



# TROOP OPERATIONS WORKSHOP

TROOP 2

HORSESHOE TRAILS DISTRICT  
CHESTER COUNTY COUNCIL

FRIDAY EVENING

# AGENDA FOR TROOP OPERATIONS WORKSHOP

## OPENING CEREMONY

## FRIDAY NIGHT

**Purpose Of Boy Scouting**  
**Boy Scouting Aims**  
**Objectives For The WorkShop**  
**How To Take Notes**  
**What Are Leaders**  
**What's My Job**  
**The Leadership Team**

Cracker Barrel and Games

## SATURDAY MORNING

**Breakfast**  
**Leadership Quiz**  
**What Does A Leader Deal With**  
**The Job of A Leader**  
**The Basics of Leadership**

LUNCH

## SATURDAY AFTERNOON

**How Does Troop 2 Operate And Why**  
**How New, Experienced, and Venture Scouts Work Together**  
**Effective Teaching**  
**Teaching A Skill**

Break

**Brainstorming About The Troop Program**  
**Review The Past**  
**Looking Ahead**  
**Pick And Choose**

Saturday Dinner

Cracker Barrel

## SUNDAY MORNING

Where Is Your Patrol At?  
Patrol Advancement  
Training For Learning  
Where Do We Train?  
Train Without Pain

### BREAK

Worship Service  
What We Did  
What's Next

## CLOSING CEREMONY

ADJOURN

# THE PURPOSE OF BOY SCOUTING

It is the purpose of the BSA to provide for boys an effective program designed to build desirable qualities of character, to train in the responsibilities of participating citizenship, and to develop in them personal fitness, thus to help in the development of American citizens who:

1. Are physically, mentally and emotionally fit.
2. Have a high degree of self-reliance as evidenced in such qualities as initiative, courage, and resourcefulness.
3. Have personal and stable values firmly based on religious concepts.
4. Have a desire and the skills to help others.
5. Understand the principles of the American social, economic, and governmental systems.
6. Are knowledgeable about and take pride in their American heritage and understand America's role in the world.
7. Have a keen respect for the basic rights of all people.
8. Are prepared to fulfill the varied responsibilities of participating in and giving leadership to American society and in the forums of the world.

The Boy Scouts of America accomplishes this purpose by making its program available in partnership with existing groups having compatible goals, including religious, educational, civic, fraternal, business, labor, and governmental bodies.

# BOY SCOUT AIMS

- PARTICIPATING CITIZENSHIP
- GROWTH IN MORAL STRENGTH AND CHARACTER
- DEVELOPMENT IN PHYSICAL, MENTAL,  
AND EMOTIONAL FITNESS

## **WORKSHOP OBJECTIVES**

- Explain and detail the responsibilities of elected and appointed Troop leaders.
- Explain the responsibility leaders have to each other.
- Explain the elements of a good troop program.
- Explain the patrol/crew method and how it works in a troop.
- Develop a desire to carry out of responsibilities.
- Describe the most effective ways to teach scoutcraft skills.
- Use the available planning tools to develop a troop and patrol/crew program.
- Use the skills of leadership to improve the performance of the patrol/crew leader and troop officer.
- Review and evaluate past troop activities.
- Plan the next year's activities and fill out the Troop Planning Worksheet.

## HOW TO TAKE NOTES

**NOTES ARE IMPORTANT.** They are the only dependable way to be sure that you will remember the valuable ideas you hear and see.

**GET THE MAIN IDEA.** Write down only as much detail as you can without losing what the speaker is saying. The speaker usually will tip you off by announcing the main points. For example, "There are three main reasons why ..." and "The first reason is ..."

**USE OUTLINE STYLE.** Outline shows the relation of ideas.

- I. Roman numerals represent main ideas.
  - A. Capital letters are subheadings under the Roman numerals.
    1. Arabic numerals are subheadings under capital letters.
      - a. Lower case letters are subheadings under the Arabic numerals.

**ABBREVIATE.** Use key words and partial sentences. On the other hand, don't be so sketchy that it doesn't mean anything. Brief accurate notes are better than lengthy, confused ones.

**USE A NOTEBOOK.** Random notes scribbled on loose scraps of paper are seldom satisfactory.

**THIS IS IMPORTANT.** Before your notes get cold, probably within 24 hours, take time to make sure you understand them. Then you won't be wondering several months from now what you meant by some of these abbreviations.



"REAL LEADERS ARE JUST ORDINARY PEOPLE WITH  
EXTRAORDINARY DETERMINATION."

"FAILURE IS NOT THE WORST THING IN THE WORLD.  
THE VERY WORST IS NOT TO TRY."

## TROOP LEADERS' JOB DESCRIPTION

### SENIOR PATROL LEADER

- Preside at all troop meetings, events and activities.
- Chairman of the Troop Leaders' Council.
- Appoint boy leaders with the advice and consent of the Scoutmaster.
- Keep patrol leaders/crew leaders informed.
- Assign duties and responsibilities to other leaders.

### PATROL LEADER AND CREW CHIEF

- Participate in Junior Leader Training.
- Plan and hold regular patrol/crew meetings and activities outside the regular troop meetings.
- Lead patrol/crew meetings and activities.
- Keep patrol/crew members informed.
- Share leadership by giving each patrol/crew member a job and replace dropouts.
- Instruct patrol/crew members in scoutcraft skills.
- Represent patrol/crew at the Troop Leaders Council.
- Understand the needs of the patrol/crew.
- Prepare the patrol/crew to take part in all troop activities.
- Develop patrol/crew spirit.
- Work with the troop leaders to make the troop run well.
- Know what patrol/crew members and other leaders can do.
- Set the example: Earn advancements, live by the Scout oath and law, correctly wear the uniform.

### ASSISTANT SENIOR PATROL LEADER

- Trains, guides and helps the patrol/crew leaders.
- Helps with leading meetings and activities.
- Takes over troop leadership in the absence of the SPL.
- Assembles menus, tent partners and duty roosters prior to troop campouts.

### **QUARTERMASTER**

- Keeps records of patrol/crew and troop equipment.
- Makes sure all equipment is in good repair and informs Scoutmaster if repairs are needed.
- Obtains from patrol/crew leaders a patrol/crew box checklist prior to each troop campout.

### **SCRIBE**

- Keeps a log of the Troop Leaders Council.
- Records attendance.
- Helps the Advancement Assistant Scoutmaster keep troop advancement records.

### **HISTORIAN**

- Gathers pictures and facts about past troop activities and keeps these in permanent forms such as scrapbooks, wall displays, or information files.
- Takes care of troop trophies and keepsakes.
- Keeps information on troop alumni and their doings.
- Helps the chartered organization and troop leadership in making use of troop historical material.

### **LIBRARIAN**

- Keeps records on literature owned by the troop.
- Advises SPL or Scoutmaster of new or replacement items needed.
- Has all troop literature available for borrowing at all troop meetings.
- Keeps system to check troop literature in and out.
- Follows up on late returns.
- Keeps the merit badge list.

### **CHAPLAIN'S AIDE**

- Helps in troop program planning to consider religious holidays in planning and include religious observances in activities.
- Assists troop chaplain (an adult) in planning and carrying out religious services at troop activities.
- Encourages troop members to live up to the ideals of the Scout oath, law and slogan.

### **ASSISTANT PATROL/CREW LEADER**

- Leads the patrol/crew when the patrol/crew leader is not present.
- Helps with patrol/crew business.
- Assists as the patrol/crew leader directs.

# TROOP LEADERS' JOB DESCRIPTION

## SENIOR PATROL LEADER

PRESIDE AT ALL TROOP MEETINGS, EVENTS AND ACTIVITIES.  
CHAIRMAN OF THE PATROL LEADERS' COUNCIL.  
APPOINTS BOYS LEADERS WITH THE ADVICE AND CONSENT OF THE SCOUTMASTER.  
KEEPS PATROL LEADERS/CREW LEADERS INFORMED.  
ASSIGNS DUTIES AND RESPONSIBILITIES TO OTHER LEADERS.

## PATROL LEADER AND CREW CHIEF

PARTICIPATE IN JUNIOR LEADER TRAINING.  
PLAN AND HOLD REGULAR PATROL/CREW MEETINGS AND ACTIVITIES OUTSIDE THE REGULAR TROOP MEETINGS.  
LEAD PATROL/CREW MEETINGS AND ACTIVITIES.  
KEEP PATROL/CREW MEMBERS INFORMED.  
SHARE LEADERSHIP BY GIVING EACH PATROL/CREW MEMBER A JOB AND REPLACE DROPOUTS.  
INSTRUCT PATROL/CREW MEMBERS IN SCOUTCRAFT SKILLS.  
REPRESENT PATROL/CREW AT THE PATROL LEADERS COUNCIL.  
UNDERSTAND THE NEEDS OF THE PATROL/CREW.  
PREPARE THE PATROL/CREW TO TAKE PART IN ALL TROOP ACTIVITIES.  
DEVELOP PATROL/CREW SPIRIT.  
WORK WITH THE TROOP LEADERS TO MAKE THE TROOP RUN WELL.  
KNOW WHAT PATROL/CREW MEMBERS AND OTHER LEADERS CAN DO.  
SET THE EXAMPLE: EARN ADVANCEMENTS, LIVE BY THE SCOUT OATH AND LAW, CORRECTLY WEAR THE UNIFORM.

## ASSISTANT SENIOR PATROL LEADER

TRAINS, GUIDES AND HELPS THE PATROL/CREW LEADERS.  
HELPS WITH LEADING MEETINGS AND ACTIVITIES.  
TAKES OVER TROOP LEADERSHIP IN THE ABSENCE OF THE SPL.  
ASSEMBLES MENUS, TENT PARTNERS AND DUTY ROOSTERS PRIOR TO TROOP CAMPOUTS.

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SATURDAY MORNING

## LEADERSHIP QUIZ

### True or False

1. The Patrol Leaders Handbook will make any Scout a good leader.
2. Leadership is a process of getting things done through people.
3. Being a patrol/crew leader is like being a leader in any other group.
4. LEADER is another word for BOSS.
5. Leadership is a gift. If you are **born** with it, you can lead. If you are not, you cannot.
6. A leader is concerned only with **his** group.
7. Every patrol/crew in our troop should not be expected to operate like every other patrol/crew.
8. An assistant patrol/crew leader should be elected by the members of the patrol/crew.
9. A patrol/crew may have from 5 to 10 members.
10. A patrol/crew leader has but **one** job, he presides at all patrol events, meetings, and activities.



COMMUNICATE !!



# COMMUNICATION

## GETTING INFORMATION

- Pay attention
- Make notes and sketches
- Ask questions and repeat back what was said

## GIVING INFORMATION

- Make sure others are listening
- Speak slowly and clearly
- Draw diagrams and notes and have them take notes
- Have them repeat back their understanding of the information

## NOTICE THE USE OF DIAGRAMS AND NOTES

It is a fact that people learn 11 percent of what they know by listening; but learn 83% of what they know by seeing (observation and reading).

It is also a fact that people remember 20% of what they hear but can recall 50 percent of what they both have heard and seen.

**EXAMPLE**-Phone Calling. Make a written list of all items you want to communicate before you call the first scout. Then use the check list to record everyone you have contacted or missed.



# WOOD BADGE

## "OPERATION HALLEY'S COMET"

A COLONEL ISSUED THE FOLLOWING DIRECTIVE TO HIS EXECUTIVE OFFICER:

"Tomorrow evening at approximately 2000 hours, Halley's Comet will be visible in this area, an event which occurs only once every 75 years. Have the men fall out in the battalion area in fatigues and I will explain this rare phenomenon to them. In case of rain, we will not be able to see anything, so assemble the men in the theatre and I will show the films of it."

EXECUTIVE OFFICER TO COMPANY COMMANDER:

"By order of the Colonel, tomorrow at 2000 hours, Halley's Comet will appear above the battalion area. If it rains, fall the men out in fatigues, then march to the theatre where this rare phenomenon will take place, something which occurs only once every 75 years."

COMPANY COMMANDER TO LIEUTENANT:

"By order of the Colonel in fatigues at 2000 hours tomorrow evening, the phenomenal Halley's Comet will appear in the theatre. In case of rain, in the battalion area, the Colonel will give another order, something which occurs once every 75 years."

LIEUTENANT TO SERGEANT:

"Tomorrow at 2000 hours, the Colonel will appear in the theatre with Halley's Comet, something which happens every 75 years. If it rains, the Colonel will order the comet into the battalion area."

SERGEANT TO SQUAD:

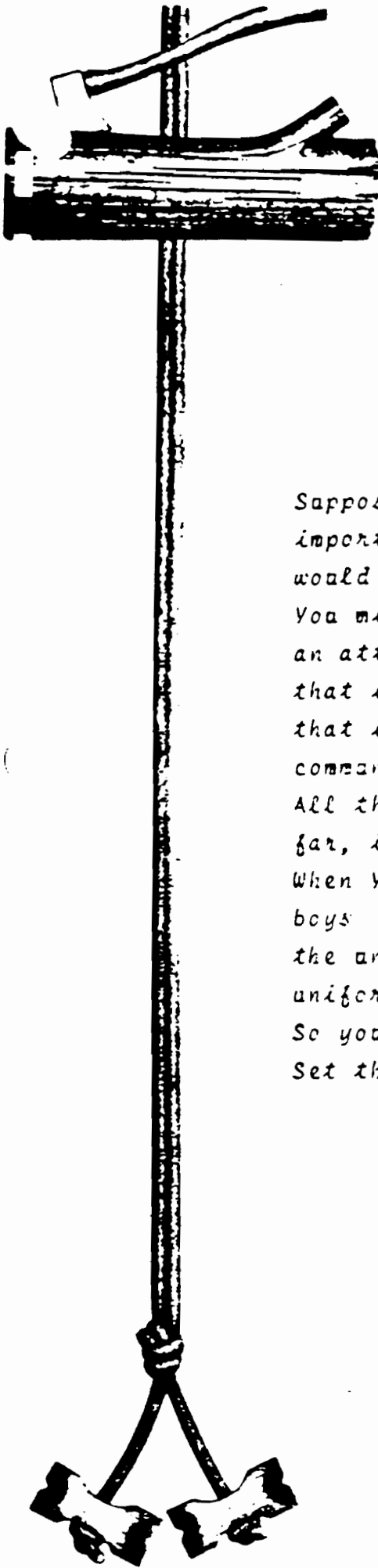
"When it rains tomorrow at 2000 hours, the phenomenal 75 year old General Halley, accompanied by the Colonel, will drive his comet through the battalion area theatre in fatigues."

## SETTING THE EXAMPLE

The most persuasive leadership skill is the personal example of the leader. A good leader sets a positive example in the following ways:

1. **OBEYING THE RULES.** Following instructions, obeying the law, and carrying out tasks in the recommended manner points out that rules and procedures are important.
2. **TRYING HARD.** The leader must work as hard--if not harder--as any member of the group. Leadership by direction is not as effective as by example.
3. **SHOWING INITIATIVE.** A good leader must do what has to be done without waiting to be told or forced to act. An effective leader respects the good suggestions of the group members and encourages each member to show initiative.
4. **ACTING WITH MATURITY.** An effective leader shows good judgment. The group member sees that his personal behavior is directed toward accomplishing the task.
5. **KNOW THE JOB.** Generally, a leader should have a mastery of the skills to be used. If he does not, he must apply the resources of the group toward achieving the task.
6. **A POSITIVE ATTITUDE.** A positive attitude is vital as an example to the group members. The leader's personal frustration or discouragement should never be apparent. Failure should be considered as a potential learning experience. Enthusiasm is contagious.

**Role models** are an important leadership method in Scouting. This applies not only to adults, but also to boy leaders. Patrol/crew members will often copy the action and behavior of leaders they like and admire. The Scouts will literally walk, talk, and act as the example is set by the adult and boy leaders of the troop.



# WOOD BADGE

## "Setting the Example"

### Why a Uniform?

Suppose the question came up—"Why is the uniform important in Scouting?" A number of good reasons would occur to you at once.

You might say, for instance, that your uniform is an attractive outfit to wear.....

that it identifies you with Scouting.....

that it gives you a certain standing in the community.

All this is very true! But the biggest reason, by far, is the effect it has on your boys.

When YOU, as a leader, wear your uniform, the boys tend to follow your example. They get into the uniform, too. And the benefits of a fully-uniformed unit are obvious to all.

So you see, it really depends on YOU - the leader.

Set the example for your troop.

Taken from Directions

**A LEADER HAS TWO CONSIDERATIONS:**

**THE JOB**

**THE GROUP**

④ **THE JOB OF A LEADER**

- **GET THE JOB DONE.**
- **KEEP THE GROUP TOGETHER.**

# KNOWING AND USING THE RESOURCES OF THE GROUP

Two types of resources: those **within** the Troop-----those **outside** the Troop.

## SOURCES:

### WITHIN THE TROOP:

- adult leaders
- experienced scouts
- troop library
- troop and patrol equipment
- Boy Scout Handbook
- Boys' Life Magazine

### OUTSIDE THE TROOP:

- parents and friends
- merit badge counselors
- skilled individuals
- public library

Every member of the troop is a resource. Use the Knowledge of Outdoor Skills survey to help determine the skills of your patrol/crew. Make copies of the blank list. Have your patrol/crew members fill one out. Keep this list in your patrol notebook.

# KNOWLEDGE OF OUTDOOR SKILLS

NAME: \_\_\_\_\_

COURSE DATE: \_\_\_\_\_

( CHECK APPROPRIATE COLUMN )

SCOUT CRAFT	NEED HELP	HAVE KNOWLEDGE	HAVE TAUGHT
<p style="text-align: center;">MAP READING</p> <p style="text-align: center;">COMPASS</p> <p style="text-align: center;">HIKE PROCEDURES</p> <p style="text-align: center;">HIKING</p> <p style="text-align: center;">CAMPING</p> <p style="text-align: center;">FIRST AID MB</p> <p style="text-align: center;">SAFE SWIM</p> <p style="text-align: center;">KNIFE AND AX</p> <p style="text-align: center;">FIRE BUILDING</p> <p style="text-align: center;">COOKING MB</p> <p style="text-align: center;">KNOTS AND LASHING</p> <p style="text-align: center;">PIONEERING MB</p> <p style="text-align: center;">NATURE MB</p> <p style="text-align: center;">ENVIR. SCIENCE MB</p> <p style="text-align: center;">SWIMMING MB</p> <p style="text-align: center;">CAMPING MB</p> <p style="text-align: center;">HIKING MB</p>			



# REPRESENTING THE GROUP

With knowledge of resources, skill in communicating, and an understanding of the characteristics and needs of the group and its members, the leader is now prepared to represent the group.

## **SOME STEPS ARE INVOLVED IN REPRESENTATION.**

1. Before representing the group, it is important to get all of the facts available.
2. Decide on the nature of the situation. ←
3. Determine the group's reaction.
4. Make mental or written notes.

## **WHEN REPRESENTING THE GROUP TO A THIRD PARTY:**

1. It is vital to give the third party the facts accurately.
2. Give the group's feelings, reactions, and position.
3. Respect the feelings of other groups dealing with the same third party.
4. Consider personality problems.
5. Make mental or written notes.

## **WHEN REPRESENTING THE DECISIONS TO THE GROUP:**

1. Accurately represent the third party's decision and attitude.
2. Accurately present the facts.
3. Explain the decision.

As a leader represents the group to the "outside world," the group begins to develop its own attitudes, identity, and direction. The role of the patrol/crew leader in sharing the interests and desires of his patrol/crew to the troop leaders council--and carrying out the decisions of the troop leaders council with his patrol/crew members--is a classic example of representing a group in Scouting.

Be sure all of the members are represented. The majority should rule, but be sensitive to the desires of the minority. If the "vote" was close, be sure to represent that fact. You cannot represent the group unless you know what the patrol is thinking. Some things should be represented in private, for example personality problems, bad behavior of a member. No one wants his problems advertised in front of the patrol/crew or troop.

## CONTROLLING THE GROUP

Controlling the group is an important function of leadership but is often misunderstood. To some, "CONTROL" implies that a whip-cracking boss is in charge. Good control is much more subtle.

A group needs control to keep its members moving in the same direction for best results. If a plan is to be properly carried out, someone must direct the effort. Controlling is a function that the group consciously or unconsciously assigns to the leader in order to get the job done. Skillful control is welcomed by the group. The expression, "Come on you guys, let's get our act together!" is a plea for someone to take charge and bring the group under control.

### CONTROLLING OF A GROUP INVOLVES SIX BASIC STEPS:

1. **OBSERVING.** A leader should be in a position to observe the group, communicate with its members, be available, but not appear to dominate. Good work needs to be praised. Suggestions, rather than orders, are given for improvements.
2. **INSTRUCTING.** The leader must often give instructions as the work proceeds and the situation changes. The leader must communicate well, apply the skill of effective teaching, and allow members to use their own initiative. As long as the work is progressing well, the leader should not intrude.
3. **HELPING.** When a group has decided that it wants to perform a task, the leader must help the members be successful. He does his own job well, takes a positive approach, and gives a helping hand when needed. Care is taken to see that an offer to help is not implied criticism.
4. **INSPECTING.** The leader must know what he should expect to see. He should know the plan and the skills involved. A checklist is valuable. If the work is not correct, the person is led to the proper performance of the task. Again, a positive approach with helpful suggestions for improvements is vital.

**5. REACTING.** How the leader reacts to the efforts of the group is important. Praise the person if the work is good, but the praise must be sincere. If the work is not correct, praise the parts that were done well and accept responsibility for the work not done well. "Gosh, I guess I didn't explain it very well," doesn't hurt the leader but makes the person feel good about corrections that were suggested. React to the total job--don't focus on the obvious weak points.

**6. SETTING THE EXAMPLE.** The most effective way of controlling the group is the personal example of the leader. How he observes, instructs, helps, inspects, and reacts is vital.

**SUCCESSFUL CONTROL GETS THE JOB DONE AT THE RIGHT TIME, AT THE RIGHT PLACE AND IN THE RIGHT WAY.**

# PLANNING

Getting on top of a high wall is hard without a ladder. Getting on top of a program is much easier with a ladder of planning steps.

- 1. DEFINE THE JOB.** Write down exactly what you want to happen. Make it as detailed as you can. You may want to split the big into smaller jobs and work on a mini-plan for each.
- 2. LOCATE THE RESOURCES.** List what you have to work with—things and people. Make a list of what you need and where you might get it.
- 3. LIST THE ALTERNATIVES.** Think about this carefully. If I do this, what will happen.
- 4. DECIDE WHAT TO DO.** Look at the job, the resources, and the possible consequences and decide on the course of action.
- 5. OUTLINE THE PLAN.** Now write down the steps that must be taken to reach the goal. Put them in order. Decide who will be asked to carry out each step. Ask them for help and be sure they know exactly what's to be done.
- 6. CARRY OUT THE PLAN.** Start taking the steps you've listed. Check on the progress of the people you've asked to help.
- 7. EVALUATE.** Keep these six points in mind as the plan unfolds. Be prepared to change the plan if it looks as if problems are developing.

## **IN CLASSIC PROBLEM SOLVING THERE ARE SEVEN STEPS INVOLVED:**

- 1. WHAT IS THE PROBLEM?** A problem is any situation that a group may need or want to do something about. A clear understanding of the problem is needed before the group can set a goal.
- 2. WHAT IS OUR GOAL?** A goal redefines the problem into a positive statement which answers the question, "What do we want?" A goal must be important to the group and must be realistic, not based on wishful thinking.

A goal should require the group's best effort and they should feel good after reaching it.

**3. STOP AND THINK!** Here the group should stop talking and allow each person to examine the problem and goal before continuing to the next step. Often boys--and adults--take the first suggestion that is offered and jump directly into action. If each person takes a few moments to think and form their ideas, they will be able to add some original thought to a plan to be followed.

**4. MAKE A PLAN!** A good planner is always looking for options. The ability to think of a large number of possible pathways to reach a goal is an important skill. "What happens if....?" examines the consequences of a particular course of action. For each alternative there are pros and cons. Once the alternatives and consequences have been discussed, a decision is made on a "start-to-finish" plan.

**5. DO IT!** Action must always follow a plan. If the group has discussed the plan in enough detail, each member will know how to proceed.

**6. KEEP AT IT!** Nothing worthy of achieving is gained without endurance. The group must recognize that before a plan is abandoned, sustained effort is needed. Sometimes only a small adjustment in the plan is required to make it work.

**7. HOW DID IT GO?** Was the goal attained? Did we give out best effort? What might have been changed? It is important to evaluate the entire problem solving process so that the result will be a better plan next time.

**Patrol/Crew Leaders never plan to fail, they just fail to plan.**

## SHARING LEADERSHIP

Much has been written on the styles of leadership and how they are applied in given situations. **Five styles** of leadership are generally recognized:

- 1. TELLING (OR ORDERING).** Here the leader alone identifies the problem, makes the decisions, and directs the activities. The style appears autocratic and may or may not involve the opinions of the group members. This style is very useful when there is an emergency or when the leader is an expert and the group knows it.
- 2. PERSUADING (OR SELLING).** In this style of leadership, the decision is still made by the leader. Having the decision, he must sell it to his group to get cooperation. He must convince the group to agree with him. He may use this when the Troop Leaders Council has made a decision and now the Patrol/Crew Leader must "sell" it to their members.
- 3. DELEGATING.** Here the leader identifies the problem, sets certain guidelines, boundaries, or rules; and then turns the problem over to the group or one of its members. The leader accepts the decision of the group if it falls within the boundaries and guidelines established. While his authority may be delegated, the responsibility must remain with the leader.

This style of leadership can be used when the patrol/crew leader wants to have greater participation from his members. He may want an individual, like an assistant patrol/crew leader, to gain experience. He may delegate when someone in the group has more skills in the task area, for example compass work or swimming.

- 4. CONSULTING.** Here the group members participate and provide input. The leader may suggest a tentative decision or plan and get the group's reactions. Having consulted with the group, the final decision is still made by the leader, usually based on group consensus. If consensus cannot be reached, the group is encouraged to note and follow the desires of the majority.

The patrol/crew leader may use this style when he does not know what decision to make. He should allow all members to have a chance to share their thoughts and feelings. This style of leadership encourages good cooperation by the members because it is a group decision.

5. **JOINING.** Here the leader steps down as leader and joins the group. He agrees in advance that he will abide by the group's decisions. It is important to remember that "joining" the group is still leadership. Before deciding upon using this style, the leader must carefully consider the resources of the group. If necessary he can change to a more direct leadership style.

The patrol/crew leader will use this style of leadership when he wants full participation from the members. The decision is made by majority rule. This style allows the patrol/crew leader to become "one of the guys."

If the patrol/crew leader's goal is to get the job done, done right, and as fast as possible, he might not share the leadership responsibilities too much. If his goal is to get the group to help, feel satisfied, and want to help even more, he may share the leadership completely. The style chosen depends on the balance between getting the job done and maintaining the group.

It is important to recognize that no single leadership style is "best." Each depends on the situation, experience of the group members, and tasks to be done. As leadership styles move from "telling" to "joining," the leader's authority appears to diminish and the group's participation increases. Selecting the appropriate style of leadership is an act of leadership based on the nature of the situation and the ability and experience of the group members. Leadership is a dynamic process, varying from situation to situation with changes in leaders, followers, goal, and circumstances.

**REMEMBER**  
**RESPONSIBILITY CAN NEVER BE SHARED.**  
**ONLY AUTHORITY CAN BE SHARED.**

STYLES OF LEADERSHIP

Guide for Observing

(To be used for an evaluation of the role play.)

STYLE OF LEADERSHIP BEING USED	CHECK	COMMENTS
1. Telling		
2. Persuading		
3. Delegating		
4. Consulting		
5. Joining		
6. Abdicating		

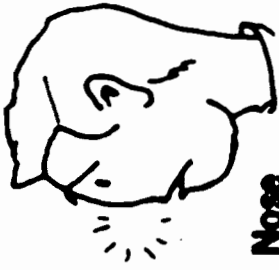
(Reproduce locally)



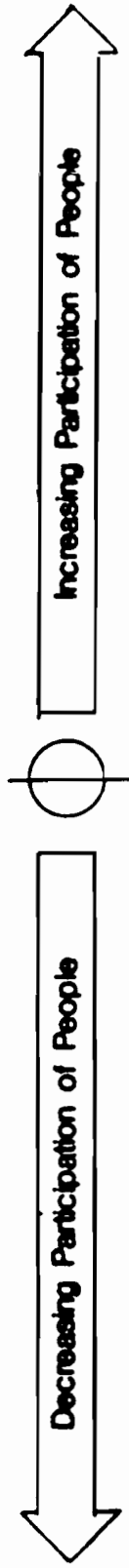


Hard Nose

# The Leadership Nose-a-cater



No Nose



LEADERSHIP TYPES	AUTOCRAT	AUTHORICRAT	BUREAUCRAT	DEMOCRAT	PARTICRAT	ABDICRAT
IMAGE	ORDER GIVER	DIRECTOR	EXPLAINER	DISCUSSEER	JOINT DETERMINER	CRISIS ORIENTED
SOURCE OF POWER	SELF	POSITION	RULES & REGULATIONS	MAJORITY RULE	TOTAL GROUP	INFORMAL ORGANIZATION
QUALITY OF ACCEPTANCE	LOW	MORE	OK	HIGH	HIGH	CHANGE ?
STYLE OF LEADERSHIP	TELLING	PERSUADING	DELEGATING	CONSULTING	JONING	NONE

# EVALUATION

When a program or project has been completed, it is important to find out how well the objectives were met and if improvements can be made for the future. An **evaluation** should reflect two dimensions of the project--its effect on the total group and its effect on each individual member.

**SIX SIMPLE QUESTIONS CAN BE USED TO EVALUATE ALMOST ANY PROJECT OR PROGRAM.** The first three questions relate to the group's success in carrying out the project while the second three questions relate to individual group members.

1. Did the job get done?
2. Was it done right?
3. Was it done on time?
  
4. Did everybody take part?
5. Did they enjoy themselves?
6. Do they want more?

An evaluation as soon as an event or activity ends is a handy measure of the immediate reaction. Sometimes, however, a more valid evaluation can be made two to three weeks following the event or activity. In retrospect, the later evaluation may be more valid. It also is less subject to the enthusiasm of the event and a natural desire to please (or condemn) the leadership.

**EVALUATION IS A CONTINUAL PROCESS. FOR A PROJECT UNDERWAY, THE QUESTIONS CHANGE.** Here are the six questions :

1. Are we getting the job done?
2. Are we doing it right?
3. Are we on schedule?
  
4. Is everybody involved?
5. Are they working well and satisfied with what they are doing?
6. Do they want to continue?

If the answer to any of these questions is "no," or if there is any doubt, the leader needs to take some action.

**ASK YOURSELF:**

**Is the job getting done?**

**How well did I do on my skill presentation?**

**Was the campout menu good? How well were the meals prepared?**

**What advancement did the members complete?**

**How could my patrol/crew's performance have been improved this month?**

**BE HONEST AND YOUR PATROL/CREW WILL BE THE BEST!**

## **UNDERSTANDING THE NEEDS OF THE GROUP**

Each member of the group has some important needs. At the basic level his need for food, water, shelter, and warmth. The next level involves the need for safety and security. Next is the need for friends, association with others, interpersonal relationships, order, and a feeling of belonging. At the fourth level, needs include recognition, self-respect, independence, and esteem. The final level involves the need for self-fulfillment, confidence, achievement, and growth to the individual's full potential.

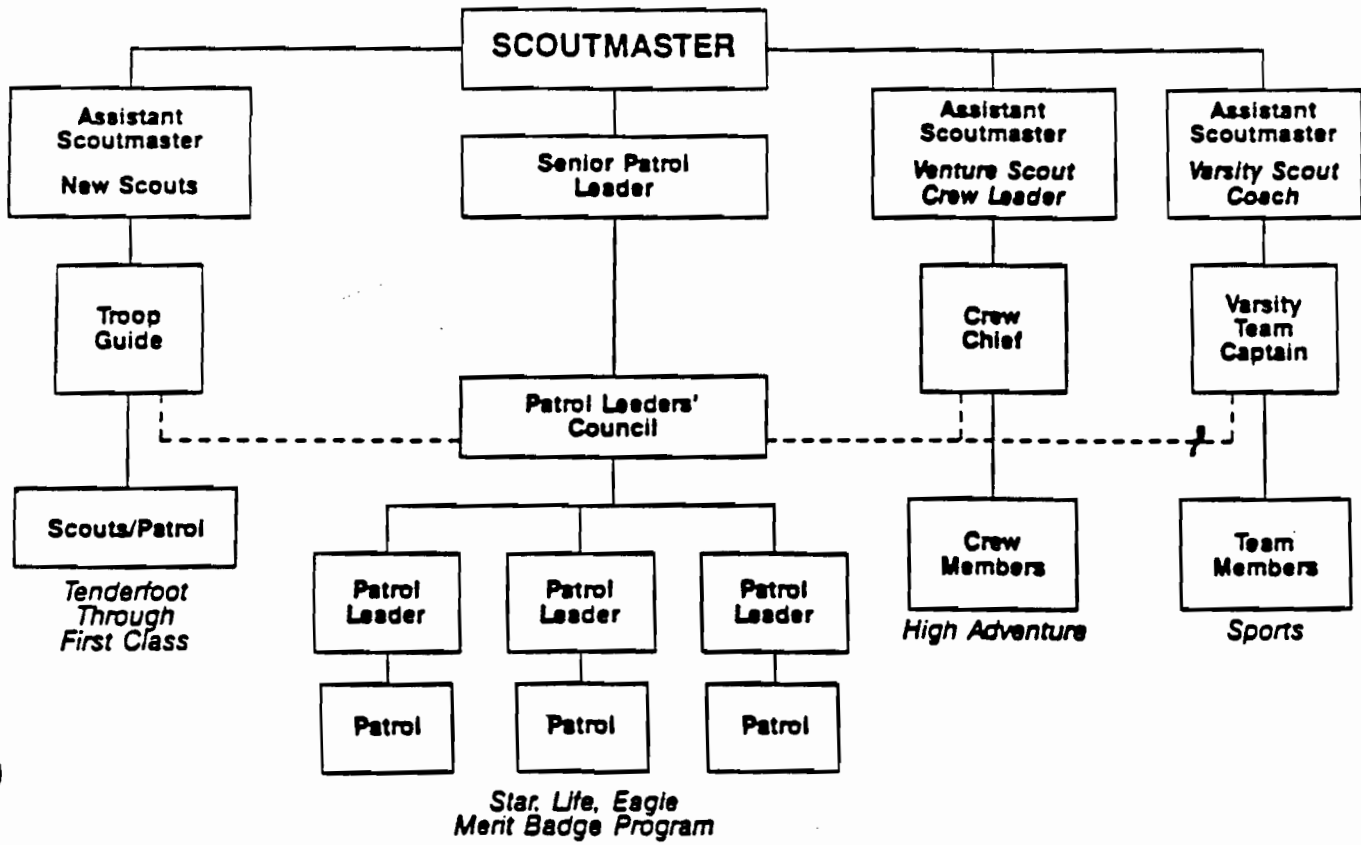
Recognizing these needs and how well they are met will often explain the characteristics of the members of the group. If one level of needs has been somewhat met, then other needs emerge as dominant.

Each Scout in your patrol/crew wants to feel good about himself. As a patrol/crew leader, your encouragement and recognition will go a long way towards helping that Scout achieve. Try to understand each member of your patrol/crew. Look at them as individuals and treat them as individuals. If you are trying to meet the needs of your patrol/crew members, you will be a successful leader.

**ACCEPT EACH PATROL/CREW MEMBER AS AN INDIVIDUAL  
AND TREAT EACH MEMBER AS AN INDIVIDUAL**

SATURDAY AFTERNOON

# TROOP ORGANIZATION





## BOY SCOUTS OF AMERICA

Public Relations  
1325 Walnut Hill Lane  
P.O. Box 152079, Irving, Texas 75015-2079  
Telephone 214-580-2000

## FACT SHEET

### TROOP OPERATIONS PLAN

#### PURPOSE OF THE PLAN

The new Troop Operations Plan is designed to increase the tenure of Scouts. It will consist of:

- New advancement requirements to First Class
- A different patrol structure for new Scouts
- Enhanced program features for experienced Scouts
- New activities for older Scouts based on high adventure and sports.

#### NEW ADVANCEMENT REQUIREMENTS

The new advancement requirements are easily incorporated into troop meetings. They are action-oriented rather than classroom-oriented.

The new Tenderfoot through First Class requirements will:

- Provide Scouts with hands-on experience
- Utilize a progressive learning process, whereby each previous skill will be expanded on as a Scout moves up in rank
- Permit a Scout to work on requirements for these ranks simultaneously, although they still must be earned in order
- Not require earning a merit badge
- Require participation in 10 troop or patrol activities, excluding regular meetings, three of which must include overnight camping
- Be more than 80 percent outdoor-related
- Require participation in a service project for Second Class

#### NEW SCOUT PROGRAM

A patrol for new Scouts (sixth graders) has been developed to assist them in adjusting to troop operation. Under the supervision of an assistant Scoutmaster and troop guide, the new Scout patrol works on skills needed to attain the First Class rank.

A troop guide is appointed by the Scoutmaster to work with new Scouts. The troop guide is responsible for:

- Acting as adviser to the patrol leader and attending patrol leaders' council meetings with patrol leader
- Preventing harassment from older Scouts (big brother)
- Working closely with Scouts to acquaint them with troop procedures
- Serving as an instructor for basic Scouting skills

The assistant Scoutmaster who works with the patrol for new Scouts is responsible for:

- Training the troop guide
- Working with Webelos dens to recruit new members
- Conducting an orientation for parents of new Scouts
- Acting as a skills instructor if needed

#### OLDER SCOUT PROGRAMS

Optional programs for older Scouts in troops will be provided through Venture and Varsity activities. These programs have the following similarities:

- Recommended for boys 13 and older.
- A Venture crew or Varsity team may be organized if there are at least 3 or more Scouts interested.
- An assistant Scoutmaster is assigned to advise the program.
- Scouts may earn a letter to wear on their merit badge sash or jacket. After meeting the necessary requirements, special pins may be worn on the "V" letter, which represent completion of an ultimate adventure or sports activity.
- Troops can have more than one team or crew.

## **FLOW OF INFORMATION**

**SCOUTS>>TROOP LEADERS COUNCIL >>SCOUTMASTER>>COMMITTEE**

**COMMITTEE>>SCOUTMASTER>>TROOP LEADERS COUNCIL>>SCOUTS**



**SCOUT TO SCOUT RESPONSIBILITY**

**LIVE BY THE SCOUT OATH AND LAW**

# THE PATROL/CREW METHOD

It accomplishes:

- Self-confidence
- Responsibility
- Cooperation within a group
- Creates competition
- Competition creates a higher standard of performance

**"UNLESS YOU TRY TO DO SOMETHING BEYOND WHAT YOU HAVE  
ALREADY MASTERED, YOU WILL NEVER GROW"**

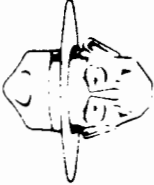
# BADEN-POWELL PATROL RECORD CHART

Patrol \_\_\_\_\_

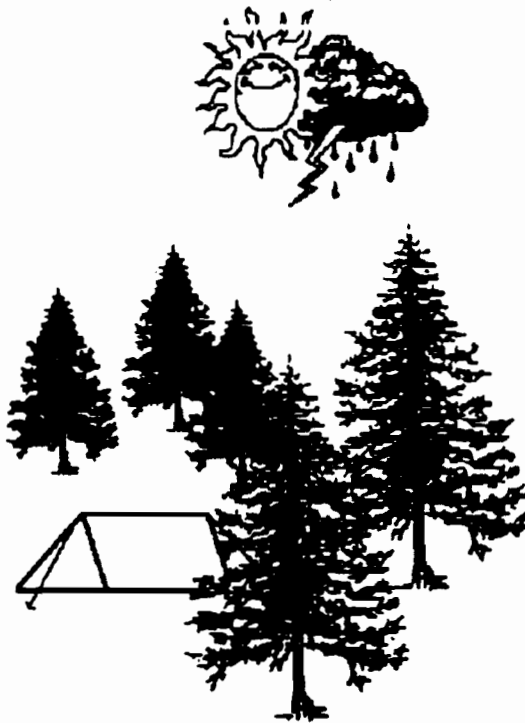
to 19 \_\_\_\_\_

Troop No. \_\_\_\_\_

Baden-Powell Patrol Chart and Individual Boy Scout Record

 <b>B P</b> SCOUTS ▶	● RED—GET GOING			● GREEN—KEEP GOING			○ GOLD—GOOD GOING					
	PL	APL										
MONTHS	1	2	3	1	2	3	1	2	3	1	2	3
ON TIME FOR PATROL MEETING												
ON TIME FOR OUTING												
GOOD TURNS												
ADVANCEMENT												
UNIFORM AT TROOP MEETING												
DUES PAID												
THE PATROL ▶	BUILD PATROL SPIRIT 1 ..... 2 ..... 3 .....			BUILD PATROL MEMBERSHIP 1 ..... 2 ..... 3 .....			ATTEND PATROL LEADERS' COUNCIL MEETINGS 1 ..... 2 ..... 3 .....					

As your patrol completes these requirements monthly, fill in date.



## **PATROL/CREW LEADERS RESPONSIBILITIES FOR CAMPOUTS**

- Encourage all patrol members to go along.
- Make a list of Scouts camping, turn copy into ASPL.
- Make sure menu is made and turn in copy to ASPL.
- Turn in copy of tent assignments to ASPL.
- Be sure food is purchased.
- Collect permission slips and turn into Assistant Scoutmaster.
- Collect money and turn into Assistant Scoutmaster.
- Draw up a duty roster and follow it.
- Make sure patrol/crew box and equipment are clean and ready for next outing.

**GOOD CAMPOUTS RESULT FROM GOOD PLANNING.**

**CREAT CAMPOUTS RESULT FROM GOOD PLANNING  
AND GOOD LEADERSHIP.**

# Our Camping Log



## Requirements

The National Camping Award is designed to recognize troops who go camping during the year. Your troop may qualify in two categories as you begin to expand your camping program: yearly and cumulative.

**Record-keeping procedures:** At least 50 percent of your troop must attend resident camp. On other campouts, at least 33 percent of your Scouts must be in attendance for each twenty-four-hour period to count as a camper day to qualify for the troop ribbons. A record is kept by your troop of the number of days camped each year. Your unit commissioner or district camping chairman may approve the application for recognition, which can be secured at your council service center.

Individual Scouts and Scouters may qualify for the cumulative patch by participating in campouts with their families, patrols, or other groups.

## Suggestions

1. Show a camp promotion video or slide presentation.
2. Plan the outline of your outdoor program for the next twelve months by referring to *Troop Program Features, Vol. I, No. 33110; Vol. II, No. 33111; and Vol. III, No. 33112*, through the patrol leaders' council with the advice and support of the troop committee.
3. Check your plan carefully with the Council Planning Calendar of Scouting events and the schedule of school, public, and religious holidays in your community.
4. Use *Tours and Expeditions, No. 33737C*, as a guide for planning and executing tour camps or long trips.
5. Take advantage of local council assistance in camping such as movies, slides, videos, equipment, and training helps.

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1999 Boy Scouts of America

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## How to Use This Log

1. Keep a record on this camping log of all camping and outdoor activities.
2. Fill out the attached application for the National Camping Award. Cut it off and send it to your council service center when requirements for one year have been completed.
3. Your twelve-month period may cover a calendar year, a charter year, or any other twelve-month period predetermined by your patrol leaders' council.

### Note:

This camping log is prepared for you and provided by your local council, Boy Scouts of America. It is hoped that you will use it as an aid to your camping program.

#### Yearly

##### Award Categories

10 days and nights  
20 days and nights  
30 days and nights  
50 days and nights

##### Troop Ribbon

Unit Award, No. 17831  
Bronze Award, No. 17832  
Silver Award, No. 17833  
Gold Award, No. 17834

##### Cumulative Award

100 days and nights  
250 days and nights  
500 days and nights  
1,000 days and nights

##### Troop Ribbon

Unit Award, No. 17827  
Bronze Award, No. 17828  
Silver Award, No. 17829  
Gold Award, No. 17830

##### Individual Patch

No. 00296  
No. 00297  
No. 00298  
No. 00299

\*Retroactive to January 1, 1991

## Troop Application for the National Camping Award

Date \_\_\_\_\_ Troop No. \_\_\_\_\_  
District \_\_\_\_\_  
Chartered organization \_\_\_\_\_  
Signed \_\_\_\_\_  
Camping chairman/unit commissioner \_\_\_\_\_  
Scoutmaster \_\_\_\_\_  
Senior patrol leader \_\_\_\_\_

To: Local Council

Attention: Council Camping Committee

Our patrol leaders' council reports that our troop has qualified for the National Camping Award (yearly award) with \_\_\_\_\_ days of camping.

We have also qualified for the cumulative award with \_\_\_\_\_ days since January 1, 1991.

CUT ALONG DOTTED LINE

Troop No. \_\_\_\_\_

Fill out application on reverse side.

# Our Cam

**Roster of Scouts**

**DATE**

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## HOW THE NEW, EXPERIENCED, AND VENTURE SCOUTS WORK TOGETHER

There are two major changes in the troop operation. First, there is a new program for Scouts in the fifth grade. The **New Scout Patrol** is made up of cross-over WEBELOS scouts and any new scout that is in the fifth grade.

The second new program is the **Venture Scout Crew**. A Venture Scout is a first class scout or above who is 13 years or older. The Venture Scouting program emphasizes high-adventure activities. The Scouts are organized into crews rather than patrols. Crews will be responsible for selecting their Crew Chief who serves for one high adventure activity. The Venture activity goes beyond the normal merit badge requirements for a comparable merit badge.

An **Experienced Scout Patrol** is made up of Scouts in the 6th grade or any Scout above the 6th grade who has not completed first class. The Experienced Scouts will concentrate on earning merit badges and improving scoutcraft skills beyond the first class requirements in preparation of becoming a Venture Scout.

With the new troop organization, it has become very important for each Scout patrol (New Scouts, Experienced Scouts and Venture Scouts) to be willing to help each other. This is especially true of the Experienced and Venture Scouts helping the New Scouts.

A new troop position, **Troop Guide**, will be established. The Troop Guide is a mature Experienced Scout or a Venture Scout who is willing to help the New Scout Assistant Scoutmaster work with the New Scouts. The Troop Guide will:

- Make a 6 month commitment to a New Scout Patrol.
- Be the New Scout Patrol's representative on the Troop Leaders Council.
- assist the Assistant Scoutmaster assigned to the New Scout Patrol.
- Instruct New Scouts in scoutcraft skills.
- Provide a positive example of a scouting to the New Scouts.
- Become a friend to the New Scouts.
- Help the New Scouts adjust to the Boy Scout method of operation.
- Help the New Scout Patrol Leader organize and plan campouts.
- Prevent the harassment from older Scouts.

Many times the Experienced Scouts (Scouts in the 7th grade or above and not yet first class) will join with the Venture Crews for working on a merit badge that parallels the high adventure activity. While the Experienced Scouts will not go beyond the merit badge requirements, the interaction will be substantial. Experienced Scouts will stop meeting with the Venture Crews when the merit badge requirements have been met.

**LEADERSHIP MEANS "SETTING THE EXAMPLE."**

**HELPING YOUNGER SCOUTS IS A GOOD WAY OF  
SETTING THE EXAMPLE.**



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Boy Scouts of America

## TEACHING A SKILL

The two conditions of teaching are : (1) that none can teach more than he knows; (2) that none can teach faster than the scholar can learn. (Ralph Waldo Emerson)

There are five basic steps in teaching a Scouting skill:

### 1. PREPARATION

The first step in teaching a skill is to obtain the necessary equipment and supplies in sufficient quantity so the skill can be demonstrated, taught and practiced. For demonstration and teaching purposes, simulated or makeshift equipment is never adequate.

### 2. EXPLANATION

The explanation serves two purposes: (1) to introduce the subject by giving some background about its usefulness and application; (2) to describe the subject in detail, technical enough to be complete but not confusing.

The explanation should create a desire to become proficient in the skill. Unusual facts or illustrations arouse interest and create an appreciation of the value of learning the skill.

### 3. DEMONSTRATION

This is the showing process. It is the first step in actual teaching. The demonstration should be done so well and simply that the student will have confidence in his own ability to achieve success. Demonstration of a skill is not the opportunity for the trainer to show his proficiency, but should be used primarily to show the steps in acquiring the skill.

### 4. PRACTICE

Hearing and seeing are not enough. The learning process begins to finalize itself when students have the opportunity to try to do the skill themselves under the guidance of a trainer. The coach and pupil method works well at this point. Nothing can beat the "learn by doing" method.

### 5. TEACHING OTHERS

People often learn best those things they teach to others. Whenever possible, each student should have the opportunity to demonstrate and practice teaching others. Occasionally a summary review and examination are desirable. To the extent to which they are used depends on the type of skill and how well the student has learned.

## **TIME BALANCE IN TEACHING A SKILL**

No one can learn a skill except by doing it, therefore most of the time must be spent in practice. The proper balance is:

Explanation (hearing)	10% of the time
Demonstration (seeing)	25% of the time
Practice (doing)	65% of the time

## **TIPS ON COACHING A SKILL**

1. Be able to perform the skill well yourself. ✱
2. Review your own experience in learning it, and work out a series of steps for teaching it.
3. Keep the instruction personal by working with an individual or small group, letting them teach others.
4. Size up your audience, both as to abilities and personality traits which affect their learning the skill.
5. If the learner is not familiar with the skill, go slowly. Insist on accuracy first, then speed (if speed is a factor).
6. Do not interfere with the learners trying to do it on their own. Do not interrupt their efforts unless they bog down or go off on the wrong track.
7. Let them make mistakes, if this will help them learn, but do point out mistakes tactfully.
8. Never make corrections sarcastically or for the benefit of any onlookers.
9. Encourage the learners by making remarks on their progress, pointing out the completion of each step and remarking on the steps they have done well.
10. Urge them to practice and to teach someone else.

# EFFECTIVE TEACHING

**Effective teaching** is a process by which an individual or group's learning is managed or facilitated. Five elements are involved in effective teaching, but these are not necessarily steps in a sequence.

**1. LEARNING OBJECTIVES.** Before attempting to teach, it is important to know what is being taught. "What should the participants be able to do by the end of the session?" determines the learning objectives. Learning objectives are stated in performance terms. To know, understand, appreciate, or value, are "slippery" words that have no part in good learning objectives. Learning objectives should clearly state what the individual will be able to do as a result of the learning experience.

In a structured teaching situation, it is wise to write down the learning objectives as guidelines to the instructor. The objectives will usually determine the content of the instruction. In casual situations or "opportunity teaching," the objectives may not be written but should be clearly in the mind of the instructor.

**2. DISCOVERY EXPERIENCE.** A discovery experience is any sort of happening that has three results:

- Knowledge is confirmed. The person discovers what he does know. Up until now he may not have been sure.
- Need to know is established. He discovers that he does not know something that he must know in order to be successful in what he wants to do.
- Motivation. He discovers that he wants to learn more.

Sometimes a discovery experience just happens. An alert leader can then turn this happening into a learning experience. This is referred to as "opportunity teaching."

In more structured teaching, an instructor often will set up a discovery experience as the introduction to a learning activity. Discovery experiences can be as simple as a leading question or as complicated as a dramatic role play.

**3. TEACHING-LEARNING.** Once discovery experience has shown what the person already knows, the instructor has some choices to make:

- The person knows and can do what is desired. The learning objectives have been met.
- Subtract what the person knows from what is desired and work on what the person needs to know.
- Give the full instruction session. The participant will learn what he needs to know and review what he already knows.

Teaching involves a variety of communication techniques. We principally learn from hearing (lecture, discussion, conversation, dramatization), seeing (reading, displays, visual aids, demonstrations), and doing (trial and error, experimenting, copying the acts of others). As each task or skill or idea is broken down into simple steps, the learner can confirm what he now knows, needs to know, and wants to know. Thus, learning is actually a series of discoveries. Each step should lead to some success--it is important to keep the person encouraged that he is making progress.

**4. APPLICATION.** Each individual should have an immediate chance to apply what has been learned. In some situations, application must be deferred, but immediate application is more desirable.

In attempting to apply what has been learned, another discovery experience will likely occur, which leads to new learning objectives, more teaching and learning, and further application.

**5. EVALUATION.** Essentially, evaluation is a review of what happened to see if the learning objectives were met. In the teaching situation, we are always checking to see, "Did it work? Do I understand? What do I do next?" In effect, the evaluation itself often becomes another discovery experience.

**RECYCLING.** If evaluation shows that the person has not learned what was to be taught, there is a need to recycle--teach it again. The approach may be changed, the steps simplified, the explanation more detailed, or even the learning objectives may change.

Research has shown that learning is most effective when it is self-directed. The more deeply a person can be involved in his own learning, the more he will learn and the longer he will retain what has been learned. Teach from the point of view of the student--not the teacher. Be sure that personal objectives are met before dealing with organizational objectives. Move from what is known to what is unknown--from what is simple to what is more complex.

It is important to note that the five elements of effective teaching are not necessarily a series of steps each to be completed before the next is attempted. Rather these elements are a mix of factors that can be used to plan a learning experience or evaluate its worth. The five elements are not a lock-step process by which one marches through a training experience. Training must flow and stay flexible to meet the needs of the participants.



**SCORE SHEET**  
**Evaluation Phase of Effective Teaching**

Using the guide below, rate the patrol on how well it did.

	SCORE			
	5	3	1	0
<p><b>1. Learning Objectives</b></p> <p>Evidence that the presenter had a clear idea of what should result from the training.</p>				
<p><b>2. Discovery</b></p> <p>Gave the participant an opportunity to test his/her ability</p>				
<p><b>3. Teaching-Learning</b></p> <p>The knowledge gained was presented in such a way that it helped in understanding the concept.</p>				
<p><b>4. Application</b></p> <p>An opportunity to try and acquire some skill under guidance of the presenter.</p>				
<p><b>5. Evaluation</b></p> <p>Ability to utilize the skill. Evidence of progress being made.</p>				

**Score Interpretation:**

- 5 Very helpful, contributed to learning.
- 3 Helpful, but some confusion and interference.
- 1 The steps were taken but left little impact on the learning process (didn't get much out of it).
- 0 Complete bust--no evidence of conscious use of the technique of effective teaching.

(Reproduce locally)

THE LEADER'S RESPONSIBILITY

**CARRYING OUT DUTIES OF OFFICE**

# **BRAINSTORMING**

## **Some simple rules:**

1. We want as many Ideas as possible.
2. Shout out your ideas in two or three words; don't try to explain it.
3. All Ideas are good, but try not to be silly.
4. No fair criticizing an Idea.
5. You can build on someone else's Idea.
6. Every body takes part. If you think of it, say it!

**"IF YOU WERE A MEMBER OF THE ~~GREATEST~~ SCOUT TROOP  
IN THE WHOLE WORLD,  
WHAT DO ~~YOU~~ THINK SHOULD BE IN THE  
TROOP PROGRAM?"**

## EVALUATE THE TROOP'S ACTIVITIES

Look at the list of activities and ask the following questions:

Did we do it?

Did we do it right?

Did we do it on schedule?

Did every member take part?

Did they enjoy it?

Do they want more?

The more **YES** answers the better the activity!

## PROGRAM IDEAS

### **Woods Wisdom Options:**

Aquatics	Athletics	Backpacking
Boating/Canoeing	Business	Camping
Citizenship	Communications	Cooking
Emergency Preparedness	Engineering	Environment
First Aid	Fishing	Forestry
Health Care	High Adventure	Hiking
Hobbies	Leadership	Mechanics
Nature	Orienteering	Physical Fitness
Pioneering	Public Service	Safety
Science	Shooting	Space Exploration
Special Cooking	Tracking	Wilderness Survival
Sports	Wildlife Management	Winter Camping

SUNDAY MORNING

**KNOW WHAT YOUR PATROL/CREW MEMBERS  
NEED FOR ADVANCEMENT.**

**BRING THAT INFORMATION TO  
THE TROOP LEADERS COUNCIL.**



**WHAT ARE SOME ADVANCEMENT OPPORTUNITIES  
FOR YOUR PATROL/CREW?**

**WHAT CAN YOU DO TO HELP YOUR  
PATROL/CREW MEMBERS ADVANCE?**

**WHERE CAN TRAINING TAKE PLACE?**

**TEACHING AND LEARNING SKILLS IS FUN!**

**FUN FOR THE STUDENT AND THE TEACHER.**

**WE ACCOMPLISHED A  
GREAT DEAL THIS WEEKEND.**

- We have learned how better to do our jobs as leaders in the Troop and you have proven you can work with others. **We are a team!**
- We have lots of good ideas. We learned we are creative people.
- We discovered that well planned and executed training is needed to help our Troop and Patrol members to grow through advancement. We know how to do this.
- We developed a program and laid plans to make it work.
- We had fun, got to know each other better, and explored our own strengths and the strengths of others.