. their home, office or wherever - preferably not the Scout hall. Organise one community leader for each 'Patrol'.
2. Patrol Leaders in their course Patrols are told that they are to interview (name the person). They are to take 10minutes to prepare the questions and then are taken to the particular interview place. Scouts are to be in full uniform and stress their need to present a good image of Scouting.
3. After the interview the Scouts are returned to the central venue and summarise their findings to the rest of the course. Major points can be listed on butchers' paper for display during the course.
4. Discussion.
5. Scouts privately list three personal goals that they can strive towards to become a better leader.
6. Patrols are to prepare a letter of appreciation by the end of the night.

Discussion Points:

- What are the leadership qualities of these leaders of our community?
- What things surprised you about these people?

Getting there

60 Min.

2

Major Focus: Patrol System

Other: Group dynamics, camp organisation

Gear: Maps, bus and / or train timetables of area involved. Notebooks and pencils.

Description of Activity

Patrols organise to get themselves to a set place in preparation for the Leadership course.

This will need to be done a couple of weeks prior to the weekend activity. It will help to orient the Scouts to understand what the course is on about and will give a practical example of how Patrols can work together. The Patrols cannot go into this activity cold - they will need an icebreaker activity and know one another's names. It may not be possible for the Patrol to make it all the way to a site but they should be able to get a major part of the way and perhaps a car shuttle or bus can take them the rest of the way.

Procedure

1. Explain that a major part of Patrol Leadership is organising things with the Patrol. A Patrol needs to be able to set goals, think through activities and plan ahead. The Scouts are put into their course Patrols and told that the following is for real. They are to organise to get themselves to the campsite where the course is to be run by a set time. They may not use their parents or leaders but rather public transport provided this is a viable way for the Scouts to the set place. An adult facilitator is allocated to each Patrol and they will be travelling with the Patrol but will take no part in the organisation or the leadership -they are merely there to observe the way the Patrol works and provide safe supervision.

2. Give the Patrol a sheet giving the details

e.g. "Your Patrol must be at Gilwell Park by 11.30 am on Saturday 15 October. You need to have your personal gear with you and enough tentage for your Patrol to sleep in. You will be cooking a meal of real spaghetti and a self-saucing pudding. Make sure you have the right equipment. You will not be able to do all this tonight but will need to communicate with one another to find out public transport times."

3. Patrol work together to plan what they are going to do.

4. Discussion.

5. On the day the Scouts do it.

Discussion Points:

Why did you work together? (Goal. Necessity. Don't want to miss out.)

What process did you go through to work it out? (Leader emerged. Discussion. Think ahead.)

How can you apply this in your own Patrols?

What sorts of personalities emerged and how were they dealt with?

Round the Triangle

60 Min.

3

Major Focus: How to build a team

Other: Leading a team

Gear: 3 x 2.5m poles 3 x 3m lashing ropes
Allocate one adult to each Patrol to keep a tally of points

Description of Activity

Patrol makes a triangle with ropes and spars and race it around a set course. After the race set triangle vertically on base (see below) and Patrol members climb, one at a time, over the apex while the frame is held by the rest of the Patrol. Alternatively, using guys, 'walk' the triangle for 5 m. with a passenger on board. Next triangle is set vertically on apex (as below) and Patrol members climb, one at a time over the top bar. Patrols dismantle triangle. Brainstorm on what makes a good team.

Procedure

1. Explain that the activity is about how to develop a team.
2. Very quickly demonstrate lashings if necessary (4 minutes maximum)
3. Explain first task: Build triangle and race it around course 10 points to winner. Adult is keeping tally of points. Triangle can be made with square lashings or one shear lashing and two square lashings.
4. As Patrols work, loudly award points for various aspects of good teamwork. Don't take points off.

Reward such behaviours as:

- | | |
|--------------------------------------|----------------------------------|
| * Planning | * Helping one another |
| * PL letting others do what they can | * Including everyone in activity |
| * Everyone working | * Speaking politely |
| * Encouraging one another | * Following directions |
| * Praising | * Using talents of Patrol |
| * Correct knot work | * Coming last |
| * Finishing activity | * Having fun |
| * Not giving up | * Teaching |

5. Work through the other activities in a similar way. It doesn't matter if point rewards drop off - the real rewards ultimately come from satisfaction with being part of a team that is having a good time together.
6. Run brainstorm either in Patrols or as larger group or groups depending on the number of participants. Record the comments on Butchers Paper headed 'Good Teams'. Keep these sheets on display throughout the course. It can also be useful to put the ideas on a sheet that can be taken away after the course.
7. This activity is good at the beginning of a course - it will set the tone for the whole course. The discussion points below may be better addressed later in the course when many other activities have been done.
8. Adults need to supervise in order to ensure safety.

Discussion Points:

Leader should not give the answers but rather encourage group to come up with the solutions:

- * What makes a good team? (Brainstorm and list on butchers' paper) Prioritise by having each Scout mark the five points they think are the most important.
- * How does this apply to your Patrols at home? Why did this activity develop teamwork?

How to Make a Patrol Leader

30 Min.

4

Major Focus: Qualities of a Patrol Leader

Gear: Each Patrol will need a box of assorted clothing, a pair of overalls, a ball of string, a large bag of shredded paper, newspapers, a roll of sticky tape and a shopping bag.

Description of Activity

Patrols make a PL role model.

1. Each Patrol stuffs the overalls with shredded paper and dresses up the dummy with clothing.
2. Give the dummy brains by cutting or tearing articles, headlines and advertisements from the newspapers and fixing them onto the appropriate parts of the dummy to illustrate the ideal Patrol Leader.
3. Use some of the left over newspaper to fill the shopping bag and make a head.
4. Find a chair for the new Patrol member, give it a name and prepare a presentation for the other Patrols explaining all the features of the 'Ideal Patrol leader'
5. These 'role models' should be left on display throughout the remainder of the course.

Discussion Points:

These will be included in the preparation of the dummy and the presentation to the other Patrols.

Character Recognition

30 Min.

5

Major Focus: Character recognition

Gear: Scaled envelopes containing description of character traits.

Description of Activity

Each Patrol member gets an envelope describing their role in the Patrol. Include several members with 'bad' character traits as well as PL, APL etc. No one should directly tell anyone their particular characters.

Sample character traits:

- Destructive - pulls things down
- Goody-goody - over enthusiastic
- Cry baby - many things said to them causes them to cry
- Know all - can't be told - argues with everything
- Magpie - collects things and puts them in pocket.
- Bully - pushes people around
- Clown - always makes jokes at the wrong time
- The quiet expert
- The individual - does most things properly but alone

Patrol is given a brief task to do and each Patrol member then plays out their role as the activity is carried out. The Patrol leaders are to manage their Patrol as best they can.

Sample tasks:

- Patrol get 2 m off ground
- Patrol erect hike tent
- From natural resources around site make a sign to lead others to water
- Make a small grass structure

NOTE

Debriefing must be done immediately and thoroughly to ensure that Scouts are not tempted to carry their roles through into other activities or stigmatise other individual Patrol members.

Discussion Points:

Debriefing should include discussion about how the PI, handled the situation or what could have been done to handle or defuse intense situations.

Did PI, and other Patrol members recognise all the character traits?

How can kids like this be managed in home Troop situations?

Seven Circle Challenge

30 Min.

6

Major Focus: Communication
Other: How to instruct. Problem solving

Gear: Chalk (or stick) or seven coloured circles of paper.
Can be done as one of a set of challenges on a rotation basis

Description of Activity

Patrol members begin standing in circles facing each other as:

Easier Puzzle

Harder Puzzle

Patrol members must finish up as:

Rules:

- Only one person at a time in any one circle
- Each person can only move one circle at a time in the first game but Scouts can 'jump' one person in the harder game.
- Each person must keep facing the same way as they were to start with

Procedure

1. Explain that the activity is about communication.
2. Patrol Leader is nominated.
3. Explain the task

Variation

Have the Patrol do the harder activity first then do the easier puzzle without anyone talking.

Discussion Points:

Leader should not give the answers but rather encourage group to come up with the solutions:

- What was this activity about?
- What have you learned
- How does this apply to your Patrols at home?

The Haunted Campsite

30 Min.

7

Major Focus: Teamwork, Communication

Other: Creativity

Gear: Each Patrol has pens and paper, felt tip pens, butchers' paper

Description of Activity

Read the following campsite description and write the key items on the butchers' paper.

"The campsite is two hours drive from the Scout hall, on good roads until the last 5km. which are rough dirt and rarely used by anyone except campers, and the CFA for training purposes. The site is high on a hill with magnificent views, a good supply of firewood and water and plenty of grassy space. Wildlife is plentiful and unafraid. Numerous activities can be based here including kite flying, hot air balloons, orienteering, environmental trails, wide games and more. Twenty years ago this was a popular family site and your Patrol knows people who have good memories of time spent at this camp.

However...

Since the beginning of last year a strange thing has happened. On windy nights those inside their tents hear a 'tap, tap, tap' as if someone was knocking in tent pegs. When they look outside no one is there. This story has got around and there have been few visitors to the site for the last six months although the fees have been reduced to attract campers. Word is that the site is haunted.

Your Patrol is in charge of marketing this site. What do you do? How do you advertise the property?"

Discussion Points:

After ten minutes ask each Patrol to display or read out the information on their leaflet OR discuss with the observer / facilitator:

- Was the information simply summarised or were observations/comments added?
- How did Patrols try to attract people to the campsite without frightening them off .9
- How does the Patrol rate itself.

	Poor	Fair	Good	Excellent
Creativity				
Communication				
Planning				

- How did the observer / facilitator rate the Patrol's efforts? (Privately with Patrol of course).
- Did any Patrol Delay advertising until they had found out what was causing the noise?
- How can you relate the things you have learnt here to your role as a Patrol Leader?

We're in it Together

30 Min.

8

Major Focus: Communication, Leadership and Teamwork

Gear: 2 x 6m. ropes, compasses etc according to chosen activity
Various obstacles
Blindfolds.

Description of Activity

Negotiate an obstacle course when linked together.

Procedure

1. Explain that the activity is about teamwork and leadership.
2. Choose one of the following variations on a theme:

A With one of the ropes each member of the Patrol must tie a clove hitch around their own left ankle. Then they take the end of one of the other ropes and tie a clove hitch around their own right ankle. When the Patrol is all linked together they must negotiate an obstacle course. On completion they Scouts untie the ropes from anybody's right ankle other than their own and then somebody else's left ankle.

B Go through a short obstacle course first without blindfolds and then with blindfolds. Discuss communication implications, safety etc.

C Blindfold half of the Patrol. Sighted members set compass course without speaking (e.g. travel 45 m. to large tree on a bearing of 24T.) Blindfold groups are carefully guided to each point before the next direction is set. When six directions have been done sighted members become blindfold and the now sighted group use the directions (backwards) to return to the starting point guiding the rest of the Patrol.

D Patrol is blindfolded and follows a string trail over various obstacles. Patrol leader can be at the front with blindfold or at the back without a blindfold and able to give verbal instructions.

E With all the Patrol except the Patrol Leader blindfolded the Patrol must erect a hike tent. The Patrol Leader gives instruction but may only touch the tent with his left hand (or right hand for left-handed PL's).

3. Discussion.

NOTE

It is important when using blindfolds to emphasis that all members of the Patrol must be cared for-guided past dangerous spots and so on. Adults need to ensure safety when all Patrol members are blindfold.

Discussion Points:

Leader should not give the answers but rather encourage group to come up with the solutions:

- * Was there a definite leader from the start of the activity? Did the leadership change and the activity proceeded?
- * Was there anything or anyone that made the task easier? What are the implications of verbal communication when you can't see? How do you apply this in normal situations?

Building Bridges

30+ Min.

9

Major Focus: How to instruct

Other:

Gear: 14 Green bamboo sticks, Large elastic bands, Candle, Matches, String, Two chairs

Description of Activity

1. Suspend a piece of string about 3m. Long, 1 m above the ground (e.g. from two chairs).
2. Patrol is behind a line 3 m. from chairs.
3. Patrol to work to build some sort of structure using the available equipment. The structure must support a candle.
4. When the structure is ready the candle is lit and the structure is maneuvered under the string between the chairs. The objective is to bum through the string in the slotted time.
5. Scouts must not cross their line. (The space is filled with crocodiles and only the structure is crocodile proof).

ALTERNATIVE

Suspend a water filled balloon above ground. On the ground is a lit candle and using the available bamboo stakes and rubber bands Patrol is to burst the balloon and extinguish the candle.

Discussion Points:

- Why did we do this activity?
- What did you get out of this?
- What have you learnt?
- What has this got to do with good ways to teach others?

Spar Shuffle

30 Min.

10

Major Focus: Teamwork, shared leadership

Gear: Obstacle course with straights, bends, tyres etc, to negotiate.
Each Patrol has two flat spars or boards long enough for whole Patrol to stand on with ropes attached, watch or stopwatch.

Description of Activity

Patrol stands on spars holding and using the ropes alternatively lift the spars and move forwards.

In this way the Patrol negotiates the course in the shortest time possible. If a Patrol member touches the ground they must return to the start.

Activity could be varied by having the Patrol return to start bearing a 'treasure' (a Mars Bar!!).

Discussion Points:

How could the activity be done more quickly? What were the Patrol dynamics in operation?
What is the value of this sorts of activity to a Patrol?

Bases

60 Min.

11

Major Focus: Leadership and control

Other: Group dynamics

Gear: Drinking straws, sticky tape
ball, bucket
Tent peg, 1 x 12m rope

Description of Activity

Patrols rotate through three bases with discussion at the end of each activity.

1. Clutching at Straws.

Patrol is to construct a high freestanding structure using only straws and sticky tape. Straws are not to be broken or cut but can be bent or extended by inserting one into the other. Communication can only be done by eye contact and hand movements (but not drawing on the table). Adult will score by awarding a point for each display of leadership, communication, teamwork and design used in construction. Five points deducted for every noise made during the time. Additional points for stability. Display structures after the activity.

Alternatively, using 15 straws and 3m. of masking tape, the Patrol is to construct a nest for a real egg that will protect the egg if it is dropped.

As a variation the Patrol leader speaks while the rest of the Patrol members are unable to speak.

Discussion:

Was there a common idea before you started? How was the idea developed? Who played a major part in the development? Was this person the leader in getting the job done?

2. Bucket Brigade

A course is divided into sections. A Patrol member stands at the beginning of each section. Each member of the Patrol must carry a ball through their own section of the course in a different way. At the end of the section the ball is to be passed on to the next person without being thrown. At the end of the course the ball is placed into a bucket and then is returned to the beginning using the same method of transport by each person.

Discussion:

Does this give a good idea of how you can delegate tasks to achieve things?

3. Pull the Pin

Adult drives peg into the ground and draws a circle 3 m. in diameter around it. Patrol must tie a clove hitch around the peg and draw it out of the ground without entering the circle. Alternatively a tin can containing peg can be placed in the circle. Another alternative would be to use strong rubber bands and sisal.

Discussion:

What leadership skills were required for this task?

Discussion Points:

See above

The Nettle Patch

60 Min.

12

Major Focus: Teamwork, leadership, management. planning

Gear: Each Patrol will need 2 x 2.5m poles, 24 x 1 m. tea tree staves, 10 x 1.8 m tea tree staves, 10 tennis balls (bees), 2 x 15 m lengths of hay band, 4 x 50 ltr steel drums, 2 x 5 m. ropes pegged 20 m. apart.

Description of Activity

While out on a Patrol hike you come across a large patch of stinging nettles that is about 20 m. across and too wide for you to go around. Using only the equipment provided you must make a Patrol punt that will get your Patrol safely across to the other side.

The drums will act as rollers for your punt to travel on and will need to be relocated from the back to the front as you travel across the nettle patch. The only things that can touch the nettles are the drums and the tea tree staves.

If a member of the Patrol touches the nettles they will need medical attention, which means that you will have to go back to the start of the nettle patch and begin again.

WARNING!

Giant killer bees are known to constantly come to this nettle patch for nectar and one of your Patrol members will need to make something to protect everyone when your Patrol is crossing the nettle patch.

Discussion Points:

Did you choose a leader or did someone emerge naturally? Why? How did everyone contribute to this project? Were there ideas people and were they able to contribute without being ignored? How did the Patrol operate? How could this understanding of how a group works be applied to your own Patrol?

Designer Pets

30 Min.

13

Major Focus: Teamwork, Patrol System

Other: Creativity, Presentation, brainstorming

Gear: Pens and Paper
Flipchart
Coloured felt -tipped pens

Description of Activity

Scouts work in Patrols to develop a design brief for a pet.

1. Explain that each Patrol works for a genetic engineering company. Much of the company's work is medical but in order to fund research you also undertake commercial projects. The latest is to design a new pet. Each patrol has ten minutes to brainstorm the characteristics of an ideal pet. They should be ready to describe this to other Patrols at the end of this time.

2. Set the Patrols to work in separate areas or rooms.

3. After ten minutes the groups gather together and present their ideas to other groups.

4. Develop the discussion along the following lines:

- a) Why did the members concentrate on particular aspects?
e.g. 'Good with children', cheap to feed', not messy.
- b) Emphasise the variety of ideas.
- c) Draw out who contributed particular ideas. Different sorts of people have different ideas. When you are planning together you get more ideas than if you plan separately

5. Relate the concept to Scouts

- a) What sort of things could you use this technique for at Scouts?
- b) How would you use it?
- c) How could these skills be applied to planning activities for your Patrol or Troop?

6. List some of the other times when it could be used to effect.

Discussion Points:

See above

Patrol Hike

50 Min.

14

Major Focus: Patrol System

Gear: Map of area, Scavenger hunt sheet.

Description of Activity

Set the Patrol on a set course hike to and from the central course location. Provide the PL with a sheet of items for the Patrol to find, observe or complete as they follow the hike. The Patrol is to look out for any opportunity to perform a good turn during the hike and then return to the central location by a specific time.

Along the way the Patrol will pass a gentleman getting very upset with his car - bonnet up, tools scattered round etc. When approached by the Patrol the gentleman does not speak English and appears uncomfortable about being spoken to.

Alternatively the tyre could be flat with the person unable to use jack (or whatever) and the Scouts can change the tyre.

Nothing attempted by the Patrol gets the car going or even pacifies the man. Eventually time will overtake the Patrol and the gentleman will be left scratching his head.

(The 'gentleman' could be at final parade in uniform.)

Discussion Points:

On return discuss what happened and what it tells them as a Patrol. Could the situation have been handled differently? How did the Patrol react?

Multi - tasks

60 Min.

15

Major Focus: Patrol System, Leadership

Other: Organisation

Gear: Pen, pencils, markers and paper. Questionnaire. One Mintie for each participant, Real map and compass.

Description of Activity

Patrols are issued with the following activities at 10-minute intervals. They are not informed that more requirements are coming.

1. Patrol Patriotism.

Patrol is to design and produce a Patrol motto and compose a Patrol Song of two verses to a well-known tune and be prepared to sing it on the final parade.

2. The Patrol is to make a list in alphabetical order of objects found around the course location each beginning with a different letter of the alphabet. Details of object`s location is to be given.

3. The Patrol is to give the answers to each of the following questions:

- a) How many Target Badges are needed to gain the Pioneer Badge?
- b) After being invested and earning the Scoutcraft Badge, what other badges are needed to earn a Pioneer Cord?
- b) After being invested and earning the Scoutcraft Badge, what other badges are needed to earn a Pioneer Cord?
- c) What is wrong with the Scout promise printed here?
"On my Honour, I promise that I will do my best to do my duty to God and the Queen
To help other people and to keep the Scout Law."
- d) What is the first Scout Law?
- e) What is BP's full name?
- f) What knot is used to start a diagonal lashing?
- g) How many star points are on the Australian flag?
- h) What takes longer to break - a flag at half-mast or a flag at full mast?
- i) What is the highest award you can achieve in any Scouting training section?
- j) What do the initials DR ABC stand for in connection with First Aid to the injured?

4. Give the Patrol Leader one Mintie for each member and congratulate them on their efforts thus far. Ask them to create the longest possible strip of paper from the Mintie wrappers.

5. Provide the Patrol with a map and compass and ask them to:

- a) Orient the map on True North.
- b) Choose two points of interest on the map. Take bearing from one to the other. Record the bearing.
- c) Orient the map on magnetic North.
- d) Using the same two points take another bearing from one to the other and record the bearing.
- e) Calculate the difference between the two bearings.
- f) Check the calculation against the Magnetic Declination given for the map.

Discussion Points:

At the end of the activity session have the Patrol discuss the way they approached the tasks. Could they recognise a better way of operating? Did they share the tasks around the Patrol? Who kept track of what was going on and how the tasks were being completed? Thinking about this activity, how can a leader build stronger teams?

Daily Paper

45 Min.

16

Major Focus: Teamwork, Leadership, Organisation

Other: Group Processes

Gear: Each Patrol has - Instruction sheet, pen and scrap paper, Local Daily Newspaper

Description of Activity

Give each Patrol a sheet similar to this but tailored to the newspaper you have available.

This activity could be run as a competition between Course Patrols.

After the twenty minutes the Patrols are brought together to discuss how they approached the task and what its relevance is to leadership.

You have 20 minutes to answer these questions based on the newspaper provided.

1. What would be the minimum cost of advertising a motorbike for sale in this newspaper?
2. Who is the editor of this paper?
3. Produce a completed crossword.
4. What is the cheapest set meal in a restaurant mentioned in the paper?
5. How many vacancies for chefs are advertised in this paper?
6. How many men are depicted in the pictures in the paper? How many women?
7. Where is the paper printed?
8. What is the total area of the pages in this paper?
9. Which star sign has a horoscope closest to "You'll meet an old friend who has good news for you"?
10. Where can you learn to play the guitar?
11. How many musicals are advertised?
12. In which suburb is the most expensive house advertised in this paper?

Discussion Points:

Depending on the level of understanding in the group, discussion can include some or all of the following:

- Which patrol answered the most questions correctly?
- How did the Patrol organise itself to complete the activity?
- Did everyone contribute? Why or why not?
- Did everyone feel that their contribution was important? Why or why not?
- Did your Patrol realise that other Patrols were doing the same tasks?
- How would the Patrol approach the same task again?
- What relevance has this to being a Patrol leader?

Uses for a Tent Peg

15 Min.

17

Major Focus: Teamwork

Other: Value of creative problem solving

Gear: Pens and paper, butchers paper, felt tipped pens, different sorts of tent pegs.

Description of Activity

Scouts compare the value of one person, or individuals developing ideas to a group working together.

Procedure

1. Divide the Patrol into two groups.
2. Ask each individual in one group to list as many uses for a standard tent peg as possible in five minutes without communicating with anyone else.
3. Ask the other group to brainstorm with the facilitator on the same topic. (Each group should be out of earshot of the other).
4. After a set time bring the two groups together to compare the lists.
5. Discuss the value of each method. Some of the points that may arise could be related to:
 - Which group came up with more ideas? Why?
 - Which way is more fun? Why?
 - Does one method lead to more creative ideas?
 - Are whacky ideas of any value?
 - What is the value of a group list?
 - everyone has ownership
 - helps develop a group identity
 - helps develop group cohesion
 - allows the less able members to feel part of the group

Discussion Points:

Included in activity.

Having a Ball

30 Min.

18

Major Focus: Planning and Goal setting

Other:

Gear: Ball for game - e.g. basketball or football.

Description of Activity

Scouts compare the success of a playing a game with set rules against a game without rules.

Procedure

1. Half of the Scouts are given a ball and told to play a game however they like for about 10 minutes.
2. At the same time the other half are given the rules of a simple game and then allowed to play the game.
3. When the groups have played their game for the allocated time gather both groups together and discuss how it went. Who played? What happened?
4. Brainstorm with all the Scouts the advantages and disadvantages of both types of game.
5. Discussion.

Discussion Points:

Leader should not give the answers but rather encourage group to come up with the solutions:

- How does this apply to activities or badgework in own Patrols?
- Who should set the rules - the PL, or the Patrol together? (Perhaps there is a place for both methods.)

Patrol Activity

45 Min.

19

Major Focus: Planning and Goal Setting

Other:

Gear: Pen and Paper

Description of Activity

Patrols work separately

1. Patrol decides on a Patrol activity that they would all like to do e.g.
 - Patrol Hike
 - Rafting expedition
 - Water activities Camp• Mountain Hike
 - Construction weekend
 - Well digging in Kenya
2. Using the requirements of the Patrol Activity Badge the Patrol write all the steps needed to be done to achieve the activity including:
 - Notices - to whom and about what
 - Costs
 - Ways to raise the money if necessary
 - Transport
 - What adult help is needed
 - Food
 - Equipment
 - Gaining permission
3. Identify the badge work that can be completed by members of the Patrol during the camp.

NOTE:

If each idea is duplicated for the other Patrols and presented to the course towards the end of the weekend it may provide all the participants of the course with something practical they can take back to their own Troops.

Discussion Points:

Discussion should occur naturally through the activity.

Programming

30 Min.

20

Major Focus: Programming. Goal setting, Ways to instruct
Other: Award Scheme Patrol system, Patrol Council, Troop Council

Gear: pen and paper

Description of Activity

As a Patrol or in pairs, Patrols choose any badge in the Scout section (e.g. World Conservation Badge).

Scouts choose one section from each level of the badge and work out three interesting activities that they would enjoy which would enable their Patrol to learn and pass the parts of the badge. At least one activity must be away from the Scout hall and involve a night away.

Procedure

1. Explain that the activity is about programming.
2. Explain the task
3. Prepare sheets with the ideas so that they can be taken back to the various Troops to make the badge work more interesting.

Discussion Points:

Leader should not give the answers but rather encourage group to come up with the solutions:

- What can you say about how Scouts should be achieving badges?
- How does this apply to your Troop at home?
- When can the planning be done? Who should do it?

Planning a Campsite

30 Min. +

21

Major Focus: Planning, goal setting
Other: Programming, Campcraft

Gear: Cardboard signs labeled with everything used to set up a Patrol camp: tents, fires, stoves, eating shelters etc.

Description of Activity

Patrol work together to make the perfect campsite.

Procedure

1. Explain that the activity is about planning.
2. Explain one of the following methods:

- a) Each Patrol member will have a sign pinned to them (e.g. Tent)
- b) Signs are attached to stakes

3. Adult leader indicates the lie of the land, prevailing wind, water, hazards, trees, time of year, etc. These may be on stakes or a real campsite can be used.
4. The Patrol leader is nominated and the Patrol negotiate the best possible site layout.
5. Alternatively different team members take turns to lay out their 'perfect' sites.
6. Allow discussion to compare ideas and reasons for decisions.

NB This can be done with individual Patrols or by one Patrol in front of the whole group
Adult leaders need to ensure that each idea is taken seriously.

Discussion Points:

- How does this apply to your Patrol?
- How does this apply in your Troop? What have you learned from this session about planning?
- How do you resolve differences of opinion?

Award Scheme

60 Min.

22

Major Focus: Award Scheme

Other: Develop responsibility towards younger members of Patrol

Gear: Award Scheme Posters, dice, card

Description of Activity

Two ways of doing this:

- A. Each Patrol trials each game and discuss which is the most suitable for their younger Scouts.
- B. Patrol organise themselves to make the three games and discuss which would be most suitable.

Game 1.

Use Award Scheme poster and turn it into a jig-saw puzzle.

Game 2.

Use Award Scheme Poster, blank out the names and use a second poster to provide 'badges' which can be velcro fastened into the right places.

Game 3.

Gameboard similar to the game Trivial Pursuit. Squares around the edge are Target badges at each level, Challenge and P.A. Badges. The 'spokes' of the game board are Pioneer, Explorer and Adventurer Badges. In the centre are cards for each Cord. Participants have a scorecard to record badges 'scored'. Participants throw dice to decide how many moves are made and when anyone lands on a particular square they explain what is required for the badge and 'score' that badge. No-one can enter the spokes to get the level badges until they have the correct sequence. After gaining the level Award the participant may need to exit to get the Challenge Badges before entering again to get the relevant cord.

Discussion Points:

Which is best for the kids in your Patrols? Is this the best way of teaching this? Why/why not?
Other ways or games or improvements?
May wish to discuss cost durability, challenge, numbers involved, materials used, etc.

Troop Council

60 Min.

23

Major Focus: Patrol System

Other: Group dynamics

Gear: Role notes for each participant. Minutes of previous meeting, Agenda for meeting.

Description of Activity

Each course Patrol becomes a Troop Council and decides who is to be given the following roles: President, Scribe, Treasurer and PLs' of Rosella's, Kestrels, Platypus, Panthers and Mopokes. If there are less than eight, in the course Patrol then Scribe can double up as Kestrel PL, then Treasurer as Panther PI, and finally President as Rosella PL

Hand out the minutes of the previous meeting and have the Scouts read through.
Copy a set of role descriptions, cut it up and give each Scout their own role.

When the Scouts are ready explain that they are to act according to the role notes, seriously consider the various matters and make the relevant decisions. An adult leader sits in the role of the Scout Leader.

After role-play participants come out of roles and discuss the meeting. Some of the issues that can be explored can be brought out by asking questions such as:

- What is the value of this sort of meeting?
- What use is an agenda and meeting procedure?
- Consider the things that must have happened before to lead to this meeting.
- What needs to happen after the meeting in each Patrol?
- What effect would the meeting have on the Troop or the various Patrols?
- What does this mean for your own home Troop?
- What can you do in your own Troop to increase the participation of everyone in the Troop organisation?
- Did everyone act within the Scout Promise and Law?
- Make a list of the different places where communication was important in the role-play.
- What are some of the feelings you had during the role play?

The resource material needed to run this session follows on this page and on the next two pages. It can be copied directly or molded to the needs of the course if necessary.

Roles

*** President**

You will chair the meeting. Try to keep to the agenda.

Declare the meeting open and ask Scribe to note the time. Ask for any apologies. Ask if there is any business arising from minutes and accept Rosella's suggestion to defer equipment purchase to general business. Ask for treasurer's report. Ask for Patrol reports.

Rosella's will propose a PA Badge. If the discussion is too long defer it to general business.

After Kestrels' report discuss if Kestrel Patrol should receive the PA Badge as they did not supply any pictures of their activities. Get others views and if necessary take a vote.

Following Platypus report defer the matter of Charles to general business.

During General Business-

- Discuss Charles and help develop a way to tackle the problem of Charles as a Troop. What can you do?
- Lead a discussion to reach a conclusion about buying the equipment.
- Finalise Kestrel's PA if necessary. - Finalise Rosella's PA.
- Ask if there is any further business. List the items first then discuss them one by one if necessary.

*** Scribe**

You need to take notes of the meeting. If you are not clear about something ask the President to clarify it for you. Make sure you record every decision.

*** Treasurer**

In your report indicate that \$878 was taken at the Chook Poo sale. The cost of the plastic bags was \$50 and the profit was \$828. Give the new Bank Balance. Fight like mad not to spend all the Troop's money on new equipment.

*** PL Rosella**

When previous minutes are discussed ask that equipment purchase be discussed during general business.

In your report say that Jeff from Panther Patrol has been elected as API, and that your Patrol wants a Go Karting activity as a PA. During the discussion other PLs will object to your PA. Defend it on behalf of your Patrol or come up with a compromise that will be acceptable to your Patrol.

*** PL Kestrel**

In your report rave on about how good your PA was. Provide the roster, menu and equipment list but apologise for forgetting to take your camera and having no photos to show. Be ready for criticism.

*** PL Platypus**

During your Patrol report indicate that you are having trouble with Charles. He mucks around all the time, will not follow instructions and teases the younger Scouts. During General business suggest a Lamington drive to raise money. Discuss Charles and help come up with a discipline policy for him.

*** PL Panthers**

During the minutes of previous meeting report that the CFA visit is arranged for December 2nd at 7.30pm. You have nothing to report for your Patrol report. During the discussion about Rosella's Go Karting PA object on the grounds that a two-hour activity is too short.

*** PL Mopokes**

During Minutes from Previous meeting report that you have contacted Snowgum and the prices for Hike tents are \$299 each (total \$1196), Trangias are \$70 each (Total \$700). The full cost is \$1896 less a 10% discount making \$1706. Suggest Troop goes ahead and makes purchase. You have nothing to report for your Patrol report. During general business push for buying all the equipment.

AGENDA
Meeting November 1st

1. Opening
2. Apologies
3. Minutes of Previous Meeting
4. Matters arising from previous minutes
5. Treasurer's Report
6. Patrol Reports Rosella, Kestrel, Platypus, Panther' Mopoke
7. Scout Leader's Report (Defer)
8. General Business
9. Date of Next Meeting

Previous Meeting Minutes

Troop Council September 2nd.

Present:

All PLs (Normally named) and SL,

Apologies:

None

Previous Minutes:

Correct and accurate

Business arising:

- Skip investigated parascending - Can't do it until Venturers.
- Chook Poo fundraising approved and set for September 21st

Treasurer's Report:

Bank balance is \$1487

Patrol Reports:

Rosella's: Richard (APL) left and need to elect new API,

Kestrels: PA request - camp on 14/15 Sept. Plan to do orienteering, bush walking, commando course.

Platypus: Nil

Panthers: Nil

Mopoke: Nil

SL's report:

District Camp on 19/20th. October. Group working bee at Scout Hall on Saturday 12th. October - can count to Citizenship Badge.

General Business:

- * All agreed need to purchase 4 hike tents and 10 Trangia stoves. PL, Mopokes to find price.
- * If Kestrels want PA for camp must provide duty roster, menu equipment list and photos of activities
- * PL, Panther to organise visit to CFA in early December.
- * Rosella's to organise election of APL - anyone can apply.

Date of next Meeting.

1st. November at Scout Hall