



Scout Youth Leadership Course

February 2020

Victorian Guidelines

Scout Council Victoria is ever mindful that any document should be a 'living' document; therefore we would welcome any feedback or activities that can be utilised in future editions.

Please send your contributions to sc.scouts@scoutsvictoria.com.au

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 Scout 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.

Leadership Courses have been developed to support the Scout Leader in the provision of leadership training 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. There is no prescribed way to deliver a Leadership Course. It could be delivered in the Troop, by the District or Region. However, the duration and content of an alternative delivery must be equally challenging and rigorous.

This book is designed to provide a collection of program sessions to assist adult Leaders to develop a course in leadership, though many Leaders will find some of the activities most suitable for Troop occasions.

No Leadership Course is suitable for all Scouts so we encourage Leaders to adapt this material to local needs or develop similar sessions.

In National and State Forums, many Scouts have been critical of courses which primarily emphasise sitting down and listening. This criticism 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 to lead others.

They are designed to involve Patrols of six to eight Scouts.

Sessions cover the key elements of a Leadership Course:

- 1. Control and Discipline, Conflict Resolution & Management**
- 2. Leadership, Brain Storming, Problem Solving, Character Recognition & Self Confidence**
- 3. Teamwork, Building a Team, Group Dynamics & Group Processes**
- 4. Planning, Organisation, Camp Organisation & Goal Setting**
- 5. Instruction Skills**
- 6. Communication**
- 7. Patrol/Troop Management, Duties of a Patrol Leader and the Troop Council, Award Scheme, Patrol System & Programming**

On the Job Training – Final requirement for Australian Scout Medallion

These are the basic elements of all courses and the activities described in this booklet can form the bulk of a weekend course or a course delivered over some other suitable, equivalent time frame.

Remember – A Leadership Course is not an end in itself but rather just one of the many means to the ultimate end – effective leaders!

This document was reviewed in 2020. Next review will occur in 2021.

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HANDY HINTS

This guide has been designed to help an Adult Leader to design a great Scout Leadership Course.

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.

- Don't try to fit all 100+ pages of this guide into a weekend! Use the Suggested Key Element Duration table to plan out your course. At most, plan for 1-2 activities per each of the seven Key Element areas. Leave some time for socialising and unwinding!
- Run your course over two nights, catered, at a site unfamiliar to the participants. This way the Scouts understand they're there for something special- it's not just any weekend away. And on the first night, get them to bed at a reasonable time- no butchers paper sessions at 11pm!
- Recruit Adult Leaders with a range of scouting experience as facilitators on the weekend. Newer Leaders will get a lot out of seeing highly engaged, ambitious young people getting out and scouting.
- Promote Youth Led, Adult Supported- endeavour to have Venturers or Rovers facilitate sessions over the weekend.
- Consider the age of participants. Scout Council Victoria recommends that Scouts no younger than 13 years attend. This would allow them to put their knowledge into practice once they return to the Troop as it will not be long before they are placed in a formal leadership role.
- 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'.
- 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 PL and APL, 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.
- Badge should be presented at the end of the course.
- “on the job training” is the final element for ASM.
- Emphasise the expectation that the Scouts would become more involved in leadership in the Troop.
- 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.

Suggested Key Element Durations

	Key Element	Activities	Reference	Time (Mins)
	Course Opening			15
		FORM PATROLS/ICEBREAKER		15
1.	Control and Discipline, Conflict Resolution & Management			45
		PEOPLE IN THE SCOUT TROOP	1.1	45
2.	Leadership Brain Storming, Problem Solving, Character Recognition & Self Confidence	Choose activities from below to fill the suggested time allowance		120
		SECRETS OF LEADERSHIP	2.1	90
		CHARACTER RECOGNITION	2.2	30
		BASES	2.3	60
		LEADERSHIP	2.4	60
		PROBLEM SOLVING	2.5	60
3.	Teamwork, Building a Team, Group Dynamics & Group Processes	Choose activities from below to fill the suggested time allowance		140
		ROUND THE TRIANGLE	3.1	60
		THE HAUNTED CAMPSITE	3.2	30
		SPAR SHUFFLE	3.3	30
		THE NETTLE PATCH	3.4	60
		DESIGNER PETS	3.5	30
		DAILY PAPER	3.6	45
		USES FOR A TENT PEG	3.7	15
		TEAM BUILDING	3.8	80
		TEAMWORK	3.9	60
4.	Planning, Organization, Camp Organization & Goal Setting	Choose activities from below to fill the suggested time allowance		210
		HAVING A BALL	4.1	30
		PATROL ACTIVITY	4.2	45
		PLANNING A CAMPSITE	4.3	30+
		TASK MANAGEMENT	4.4	60

		PLANNING	4.5	60
		ACTIVITY PLANNING	4.6	30
5.	Instruction Skills	Choose activities from below to fill the suggested time allowance		60
		BUILDING BRIDGES	5.1	30+
		HOW TO INSTRUCT	5.2	60
6.	Communication	Choose activities from below to fill the suggested time allowance		60
		SEVEN CIRCLE CHALLENGE	6.1	30
		WE'RE IN IT TOGETHER	6.2	30
		COMMUNICATION	6.3	60
		LISTENING SKILLS	6.4	15
7.	Patrol/Troop Management, Duties of a PL, and the Troop Council, Award Scheme, Patrol System & Programming	Choose activities from below to fill the suggested time allowance		320
		GETTING THERE	7.1	60
		HOW TO MAKE A PATROL LEADER	7.2	30
		PATROL HIKE	7.3	50
		MULTI-TASKS	7.4	60
		PROGRAMMING	7.5	30
		AWARD SCHEME	7.6	60
		TROOP COUNCIL	7.7	60
		PATROL SYSTEM	7.8	45
		PL ROLE	7.9	30
		TROOP COUNCIL	7.10	30
		MEETINGS	7.11	30
		TROOP COUNCILS PRACTICE (6 Sessions)		125
		PATROL MEETINGS PRACTICE (5 Sessions)		80
	SUGGESTED TOTAL COURSE DURATION			970
8.	On-The-Job-Training			

Aim of the Course

The aim of this course is to provide suitable leadership skills utilising a practical 'hands on' approach for Scouts developing through the Troop and Patrol environments.

Key Element	Learning outcomes	Measures
1. Control and Discipline, Conflict Resolution & Management	After completion of this element participants will be able to: <ul style="list-style-type: none"> • Consider consequences of actions. 	<ul style="list-style-type: none"> • Demonstrates judgement in exercising authority. • Shows fairness in allocation of tasks. • Demonstrates and understands the application of the Law and Promise.
2. Leadership, Brain Storming, Problem Solving, Character Recognition & Self Confidence	After completion of this element participants will be able to: <ul style="list-style-type: none"> • Work as part of a team while utilising leadership principles and methods. • Know and demonstrate leadership skills. • Understand the principles of shared leadership. • Use a structured problem-solving model. • Identify problems – real or imagined. • Identify the scope of a task. • Break own tasks into manageable steps. • Identify Patrol member's skills to match tasks. • Involve all Patrol members in task completion • Consider consequences of actions. • Take action to implement solutions. 	<ul style="list-style-type: none"> • Can act in a leadership role with a Patrol or group of Scouts. • Demonstrates judgement in exercising authority. • Can apply a problem-solving method. • Can solve problems by considering alternatives and potential consequences. • Can break a task down into achievable chunks. • Can match tasks to the abilities of Patrol members. • States where a task starts and finishes. • Shows fairness in allocation of tasks.

Key Element	Learning outcomes	Measures
3. Teamwork, Building a Team, Group Dynamics & Group Processes	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> • Work in a team environment • Be an active participant within the Patrol and Troop. • Have a positive impact on the Patrol and Troop environment. 	<ul style="list-style-type: none"> • Works as part of a team. • Makes a positive contribution to the Patrol, Troop and Troop Council.
4. Planning, Organisation, Camp Organisation & Goal Setting	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> • Understand the benefits, principles and application of the planning process. • Identify risks within activity planning. • Understand the role of the Troop Council within the Troop program. 	<ul style="list-style-type: none"> • Develops a program for a simple activity. • Plans a Patrol camp or activity. • Participates actively in a Troop Council planning exercise. • Produces a simple plan to advance Patrol members in the award scheme.
5. Instruction Skills	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> • Instruct and assess new Scouts in the requirements of the Scoutcraft badge. 	<ul style="list-style-type: none"> • Can explain the principles and guidelines of the PA badge. • Can instruct and assess new Scouts in the requirements of the Scoutcraft badge.
6. Communication	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> • Understand the elements of effective listening. • Understand the barriers to active listening. • Be a good listener (people person). 	<ul style="list-style-type: none"> • Practises active listening

Key Element	Learning outcomes	Measures
<p>7. Patrol/Troop Management, Duties of a Patrol Leader and the Troop Council, Award Scheme, Patrol System & Programming</p>	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> • Operate the Patrol System and understand its importance. • Know and understand the role and responsibilities of the Patrol and Troop Council • Know and understand the role of the Patrol within the bounds of the Scout Award Scheme. • Organise and conduct a meeting of the Troop Council. • Organise and conduct a meeting of their Patrol. • Manage Award Scheme requirements of all Patrol members. 	<ul style="list-style-type: none"> • Operates the Patrol System and understands its importance. • Knows and understands the role and responsibilities of the Patrol and Troop Council • Can clearly explain the operation of the Patrol System to new Scouts in the Patrol. • Can explain the roles and responsibilities of all members of the Troop Council. • Knows and understands the role of the Patrol within the bounds of the Scout Award Scheme. • Can organise and run a meeting of the Patrol or Troop Council.

KEY ELEMENT 1

CONTROL AND DISCIPLINE, CONFLICT RESOLUTION & MANAGEMENT

Key Element	Learning Outcomes	Measures
Control And Discipline, Conflict Resolution & Management	After completion of this element participants will be able to: <ul style="list-style-type: none">• Consider consequences of actions.	<ul style="list-style-type: none">• Demonstrates judgement in exercising authority.• Shows fairness in allocation of tasks.• Demonstrates and understands the application of the Law and Promise.

1.1 PEOPLE IN THE SCOUT TROOP

Suggested Duration: 45 Minutes.

Method

'Brains Trust'. All participants and the Course Leaders sit in a circle and discuss the problems that arise. The Leaders need to help the Scouts to realise that there are many viewpoints and possible solutions.

Support Material

This session is closely related to problem-solving and leadership.

Key points

- Positive Troop leadership—by Patrol Leaders and Scout Leaders.
- Maintain a positive behaviour culture in the Patrol and Troop.
- Have a clear and well thought out way of dealing with problems.

Session content

Everything you do or say has an effect on other people whether you mean it to or not. It modifies other people's opinion of you. What you say or do can be quickly passed on and it is likely that it will reach the ears of those you would rather not hear about it!

Leadership

Appear to be organised, even if you are not. Don't panic or others around you will panic too.

- You may have to be directive with younger Scouts when necessary but share with the older Scouts in your Patrol. Be prepared to show someone if they don't know how to do something. Often people will need a reminder. It may seem easier to do it yourself, but in the long run it is better if they learn themselves.
- When you are in charge you must step back and see what is going on.

- You also have to do something. Sometimes you will have to do the dirty jobs, but you will earn the respect of others by being prepared to do so. Never do a job yourself that takes you away from the Patrol!
- Talk to your APL and delegate jobs. It is likely that they will be the next PL, so they might as well learn how. Send the APL to do important jobs away from the Patrol.

Discipline

A happy and willing team effort is almost always based on obedience by respect. Obedience based on fear will often be done in poor spirit and when your back is turned may not be done at all.

Respect stems from your knowing your Patrol members and them knowing you. Leadership by example is very important. You can't expect them to obey if you don't do what the Leader's ask of you.

Scouts is meant to be fun! People won't come to be bossed about by a petty tyrant. Be a leader rather than a boss.

- Respect everyone's views. They have a right to have their own opinions.
- Treat others with the respect that you wish for yourself.
- Encourage your Patrol to share their ideas. Don't be sarcastic or put their ideas down all the time. If you use the put-down once, don't expect them to speak up later when they may have a much better idea.
- Lead by example in doing your own duty and showing fairness in your decisions.
- Younger people have a shorter attention span and if left with nothing to do or something boring will naturally start to play something else. Be reasonable and firm about doing jobs—even the younger members of the Patrol must do their share, but their share should be less than the older Scouts.
- Be fair in allocating jobs. Don't victimise one person or always give them a job they hate.

Problems

You are likely to have problems with behaviour sometimes. If you have to deal with someone who is being difficult, try going through the following steps, only going on to the next level if it hasn't worked.

1. Have a quiet word with them on their own. Explain what the problem is and what you want them to do. Be specific- 'You were pushing the girls in that last game and I want you to play fair from now on', rather than 'You are always goofing off and I am sick of it'.
2. If that doesn't work, try having another take, this time with the whole Patrol present. A Patrol meeting would be a good time to try this.
3. If this also fails, take it to the next meeting of the Troop Council. At this level, the Scout Leader can provide advice and most problems can be resolved.
4. As a last resort when all else has failed, ask the Scout Leader to help you directly.

Don't let things go on too long before you act. Once it looks like one person is getting away with it, others may join in.

Violent punishment of any sort is **never** appropriate!

Homesickness

This is something that can affect Scouts of any age at camp. It is most likely brought on by some sort of unhappiness because the person is hungry, cold, tired, damp, bored or being picked on.

Most of these causes are things that the PL has some control over. In fact, it could be said that many cases of homesickness are the PL's fault for not looking after that Patrol member properly! Make sure that your Patrol has enough to eat, gets proper rest, and keep them busy. Watch out for people who are getting cold or looking left out. Make sure nobody gets unduly picked-on, even if you think they deserve it.

There are times when homesickness is beyond the PL's control. Something may have happened at home, being scared of the dark and storms etc are real problems that are not your fault as the PL.

When you have a homesick person in the Patrol, try to keep them busy (but not too busy), make sure they have a buddy to look after them and fix up any causes like hunger or cold. Try to distract their attention from the perceived problems. You could try singing, playing games or talking about the fun things that are yet to come.

Suggested Handouts

Appendix D1 People in the Scout Troop

See Also:

2.3 BASES

3.4 THE NETTLE PATCH

KEY ELEMENT 2

LEADERSHIP, BRAIN STORMING, PROBLEM SOLVING, CHARACTER RECOGNITION & SELF CONFIDENCE

Key Element	Learning Outcomes	Measures
Leadership, Brain Storming, Problem Solving, Character Recognition & Self Confidence	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> • Work as part of a team while utilising leadership principles and methods. • Know and demonstrate leadership skills. • Understand the principles of shared leadership. • Use a structured problem-solving model. • Identify problems – real or imagined. • Identify the scope of a task. • Break own tasks into manageable steps. • Identify Patrol member's skills to match tasks. • Involve all Patrol members in task completion • Consider consequences of actions. • Take action to implement solutions. 	<ul style="list-style-type: none"> • Can act in a leadership role with a Patrol or group of Scouts. • Demonstrates judgement in exercising authority. • Can apply a problem-solving method. • Can solve problems by considering alternatives and potential consequences. • Can break a task down into achievable chunks. • Can match tasks to the abilities of Patrol members. • States where a task starts and finishes. • Shows fairness in allocation of tasks.

2.1 SECRETS OF LEADERSHIP

Suggested Duration: 90 Minutes.

Major Focus: Leadership

Other: Communication, Self Confidence

Gear: Felt Tip Pens and Butchers' Paper for each Patrol

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 councillors, 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 10 minutes 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?

2.2 CHARACTER RECOGNITION

Suggested Duration: 30 Minutes.

Major Focus: Character recognition

Gear: Sealed 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 it 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 PL, handled the situation or what could have been done to handle or defuse intense situations.
- Did the PL, and other Patrol members recognise all the character traits?
- How can kids like this be managed in home Troop situations?

2.3 BASES

Suggested Duration: 60 Minutes.

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 each base notes.

2.4 LEADERSHIP

Aim

At the end of this session the participants will be better able to act in a leadership role with a Patrol or other group of Scouts.

Suggested Duration: 60 Minutes.

Method

Option 1. Play a game that requires some level of leadership—then draw out the key points through an informal discussion.

Option 2. Run some initiative activities (see activity section). Patrols are paired, with one Patrol doing and the other observing, then switch over. Draw out the key points about leadership from the debrief discussion.

Option 3. Informal discussion with participants seeking to draw out the key points by discussion. Option 4. Formal presentation with overheads or projected slides.

Support Material

- Game or activity on which to focus discussion—see activities section.
- Handout on leadership.
- This session is strongly supported by other sessions on teamwork and task management.

Key points

- A leader is someone who causes a group of people to do something.
- The Patrol Leader has to manage the task at hand, the Patrol as a group and the Scouts who make up the Patrol.
- The Patrol Leader takes charge and leads the Patrol.

Session content

Leadership is just one of many roles that happen within an effective Patrol or team. The leader's role is a very important one, but the Patrol will not function unless there are also team members who will work with the leader.

A leader is someone who causes a group of people to do something.

- A leader should lead by example—our top example is the promise and law!
- A leader should have the respect and acceptance of the Patrol.
- The Patrol Leader leads in everything—games, Patrol tasks and all Scouting activities.
- The Patrol Leader has to look at the whole task, make decisions and organise the Patrol to achieve the task.
- A Patrol Leader must also listen to the Patrol, to get ideas and find out what skills are available.
- A Patrol Leader has to fairly share the work and responsibility for tasks to Patrol members, matching tasks with skills.

There are three important parts to leadership that have to be kept in balance.

Task

The task side of leadership is discussed in more detail elsewhere in this Course. The Patrol Leader has to make sure the task is well planned and well organised. The work has to be shared fairly among the members of the Patrol, keeping in mind the skills and equipment needed.

Patrol (group)

The group or team is a second important element. Team spirit is very hard to beat. For the Patrol to work as a team, they must have the task explained to them, with clear and careful instructions. In a good Patrol, the Scouts will look up to and respect the Patrol Leader because they are leading by example. The Patrol Leader has to have some level of authority and avoid allowing squabbles to develop within the Patrol.

Person

A Patrol is made up of people (Scouts) and each has individual needs. The Scouts need to be taught new skills. To feel a part of the team, people need to feel that they are recognised and trusted by the leader. They need to be praised when they do well and helped when they do not. One of the hardest aspects of leadership is making someone part of the team when they don't quite fit in.

Balancing act

Balancing these different aspects of leadership is a difficult task. A leader who totally focuses on the task will often leave out people and team aspects and find it hard to maintain the respect and support of the group. Sometimes the task has to suffer for the needs of the individual. There may be other times when the task is all that matters!

A leader who focuses only on the group aspects of leadership may have trouble achieving tasks. Some people in the group may also suffer if they don't quite fit in.

A group that focuses mainly on the person will often have trouble achieving tasks and will usually suffer from a lack of team spirit. But a group that ignores the individual will leave people out and will find it difficult to adapt to new situations. The future leaders are probably members of the group and they need chances to develop their skills as well.

Suggested Handouts:

Appendix D2.1 Leadership

Appendix D2.2 Leadership Observation Checklist

2.5 PROBLEM-SOLVING

Aim

At the end of this session, the participants will be able to apply a simple problem-solving method.

Suggested Duration: 60 Minutes.

Method

Learn by doing. Role-play by Leaders followed by a brief explanation then a series of initiative exercises interspersed with debriefs and coaching. Patrols pair up for the activities, taking turns at doing and observing. The observing Patrol should help with the debrief.

Support Material

- Handout: Problem-solving.
- Handout: Problem-solving case studies
- Handout: Problem-solving debrief checklist.

Key points

1. Examine all known facts.
2. Identify the real problem.
3. Look for ideas (possible solutions)—include doing nothing.
4. Consider what might happen if each idea was tried.
5. Decide on one idea.
6. Do it.
7. Did it work? If not try another idea.

Session content

The problem-solving model used here is just one of many that you might use. This one has seven easy steps.

Examine all known facts.

Look at facts about people, places, events and the time scale until you are sure you have all the important facts that you need. Who, what where when and how.

Identify the real problem.

Step back and have a look at the problem. You may need to put your feelings to one side. Acting on emotion is often the easiest way but rarely the best! Sometimes it helps to state the problem to somebody else. Even just saying it can help you see what the real problem is.

It is important to make sure the problem you are being told about is the **real** problem. Often you will only get one side of the story and may have to go back to the fact stage as new information becomes available. For example, a young member of a Patrol may tell the PL that the APL is picking on him, when really it is that the Scout isn't keen on doing a job they have been asked to do, or is seeking some attention because of homesickness!

You can only be sure you have the real problem when all the facts are known!

Look for ideas (possible solutions)—include doing nothing.

Having looked at the facts and the real problem, look for as many solutions as you can. Ask the others in the Patrol for ideas. Even silly ideas can sometimes lead to a solution nobody has thought of. You can always discard silly ideas later.

One idea that should always be in the list is to do nothing!

Before moving on, quickly look back at the facts and the real problem. Will all these ideas really solve the problem? Before you rush off to doing it, look at the next step.

Consider what might happen if each idea was tried.

This is called looking at the consequences. The worst thing that could happen is that the intended solution just creates a new set of problems without solving the original one!

If your problem is dealing with other people, remember you can't predict how they will react or what they will do. You may have to think through all the possible ways they might react. You also need to think through the effects on other people.

Decide on one idea.

Having thought it all through, decide on what appears to be the best idea. Remember that it must fit in with all the known facts, must address the real problem and be likely to work. As the PL, you will have to make a choice. Remember that your own ideas are not always the best ones!

Do it.

Not much point going this far if you don't follow through on your decision. Remember of course that you may have chosen to do nothing in which case you won't have anything to do!

Did it work? If not try another idea.

The final stage should always be to look back at what you have achieved and match it against the original problem. If you haven't solved it, you might think about trying some of the other ideas that looked promising. Sometimes you will discover new facts as you go and you may need to think it through from the start again.

Suggested Handouts:

Appendix B2 Problem-Solving Checklist

Appendix C1.1 Problem-Solving Case Study A

Appendix C1.2 Problem-Solving Case Study B

Appendix D2.3 A Way to Solve Problems

See Also:

3.1 ROUND THE TRIANGLE

3.2 THE HAUNTED CAMPSITE

3.3 SPAR SHUFFLE

3.4 THE NETTLE PATCH

3.5 DESIGNER PETS

3.6 DAILY PAPER

3.7 USES FOR A TENT PEG

6.1 SEVEN CIRCLE CHALLENGE

6.2 WE'RE IN IT TOGETHER

7.4 MULTI - TASKS

7.6 AWARD SCHEME

KEY ELEMENT 3

TEAMWORK, BUILDING A TEAM, GROUP DYNAMICS & GROUP PROCESSES

Key Element	Learning Outcomes	Measures
Teamwork, Building a Team, Group Dynamics & Group Processes	After completion of this element participants will be able to: <ul style="list-style-type: none">• Work in a team environment• Be an active participant within the Patrol and Troop.• Have a positive impact on the Patrol and Troop environment.	<ul style="list-style-type: none">• Works as part of a team.• Makes a positive contribution to the Patrol, Troop and Troop Council.

3.1 ROUND THE TRIANGLE

Suggested Duration: 60 Minutes.

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?

3.2 THE HAUNTED CAMPSITE

Suggested Duration: 30 Minutes.

Major Focus: Teamwork, Communication

Other: Creativity

Gear: Felt Tip Pens and Butchers' Paper for each Patrol

Description of Activity:

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

"The campsite is two hour's 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?
- 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?

3.3 SPAR SHUFFLE

Suggested Duration: 30 Minutes.

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 sort of activity to a Patrol?

3.4 THE NETTLE PATCH

Suggested Duration: 60 Minutes.

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 1.8m Tea Tree Staves, 10 Tennis Balls (bees), 2 x 15m lengths of Hay Band, 4 x 50ltr Steel Drums, 2 x 5m. Ropes pegged 20m. apart.

Description of Activity:

While out on a Patrol hike you come across a large patch of stinging nettles that is about 20m. 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?

3.5 DESIGNER PETS

Suggested Duration: 30 Minutes.

Major Focus: Teamwork, Patrol System

Other: Creativity, Presentation, Brainstorming

Gear: Felt Tip Pens and Butchers' Paper for each Patrol

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

3.6 DAILY PAPER

Suggested Duration: 45 Minutes.

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?

3.7 USES FOR A TENT PEG

Suggested Duration: 15 Minutes.

Major Focus: Teamwork

Other: Value of creative Problem Solving

Gear: Felt Tip Pens and Butchers' Paper for each Patrol, 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 o helps develop a group identity o helps develop group cohesion
 - allows the less able members to feel part of the group

Discussion Points:

- See above: Included in activity.

3.8 TEAM BUILDING

Aim

To form the course into Patrols able to work together for the weekend.

Suggested Duration: 80 Minutes.

Method

An activity or series of activities to allow the Scouts to get to know each other and to bond them into a team for the rest of the course.

Support Material

1. Patrol lists (see Pre-course preparation)
2. A way of forming the Patrols after the registration process (this can be a fun process). One idea is to give each Scout an object and let the Scouts work out what the code is!
 - Cutlery knife, fork, spoon, teaspoon.
 - Playing cards – use suits or numbers.
 - Stickers on name badges – cars, bikes, animals...
 - Slip of paper with a word or riddle. ☐ Use your imagination.
3. An activity or round of activities that allow the Scouts to get to know each other and get used to working together.

Key points

- The key to this process is a common experience. The stronger the experience, the stronger the team building value.
- Participants must actively participate for this to work.
- Leaders and materials for all the activities.

Session content

Ideas for activities:

- Trivia competition. You need four sets of 10 questions that the Scouts can relate to. One Leader to act as Quiz Master, two more to score. How about some badges for prizes. Try to make sure everyone gets something. (80 minutes)
- Bull ring of activities – four activities of 20 minutes:
- Make a Patrol Pennant – after the course these could become an honour wall at the camp.
- Spiders web (see activities section).
- Acid lake (see activities section).
- A simple craft activity like making a woggle (nice souvenir for the Course too).
- Prepare a chart illustrating what the Patrol wants to get out of the course.
- Team ski race

3.9 TEAMWORK

Aim

At the end of this session the participants will be better able lead a small group (Patrol) in a teamwork situation.

Suggested Duration: 60 Minutes.

Method

Option 1. Play a game or do an activity that requires some teamwork, then draw out the key points through an informal discussion (see *nuclear fuel rods* in the activity section).

Option 2. Informal discussion with participants seeking to draw out the key points by discussion. Option 3. Formal presentation with overheads or projected slides.

Support Material

This session is strongly supported by sessions on leadership and task management.

- Game or activity on which to focus discussion—see activities section.

Key points

- A star team will beat a team of stars any day.

Session content

Teamwork involves everyone working together for a common goal. It may be to complete an activity, hike etc, or it may be to win a game. The important thing to remember is that when people work together they can achieve much greater things than a group of people working as individuals.

- Don't let any one Scout stand out without good reason. This includes being left out!
- The Leader should not do everything themselves.
- Show them—then supervise what they are doing, but don't keep butting in and interfering.
- Give praise when it is deserved.
- Help people who are having trouble without taking over.
- Focus on other people's strengths. In a team, almost all weaknesses will be matched by strengths of someone in the team.
- Be aware of your own weaknesses—look for skills in the Patrol to help you.
- A great team will have a mixture of skills. The team needs team workers, idea generators and motivators almost as much as it needs a leader!
- Have the courage to do what you think is right.

See Also:

2.3 BASES

3.4 THE NETTLE PATCH

6.2 WE'RE IN IT TOGETHER

7.1 GETTING THERE

7.7 TROOP COUNCIL

KEY ELEMENT 4

PLANNING, ORGANISATION CAMP ORGANISATION & GOAL SETTING

Key Element	Learning Outcomes	Measures
Planning, Organisation, Camp Organisation & Goal Setting	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none">• Understand the benefits, principles and application of the planning process.• Identify risks within activity planning.• Understand the role of the Troop Council within the Troop program.	<ul style="list-style-type: none">• Develops a program for a simple activity.• Plans a Patrol camp or activity.• Participates actively in a Troop Council planning exercise.• Produces a simple plan to advance Patrol members in the award scheme.

4.1 HAVING A BALL

Suggested Duration: 30 Minutes.

Major Focus: Planning and Goal Setting

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 badge work in own Patrols?
- Who should set the rules - the PL, or the Patrol together? (Perhaps there is a place for both methods.)

4.2 PATROL ACTIVITY

Suggested Duration: 45 Minutes.

Major Focus: Planning and Goal Setting

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 activity.

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.

4.3 PLANNING A CAMPSITE

Suggested Duration: 30+ Minutes

Major Focus: Planning, Goal Setting

Other: Programming, Campcraft

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

Description of Activity:

Patrol works 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 negotiates 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?

4.4 TASK MANAGEMENT

Aim

At the end of this session participants will be able to lead a Patrol in undertaking a task requiring a team effort.

Suggested Duration: 60 Minutes.

Method

Learn by doing. Role-play by Leaders followed by brief explanation then a series of initiative exercises, interspersed with debriefs and coaching. Patrols pair up for the activities, taking turns at doing and observing. The observing Patrol should help with the debrief.

Note: This session may be achieved with brief discussion in other sessions such as the sessions on Problem Solving and Teamwork.

Support Material

This session is strongly linked with leadership, problem-solving and teamwork.

Key points

- Make sure you know just what the task is.
- Break down tasks into do-able steps.
- Break down the steps into things that individual Patrol members can do.
- Identify each Patrol member's skills and match the individual bits of the task to those skills
- Allocate work fairly and remember the bigger task of training the Patrol.
- Involve all members of the Patrol.

Session content

Managing tasks is an important part of being a leader in a Patrol or team situation. Tasks are sometimes difficult to clearly define. This is because there are tasks within tasks within tasks. You must manage each part of a small task with the bigger task in mind.

1. For example, the Patrol may be working on their Campcraft badge as a Patrol task. One of the requirements is to do a hike. To do the hike, you have to plan the route, camping sites, menu, tentage and many other things. In planning the menu, you have to work out how many meals, what people like, and so on.

2. To remain sane in this complex web of tasks, be quite clear what the current task is. You need to keep the big picture of the broader tasks in the back of your mind, but be quite clear about the limits of the current task.

Break tasks into steps

Think through the steps that you will need to take to finish this task. This is the real secret of managing big tasks. By breaking it down into parts that you can do one at a time you can tackle each one individually. Sometimes the parts have to be done in sequence; others can be done at any time. Setting up camp, you have to erect sleeping tents, set up a cooking and eating area and cook your first meal. Obviously you have to set up the cooking area before you start preparing the

meal, and you need to have the eating area ready before the meal is ready. But the sleeping tents can be done at any time before it gets too dark.

Break steps into jobs that people can do

Taking our camp example a stage further, the meal preparation can be broken down into jobs that different people can do. Gathering wood, lighting and looking after the fire, preparing the food and cleaning up are individual bits of the task that people can do.

Match bits of the task to skills

Once you know what jobs have to be done, work out what skills you have available. You may have to ask, because there are sure to be skills that you don't know people have. Once you know what skills you have available, match skills to jobs that need to be done. Don't forget your bigger task of training the Patrol. Your newest Scouts may not know a lot about lighting fires, but this might be an opportunity for them to learn.

'Paul, you gather wood, then Beky will help you light the fire'.

Allocate work fairly

There will always be unpopular jobs and other jobs that everyone wants to do. If you are fair in handing out the jobs, everyone will get a turn at the good and the bad jobs. A good leader earns the respect of their Patrol by being fair.

Involve everyone

When the Patrol has a task everyone has a job. The PL's job is to keep an eye on everything and offer advice, praise and support when needed. If someone is left out, find some way to involve them. 'Tony, if you have finished setting up the wash basin, why don't you give Sally a hand putting up the tent—ask her to show you the Rolling Hitch'.

Suggested Handouts

Appendix D3.1 Managing Tasks

4.5 PLANNING THE PATROL AND TROOP PROGRAM

Aim

At the end of this session the PL's will be able to plan a Patrol and Troop program through meetings of the Patrol in Council and Troop Council.

Suggested Duration: 60 Minutes.

Method

- Practical planning exercise in Patrol in Council format, followed by a plenary Troop Council to examine the differences between Patrols and work out any differences.

Support

Material For

each Patrol:

- List of relevant national events such as Jamborees.
- Copy of the relevant State calendar.
- Copy of the relevant Region/Area calendar.
- Copy of any local calendars available (District, Zone, Group).
- Copy of Scout Program book or similar collection of Program ideas.
- Copy of Australian Scoutbook or other relevant reference of badge work requirements.

Key points

- First map out a broad program for the year, with major events identified.
- Next identify any important requirements for those activities.
- Set down important individual and Patrol goals (such as cords) and identify key requirements that have to be included in the Program.
- List down other things the Patrol wants to do.
- Rough out a broad Program for the term.
- Work out a detailed Program for the next month.
- In Troop Council, work out a detailed program for each night plus camps for the next month.

Session content

Successful Scout Troops depend on good planning. Planning is a process of working out what each Patrol is going to do. Your Patrol and Troop plan needs to be done at several different levels:

Long-term plan. This plan maps out what you plan to do for a year or more ahead. This includes the big events and the things that will take a lot of planning. For example, if your Patrol is planning to go the Jamboree, you will need to include a few special camps and activities to make sure everyone is fully prepared. Some of your long-term events will come from your District, and Region programs which become available at the beginning of each year. So it is probably a good idea to have a long-term planning meeting at the start of each year. **Medium-term plan.** Most Troops plan four or five weeks ahead. The first step is for each Patrol to have a Patrol Council and talk about what they want to do. The Patrol Leader takes these ideas to the Troop Council where the details can be worked out. It helps to look at the long-term plan before you get down to

details. **Weekly plan.** A detailed plan is prepared for each meeting or camp. This plan may be developed by the Troop Council, or may be put together by the Leaders using the ideas and inputs of the Troop Council. These detailed plans make sure that everything that is needed is available. It clearly identifies who is responsible for each part of the meeting and you can use it to make sure that you have done everything you planned to do.

Case study

The Falcon Patrol consists of five Scouts. The Patrol Leader is Bill who is working on Green level. He has most of it under control, but needs an elective Target Badge and his Green Level Journey to complete his Green Cord in the next three months. Julie is the APL and is working at Blue level. She wants to finish her Blue Cord within six months. To do this she needs a Challenge Badge, a Patrol Activity Bar, most of her Campcraft and an elective Target.

Trudy has just been awarded her Red Cord and has not done anything at Blue level yet. Harry is working at Red level and needs to complete Citizenship and a Patrol Activity Badge to complete his Red Cord. Ben has just come-up from Cubs having achieved his Yellow Cord. He has done no badge work yet. Ben is keen to attend the Jamboree in 12 months and needs his Red Cord by then.

The Patrol has a brief meeting during the normal Scout night. All agree that they want to have a camp in a few weeks and some think a Construction theme would be good. Julie wants to get as much done in one go as possible and suggests the camp could be a Patrol Activity and work on the Construction target.

Harry suggests that they go on a canoe journey like the Dingo Patrol has just done. Bill points out that it is now winter and none of the Patrol is qualified for canoes. The Patrol decides it would still like to do a canoe journey and add it into their long-term plan for a warmer part of the year.

Bill explains his plans for a Green Cord Hike in 8 weeks time. Ben says he can't go then, but Trudy, Julie and Harry all say they would like to go. Ben suggests they start training for the hike in three or four weeks. They agree to talk in more detail at the next Patrol Meeting.

Bill takes the Patrol's ideas to the Troop Council. It is decided there that the Troop will have a general focus on Citizenship for the next three weeks, but there will be a time at each meeting for Patrols to work on their own projects. The Troop Council approves the Falcon's camp in principle and it can be a Patrol Activity provided everyone works on the preparation and the projects over the camp. The Scout Leader points out that the camp can work toward the Construction badge and suggests some Construction projects that will allow all Patrol members to achieve their relevant level Construction Target Badge.

Bill advises the Troop Council that they will use their Patrol time for the next few weeks to plan for the Construction camp. They will also fit in instruction and testing for Ben's Scoutcraft badge.

Bill also presents the rough plan for his Green Cord Hike. The Troop Council wants to see a more detailed plan for the hike at their next meeting, including the planned route, menu and gear list.

Suggested Handouts

Appendix C2 Some Planning Tasks for group Sessions

4.6 ACTIVITY PLANNING

Aim

At the end of this session, the participants will be able to plan an activity for a Patrol, particularly identifying major risks and resources required for the activity.

Suggested Duration: 30 Minutes.

Method

Practical exercise in planning a Patrol camp. Set a Patrol Activity scenario. Patrols to identify potential risks and the equipment and other resources required. Work in Patrols, with plenary session and discussion.

Support Material

- Handout on identifying risks.
- Patrol activity scenarios. You can use one scenario for all Patrols or different scenarios for each Patrol

Key points

- Plan the activity carefully.
- Look carefully to see what Scouting policies might apply.
- Look very carefully at what could go wrong and the consequences if it did go wrong.
- Work out what you can do to make sure things don't go wrong (reducing the risk).
Work out what you will do if things do go wrong (contingency planning).

Session content

Activities are often the most exciting and interesting parts of Scouting. Most activities have a purpose, even if it just to have fun. Good planning will make sure that the activity achieves its goals and is carried out safely. Safety is very important. Many Scouting activities carry some risk.

Basic planning

- What are the goals of the activity? What are we trying to achieve?
- What equipment or other resources do we need?
- Where will the activity take place? This includes the route for hikes and journeys.
- When will the activity take place?
- Who will be taking part?
- Who will be in charge?
- Is there anyone else that needs to be involved?
- Are there any Scout Policies or Rules that might apply to this activity?
- Do we have to get anyone's permission?
- When the activity is over, who will we need to thank?

Risk planning

Everything we do has some risk involved. In most cases we can do things to reduce the chance that something will go wrong. Risk planning is all about identifying possible risks

and seeing what can be done to reduce these risks. There may be times when something is too risky to do it safely. There are two things that help you look at the importance of a risk. One thing is how likely is it that this will happen. The other is what might happen if the risk comes about. Let's look at a simple case involving Scouts playing with sticks in the fire.

Risk: That someone will get burnt. The big problem is when somebody waves a burning stick about because then the burns could be on the face or eyes.

Chance: If Scouts fool about around the fire, then the chances are it will happen eventually.

Consequences: If someone gets burnt in the eye it would be a very serious injury. They could be blinded for life.

Once we have worked out the risk, we can see how important it is. The chart below shows one way of looking at this. In our example above, playing with sticks in the fire is the highest level of chance and the highest level of consequences. This puts it in the too risky category, which is why playing with sticks in the fire is banned in most Scout Troops! **How important is a risk?**

	Consequences – what might result if the risk comes about			
Chance – How likely is it that this could happen	Self treatment should be OK. Parents not worried	First aid treatment needed. Parents mildly concerned.	Doctor or hospital treatment. Parents upset.	Someone could be killed or disabled. Parents go ballistic.
Highly unlikely	Acceptable risk		Too risky If you can't do something to reduce this risk, don't do it!	
It would rarely happen				
It might happen	Moderate risk – need to have a plan to deal with this.			
It probably will happen				

Reducing the risk

There are a number of things we can do to reduce the importance of a risk. These mainly try to reduce the chance that it will occur or reduce the consequences. Some ideas are:

- Rules, Policies and Guidelines. In our example, we used a Rule – banning playing with sticks in the fire. Scouts also have a range of Policies and Guidelines that address the really important risky activities.
- Think safe! By being aware of possible risks and, thinking of safety, we can reduce the risks considerably.
- Training. Learning appropriate skills is often the best way to reduce risks. People who are trained in the use of a canoe are far less likely to get into serious trouble than people who know nothing about canoes.
- Planning. Planning what you will do if something goes wrong is called contingency planning. In many of the moderate risks this is the best way to handle it.

Let's look at another Scouting example—a Patrol hike in a defined area. One of the risks is that you will get caught in bad weather. What are the chances? It is possible (depends on the time of year)! What are the consequences? Hypothermia is life threatening, so you have to do something to reduce the risk. You can reduce the chances of bad weather by planning the time carefully and checking the weather forecasts. But your best bet is making sure the Patrol is properly prepared with the right sort of clothing including wet weather and warm gear just in case. You can also plan some escape routes along the hike route so you can pull out if it gets too cold.

Suggested Handouts:

Appendix D3.2 Planning Activities

Appendix C2 Some Planning Tasks for Group Sessions

See Also:

3.6 DAILY PAPER

7.1 GETTING THERE

7.4 MULTI - TASKS

7.5 PROGRAMMING

Example scenarios

Your Patrol is planning a Patrol Camp. The planned location is a farm belonging to a friend of your Scout Leader. The farm has cattle and sheep. There are some dams with yabbies and a creek that may have fish in it. You plan to focus the weekend on Construction projects, including building a tower and making a monkey bridge across the creek. You have heard that there is an old gold mine across the creek. You will be camping for one night.

Your Patrol is planning a one-day canoe journey down a local river. The river is not classed as white-water, but there has been quite a bit of rain and it is running pretty fast. You will be taking three canoes from the Scout Hall and one of the Scouts is going to take his Dad's kayak. One new member of the Patrol can't swim but wants to go on the trip. Her parents have given their permission.

Your Patrol is planning a day hike to qualify some members for their Red Level Journey. The route planning is totally within a National Park. There is some rough going and some of the tracks are marked on the National Parks Tourist Map as "difficult terrain". The weather forecast is for low cloud and light rain. It is mid winter, but the area rarely gets snow.

Your Patrol would like to have a wide game in town with other Patrols from a neighbouring Troop. It would be on a week night, probably Thursday night. The

suggestion is a game like “Monopoly” using the main shopping area as the playing board. The game would start at 7:00 p.m. and finish at 8:30 p.m. It is wintertime but the weather is expected to be fine.

Your Patrol is planning a Bike Hike to explore a historical site about 30 km away. You have planned a route that is mainly along public roads, none of them busy main roads. However, one section is over rough bush tracks through a reserve, and this section includes a creek crossing over a shallow ford. It is wintertime and the weather forecast is fine but cold. Most of the Scouts own their own bike, but one person is going to borrow a bike from a cousin.

KEY ELEMENT 5

INSTRUCTION SKILLS

Key Element	Learning Outcomes	Measures
Instruction Skills	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> Instruct and assess new Scouts in the requirements of the Scoutcraft badge. 	<ul style="list-style-type: none"> Can explain the principles and guidelines of the PA badge. Can instruct and assess new Scouts in the requirements of the Scoutcraft badge.

5.1 BUILDING BRIDGES

Suggested Duration: 30+ Minutes.

Major Focus: How to Instruct

Gear: 14 Green Bamboo Sticks, Large Elastic Bands, Candle, Matches, String, Two Chairs

Description of Activity:

- Suspend a piece of string about 3m. Long, 1 m above the ground (e.g. from two chairs).
- Patrol is behind a line 3m. from chairs.
- Patrol to work to build some sort of structure using the available equipment. The structure must support a candle.
- When the structure is ready the candle is lit and the structure is manoeuvred under the string between the chairs. The objective is to bum through the string in the allotted time.
- 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?

5.2 HOW TO INSTRUCT

Aim

To introduce a 'learn by doing' model of instruction so participants are able to apply practical instruction techniques.

Suggested Duration: 60 Minutes.

Method

The recommended method is to apply the model in practice. A short explanation of the Show-Tell-Do model, followed by a demonstration and a practical exercise.

Support Material

- Copy of the Show, Tell Do instruction model to pin to the wall.
- A simple learning exercise or two for the participants to teach each other.

Key points

- Instructor needs to know the subject and be prepared for the instruction task. This means having the necessary materials on hand, and setting up a suitable place to do the instructing.
- 5% Telling and explaining
- 10% Showing and demonstrating
- 85% Doing and practice, with coaching and correction.

Session content

Instructing and teaching others is an important part of being a Patrol Leader. Remember that the Scout Leader instructs the PL and the PL instructs the Scouts.

Step 1 Prepare (done before you start)

Before you can instruct someone, you must know what you are doing.

- What do you want to teach?
- Why?
- Does it fit in with something else? (If we can tie this knot properly, we can build better towers).
- Practice yourself and make sure you know how to do it.
- Have everything you need ready when it is needed.
- Think about the best place and situation to teach. No distractions.
- Use as many senses as possible—touch, sight, smell, hearing.
- Break it down into important steps

Step 2 Tell (5% of time)

- Explain the subject, including why it is important, how it fits in with other subjects. Find out what they already know.
- Illustrate if possible.

Step 3 Show (10% of time)

- Demonstrate what you are going to teach, making sure they can see clearly and that the perspective is right (are they seeing it back-to-front).
- Go through each step clearly and slowly.

Step 4 Do (85% of time)

- Have the Scouts try it for themselves.
- Go thorough together once or twice.
- Watch the person and what they are doing.
- Offer advice and correction.
- Offer encouragement.
- Focus on the important parts at first, get to the details later.
- Use the new skill or subject in a real situation or game.

See Also:

6.1 SEVEN CIRCLE CHALLENGE

7.5 PROGRAMMING

KEY ELEMENT 6

COMMUNICATION

Key Element	Learning Outcomes	Measures
Communication	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> • Understand the elements of effective listening. • Understand the barriers to active listening. • Be a good listener (people person). 	<ul style="list-style-type: none"> • Practises active listening

6.1 SEVEN CIRCLE CHALLENGE

Suggested Duration: 30 Minutes.

Major Focus: Communication

Other: How to instruct. Problem Solving

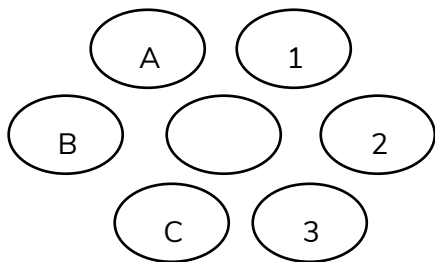
Gear: Chalk (or stick) or Seven Coloured Circles of Paper.

Can be done as one of a set of challenges on a rotation basis

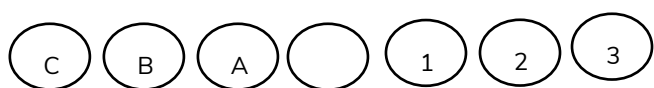
Description of Activity:

Patrol members begin standing in circles facing each other as:

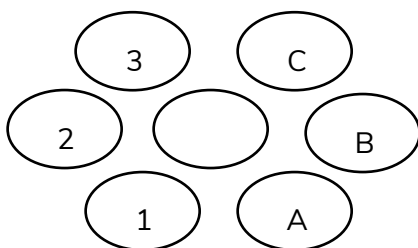
Easier Puzzle:



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?

6.2 WE'RE IN IT TOGETHER

Suggested Duration: 30 Minutes.

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 emphasise 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?

6.3 COMMUNICATION

Aim

At the end of this session participants will have an improved understanding of interpersonal communication.

Suggested Duration: 60 Minutes.

Method

Practical experiments and demonstrations. Discuss key points only.

Demonstration activities with pairs of Scouts (or tutors can be used):

- Scouts facing 5 metres apart. One has to show the other how to tie a knot without speaking,
- Scouts seated back to back. One has a diagram and the other a blank sheet of paper. They have to reproduce the diagram without looking.

Demonstration activity with four or five Scouts. Set up a solid backed chair, with something on the seat that cannot be seen from behind. Cover the chair with a cloth or tarpaulin. Seat the Scouts evenly around the chair. Expose the chair for 30 seconds, then ask the Scouts to describe or draw what they saw without asking the others.

Support Material

- Material for activities.

Key points

- Effective listening.
- Clear instructions.
- If in doubt, ask.
- The Scout Laws are our model.

Session content

Human beings have many different ways of communicating with others. The successful Patrol Leader must communicate effectively with his or her Patrol so they know what is going on and pass on instructions accurately.

We all have five senses that can be used for communication. Hearing (spoken communication) is the most often thought about, but we also communicate through sight, touch, smell and even taste. The best way to get a Scout's attention is to wave a fresh hamburger under their nose!

When we talk to somebody, we use our words, emphasis, tone, the expression on our face, hand gestures, eye movements, body posture and a lot of other subtle messages. That is one reason it is easier to talk to somebody in person rather than over the phone or by e-mail. In some cases, we say one thing in words and quite another thing with our body language!

Some tips to improve your communication as a leader:

- When you are listening to someone else, concentrate on what they are saying. You should be able to repeat back what someone has just told you in your own words. It is

very easy to get distracted or to let your mind start thinking about what you want to say next, but if you let this happen, you will almost certainly miss most of what the other person is saying.

- When speaking to others, be very clear about what you are saying. Try to get the key points clear in your mind before you start talking. If it is very important, ask the other person to repeat what you have said.
- If someone is angry or emotional, you have to deal with the emotion before his or her mind will be able to think about what you are saying. When dealing with your Patrol members, remember that they bring with them a lot of stuff from outside Scouts. You only see a very small part of the bigger picture.
- When listening to ideas from your Patrol, it often helps to try to summarise what someone has said.
- Patrol member: *"I've had enough of this. The blackberries are too thick, it's too hot and my feet are sore. We will never make the campsite in time. We should have taken that other track we saw earlier."*
- PL: *"So you are saying that we should turn back and try the other way?"*
This will make sure you have got the message straight, and maybe you will find that the person has not thought the whole thing through. Or maybe they just wanted to get their feelings off their chest...
- Patrol member: *"But it would take hours to go back – how about if we have a rest then push on?"*

When you come right down to it, the Scout Laws cover a lot of a PL's responsibility in dealing with other people in the Troop and Patrol:

- A Scout is friendly.
- A Scout is helpful.
- A Scout is cheerful.
- A Scout is considerate
- A Scout is respectful

Suggested Handouts:

Appendix D4 Communication

6.4 LISTENING SKILLS

Paper Exercise

Suggested Duration: 15 Minutes

Hand out a single sheet of scrap paper to each participant – size, shape and colour are not important.

Ask the participants to close their eyes, listen carefully and carry out the instructions.

Give the following instructions clearly, without any additional information:

- Fold your paper in half.
- Fold your paper in half again.
- Tear off the top left hand corner.
- Turn the paper through 180 degrees and tear off the opposite corner.
- Open up your paper and hold it up in front of you. Open your eyes and look around.

How many different designs can be seen? Discuss why there are so many different results when the same instructions were given to everyone.

See Also:

2.1 SECRETS OF LEADERSHIP

3.2 THE HAUNTED CAMPSITE

3.5 DESIGNER PETS

KEY ELEMENT 7

PATROL/TROOP MANAGEMENT; DUTIES OF A PATROL LEADER AND THE TROOP COUNCIL, AWARD SCHEME, PATROL SYSTEM & PROGRAMMING

Key Element	Learning Outcomes	Measures
Patrol/Troop Management, Duties of a Patrol Leader and the Troop Council, Award Scheme, Patrol System & Programming	<p>After completion of this element participants will be able to:</p> <ul style="list-style-type: none"> • Operate the Patrol System and understand its importance. • Know and understand the role and responsibilities of the Patrol and Troop Council • Know and understand the role of the Patrol within the bounds of the Scout Award Scheme. • Organise and conduct a meeting of the Troop Council. • Organise and conduct a meeting of their Patrol. • Manage Award Scheme requirements of all Patrol members. 	<ul style="list-style-type: none"> • Operates the Patrol System and understands its importance. • Knows and understands the role and responsibilities of the Patrol and Troop Council • Can clearly explain the operation of the Patrol System to new Scouts in the Patrol. • Can explain the roles and responsibilities of all members of the Troop Council. • Knows and understands the role of the Patrol within the bounds of the Scout Award Scheme. • Can organise and run a meeting of the Patrol or Troop Council.

7.1 GETTING THERE

Suggested Duration: 60 Minutes.

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?

7.2 HOW TO MAKE A PATROL LEADER

Suggested Duration: 30 Minutes.

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.

7.3 PATROL HIKE

Suggested Duration: 50 Minutes.

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 the 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?

7.4 MULTI - TASKS

Suggested Duration: 60 Minutes.

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 wellknown 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?

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?

7.5 PROGRAMMING

Suggested Duration: 30 Minutes.

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?

7.6 AWARD SCHEME

Suggested Duration: 60 Minutes.

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. Patrols 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.

7.7 TROOP COUNCIL

Suggested Duration: 60 Minutes.

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, the Treasurer as Panther PL, 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 moulded 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 APL, 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 of Previous Meeting report that you have contacted Snowgum and the prices for hike tents is \$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 APL,
- 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

7.8 THE PATROL SYSTEM

Aim

To introduce the concept of the Patrol System, emphasising the Patrol as a team, including new members and linking Cubs into the Patrol.

Suggested Duration: 45 Minutes.

Method

Option 1. Play video on the Patrol System and discuss the key points with the Patrol.

Option 2. Informal discussion with participants seeking to draw out the key points by discussion. Option 3. Formal presentation with overheads or projected slides.

Support Material

This session is supported by practical demonstration throughout the course. The course must be run on the Patrol System. There should also be some team building activities to help the participants to bond as a team.

Handout: Ten measures for the Patrol System.

Video: The Patrol System

Key points

- The Scout Leader trains the Patrol Leader and the Patrol Leader trains the Patrol.
- The Patrol is a team.
- The Patrols and Troop Council should be running the Troop, including programming, the award scheme and most activities.
- Patrol spirit and identity is very important.
- The PL and Patrol are responsible for making new members welcome and making them an integral part of the team.

Session content

Key principle: *The Scout Leader trains the Patrol Leader and the Patrol Leader trains the Patrol.*

A Patrol is a small team of Scouts, ideally 4–6 members. It is the basis of all training in the Scout Section. The general idea is that the Scout Leader trains the Patrol Leaders and the Patrol Leaders train the Scouts in their Patrols.

The Patrol System is an essential part of the Scout Method and dates back to the very first Scout Camp run by Baden Powell. Patrols should undertake the activities and challenges that they select.

The Patrol in the Troop

Remember that the Troop is a group of separate Patrols and the focus should be on the Patrols rather than the Troop. In the best Scout Troops, the Patrol Leaders are deeply involved in planning what the Patrol and Troop will be doing throughout the year. This is done through Patrol meetings and the Troop Council.

The Patrol is also a key to the Scout Award Scheme. Each Patrol plans for the progression of their members through each level. The PL and APL will do much of the instruction for younger members of the Patrol and will also be able to sign-off some of the badgework themselves. Some important elements such as Patrol Activities and the award of Cords have to be approved by the Troop Council. Activities within the Troop should mainly be based on Patrols. There is no reason that each Patrol in the Troop has to be doing the same activity. Where the Patrol System is working very well, individual Patrols might be working on quite different programs, sharing only games and ceremonies with the other Patrols.

Patrol membership

The Troop Council should decide which Patrol gets new members, but it is up to the PL and the Patrol to make sure the new members are made welcome and made to feel part of the Team.

Suggested Handouts

Appendix D5.1 Ten measures for the Patrol System

7.9 PL AND APL ROLES AND RESPONSIBILITIES

Aim

To provide the participants with a practical model of their role, responsibilities and expectations in the Patrol and Troop.

Suggested Duration: 30 Minutes.

Method

Option 1. Informal discussion flowing on from the discussion of the Patrol System Video.

Option 2. Formal presentation with overheads or projected slides.

Support Material

- This session is supported by more detailed coverage of leadership, teamwork, problem solving and task management.
- It is important that the Course provides hands-on experience for the participants through the full operation of the course on the Patrol System.
- Handouts on the PL, APL and Patrol Leader's Creed.

Key points

See handouts.

Session content

The Patrol Leader

Appointment.

The Patrol Leader is appointed by the Troop Council on the recommendation of the Patrol and the Scout Leader. It is normal for the Patrol to hold an election for the PL, but the Troop Council has the final say. It is also important that a Patrol Leader's parents are aware of and support the nomination. The PL chooses the Assistant Patrol Leader, but again the Troop Council, in consultation with the Scout Leader has the final say. **Role**

1. The PL leads the Patrol in everything, but that does not mean they do everything themselves.
2. The PL delegates tasks equally and fairly amongst the members of the Patrol and ensures that they are done properly.
3. The PL keeps ahead of the Patrol in Scout training so they can assist and train Patrol members.
4. The PL sets an example for the rest of the Patrol to follow in dress, behaviour, attendance, being on-time and participating in the Scouting program.
5. The PL represents the Patrol on the Troop Council.
6. The PL is responsible to the Scout Leader for carrying out the decisions of the Troop Council.

7. The PL is responsible for the behaviour of the Patrol, and where necessary brings important discipline problems to the Troop Council.
8. The PL trains the Patrol by organising and running interesting and worthwhile activities and camps.
9. The PL organises and runs regular Patrol meetings to plan the Patrol's program and develop ideas to be put to the Troop Council. The PL makes sure these meetings are well run and that a record is kept of all decisions.
10. The PL promotes a spirit of teamwork, friendship, trust and pride within the Patrol and maintains Patrol traditions and honour.
11. The PL examines the Patrol on badge-work and advises the Leader when a satisfactory standard has been met.
12. The PL communicates effectively with the Patrol, the Assistant Patrol Leader, the Troop Council and the Scout Leader.
13. The PL makes sure new members are welcomed into the Patrol and are quickly included in all activities as a full member of the team.
14. The PL gets to know each member of the Patrol well, including meeting his/her parents or carers.

The Assistant Patrol Leader

Appointment.

The Assistant Patrol Leader is appointed by the Patrol Leader with the approval of the Troop Council and the Scout Leader. The Assistant Patrol Leader may be nominated by an election, but the appointment is made by the PL and approved by the Troop Council.

Role

1. The APL assists and supports the PL in all his/her duties.
2. The APL takes charge when the PL is not available. This includes periods when the Patrol Leader is taking instruction from the Scout Leader.
3. The APL assists the PL in training the Patrol and tries to keep ahead of other Patrol members in Scouting knowledge.
4. The APL assists the PL with planning and carrying out the Patrol program.
5. The APL sets an example for the rest of the Patrol.
6. The APL provides encouragement and assistance to other Patrol members and loyally supports the PL.

Suggested Handouts

Appendix D5.2 The Patrol Leader's Creed

Appendix D5.3 The Patrol Leader

Appendix D5.4 The Assistant Patrol Leader

7.10 THE TROOP COUNCIL

Aim

To reinforce the importance of the Troop Council in the management of the Scout Troop.

Suggested Duration: 30 Minutes.

Method

Role play by Leaders with follow-up debrief.

Informal discussion arising from the Patrol System Video.

Formal session with overheads or projected slides.

Support Material

This session is supported by the session on running meetings. It is also supported by the practical application of the Patrol System throughout the course, particularly the running of Troop Councils. Debriefs of these activities is very important to reinforce the message from this session.

Video: The Patrol System

Handouts: Sample Troop Council agenda and Troop Council minutes.

Key points

- Why
- Who
- Where
- When

Session content

The Troop Council is composed of the Patrol Leaders from the Troop. In many smaller Troops, the Assistant Patrol Leaders are also invited to the Troop Council. The Troop Council is responsible for the routine management of the Troop.

Role

The Troop Council has specific responsibility for:

- Planning the broad program for the Troop.
- Coordinating the activities of individual Patrols.
- Setting and keeping standards, specially the Patrol Activity Badge.
- Allowing the Patrol Leaders to represent the views and opinions of their Patrols on any matter before the Troop Council.
- Making decisions about spending any funds available to the Troop.
- Providing feedback on completed activities.
- Recommending the placement of new Scouts into Patrols.
- Approving the appointment of new Patrol Leaders and Assistant Patrol Leaders in consultation with the Scout Leader.
- Making decisions about discipline and behaviour.

- Dealing with any issue brought to the Troop Council by a Patrol Leader or the Scout Leader.

Who

Each Patrol Leader is automatically a member of the Troop Council. In some Troops, the Assistant Patrol Leaders are also invited to attend, but more than seven Scouts are not recommended.

Assistant Patrol Leaders can substitute for their Patrol Leader if they are unable to attend.

A Troop Leader, where appointed within the Troop, is automatically a member of the Troop Council. The Scout Leader and Assistant Scout Leader may attend, but this is not compulsory. A Troop Council can be held without Leaders present.

Scout Helpers and Parent Helpers do not attend Troop Council meetings.

Other adults such as the Group Leader or special guests may be invited to a particular Troop Council meeting.

When

Troop Councils usually meet each month and this fits in neatly with planning activities a month or so ahead. Some Troops have Troop Councils less often, but the meetings should be regular rather than haphazard. Emergency meetings can be called at any time and it is suggested that special meetings be called to discuss very important issues such as a serious discipline problem.

Where

This is up to each Troop Council! Some prefer to meet at the Scout Hall, others at member's homes. Ideally the meeting should be separate from a normal Scout meeting to avoid unnecessary distractions. A Leader would have to be present if the meeting is held at a Scout Hall.

Roles

One Patrol Leader takes the role of Chairperson for each meeting of the Troop Council. This may be rotated around, or the Chairperson can be elected for 6–12 months. The Chairperson is assisted by an agenda, which is a written list of the things that the meeting has to discuss. Someone other than the Chairperson needs to keep a record of the decisions made at the meeting. Sometimes called the 'Scribe', this person writes the decisions in a book, often called the 'Minutes Book' because notes from meetings are called 'Minutes'.

The Scout Leader, when in attendance, acts as an adviser to the Troop Council. They should not chair the meeting nor take the minutes. They may veto some suggestions if they are impractical, dangerous, too expensive or not consistent with the principals of Scouting. However in most cases, the Scouts rather than the Leaders should make the decisions.

Ceremonies and traditions

Some Troops have well-established traditions for Troop Council. These sometime include ceremonies for the opening and closing, preparation of the meeting area, code of dress etc. These are an important part of the team spirit for the Troop, and should be maintained. Talk to your Region Leaders for ideas if your Troop does not have these traditions.

Suggested Handouts

Appendix 5.5 The Troop Council

Appendix D5.6 Typical Troop Council Agenda

Appendix D5.7 Sample Troop Council Minutes

7.11 MEETINGS

Aim

At the end of this session, participants will be able to organise and run meetings of their Patrol or Troop Council and carry out the roles of Chair or Scribe.

Suggested Duration: 30 Minutes.

Method

1. Role play by Leaders demonstrating the key points
2. Informal discussion with participants seeking to draw out the key points by discussion.
3. Formal presentation with overheads or projected slides.

Support Material

This session needs to be supported by a series of practical meetings throughout the Course. This session needs to be run early in the Course and the Scouts need to be given feedback on their meeting procedure after each meeting is conducted.

- Handout on meetings.
- Sample meeting agenda (see Troop Council).
- Sample meeting minutes (see Troop Council).

Key points

- Chairperson needs to maintain control.
- You need an agenda to keep the meeting on track and make sure everything is done.
- Write down minutes to record important decisions.
- Use a democratic process and fair voting.
- Run all Scouting meetings within the Law and Promise.

Session content

Meetings are a necessary part of running your Patrol and Troop. To use meetings effectively to do what you want, there are a few simple rules.

Someone needs to be in charge. This may be a person appointed for a number of meetings or done on a rotational basis. For example it is usually the PL who controls the Patrol meeting, but a 'Chairperson' may be appointed for the Troop Council. It is the Chair's job to keep the meeting on track and stop it degenerating into a joke telling session or discussion about the footy match next week.

It is important to make sure everything gets done and everyone knows what they are there for. An 'Agenda' helps to keep the meeting on track and make sure everything that needs to be discussed is done. There may be some routine business, as well as special business for this meeting.

It is normal to make some sort of record of important meetings so that everyone can refer back to exactly what was agreed and so those who missed the meeting can catch up. These notes are called 'Minutes' and should include all decisions of the meeting, including things that were voted against. Keep meetings short and to the point. If there needs to be detailed

discussion, such as a year's planning, make sure extra time is allocated, and be very careful that other important issues don't get forgotten.

All meetings in Scouts are run under the rules of the Law and Promise. Respect that other people have views and there are often several 'right' answers to a problem.

It is not easy to make hard decisions, particularly in a meeting where there are different views.

On important matters, let everyone have their say. Give each person a set time if necessary.

Only the person who raised the matter should be able to speak twice. After everyone has had his or her say, vote on it. If there is any doubt that others will influence people in their vote, make the vote a secret ballot. When the vote is tied, the Chair makes the final decision.

Under these circumstances it would be wise to consult with your Leaders.

Suggested Handouts:

Appendix D5.8 How to Run Meetings

See Also:

3.5 DESIGNER PETS

4.3 PLANNING A CAMPSITE

FINAL REQUIREMENT FOR ASM

8.1 ON-THE-JOB TRAINING– A PROJECT FOR BACK IN YOUR TROOP

Before achieving the Australian Scout Medallion, a Scout is required to conduct a leadership activity- “on-the-job” demonstration of skills to the Troop Council. The following activities are suggested but the Troop Council may agree to other similar activities. In any case, the course participants should take part in the meeting of the Troop Council at which the planning of the project is discussed.

1. Organise and run a Troop activity indoors (NOT simply a game). The activity should run for at least half an hour. Other PLs and APLs should be involved as instructors/organisers, but the Scout Leader(s) should only be present as an observer. Discuss the success of the activity with your Scout Leader.
2. Organise and run a Wide game for members of your Troop. The game should run for at least 45 minutes. This should be a game that is unknown to most of your Troop. You must decide the rules, allocate jobs (if necessary) to other PLs, and give out the instructions to the Troop. The game should not include the SL or ASLs but they may be present as observers. Discuss the success of the activity with the other Patrol Leaders.
3. Act as Chairman of a meeting of the Troop Council at which the term’s program is decided. The Scout Leader may be present if that is normal for your Troop but should not take part in the discussion except to act as an advisor. Discuss the success of the program with your Scout Leader after it has been carried out.
4. Act as Chairman of a meeting of the Troop Council at which the program for a normal Troop night meeting is arranged. Run the whole meeting with the help of the other Patrol Leaders. You may use the SL and ASL as instructors if necessary but you need to run the meeting – the adults should be told what you want them to do. Discuss the success of the meeting with your Scout Leader.
5. Organise a major activity away from the Scout Hall for other members of your Patrol or Troop. The activity should last the best part of a day or possibly overnight. Before you finally do the activity, you must check with your Scout Leader that the arrangements you have made are safe. Suitable activities may include a Patrol Hike, a Patrol visit, a bushwalk, etc. Discuss the success of the activity with your Scout Leader. Successful completion of this activity on a Patrol basis should qualify the Patrol for the award of a PA Badge.
6. Organise a Patrol Camp lasting for at least 26 hours. You must make all the arrangements yourself (campsite, food, transport, etc). Before you finally do this

activity, you must check with your Scout Leader to ensure that the arrangements you have made are safe. Discuss the success of the activity with your Scout Leader. Successful completion of this activity should qualify the Patrol for the award of a PA Badge.

Appendix A: Activities for the Scout Leadership Course

Spiders web

An activity to work on teamwork and leadership.

Make a spider's web out of rope strung between two trees, buildings or posts. The Patrol has to get each member through the web without touching. Each person must go through a different hole in the web.

To make it more difficult, use a larger web and have the Patrol return through different holes as well.

Acid lake

An activity to work on teamwork and leadership.

Mark out an area about 10 metres wide representing the river or Lake. The Patrol is given a number of blocks or wood or bricks that are floats that will keep them out of the acid. They have to cross the 'lake' without touching the acid (ground).

Add difficulty as the activity progresses by removing any 'loose' floats. If none are loose, confiscate some! Try to get the Patrol down to two or three floats, requiring them to work as a team and balance on their limited space.

Team ski race

An activity to work on teamwork and leadership.

You need two planks or boards fitted with either loops for the feet or lengths of rope to be held in the hands. The whole Patrol is accommodated on the single pair of skis and must navigate some sort of obstacle course, working as a team.

Patrol flags

A team building activity. May also be used to work on leadership and teamwork.

You need pieces of cloth such as calico, staves for each Patrol, marking pens of various colours, staple gun and scissors.

Give the Patrol a staff, piece of cloth and marking pens and get them to make up a Patrol pennant, flag or banner.

Map Island

An activity to work on teamwork, problem solving and communication.

You need paper, pencils, blindfolds (scarves?), tables, chairs and a tarpaulin.

Make up an 'Island' from the tables and chairs draped with the tarpaulin. The aim is for the PL to draw a map of the Island.

The Patrol meets outside the room. The PL is not allowed to enter the room but is the only one who can draw the map. Patrol members can enter the room only with a blindfold on.

Paint a mural

An activity to work on teamwork, leadership and task management.

You need large sheets of paper, lots of poster paints, newspaper, disposable cups, sticky tape etc. Hand out paper, paints and other materials and tell them to design and paint a mural. Allow clean-up time.

Obstacle course

An activity to work on teamwork, leadership and problem solving.

You need an obstacle course made of anything that falls to hand such as ropes, planks, ladders or natural features.

Give the Patrol some form of disability and have them negotiate the course. Ideas for disability include:

- Tie the Patrol together with a rope tied to their right leg.
- Patrol wears blindfolds, only PL can see.
- Hands tied behind back.

Ravine

An activity to work on teamwork, leadership, problem solving and task management.

You need pioneering gear, billies, a bucket of water, twine and staves.

Set out the scenario with a ravine. The Patrol is on one side and the water the other. (Make sure there is a way for people to cross with difficulty). The Patrol has to get water from one side of the ravine to the other.

Card scramble

An activity to work on teamwork and leadership.

You will need five old packs of playing cards.

Shuffle the cards and scatter them randomly around the area. The Patrol has to retrieve all the cards and sort them by pack and suit. To make it a bit harder, hide a few cards in unlikely spots. Alternatively remove one card and have the Patrol work out what card is missing.

Pitch the tent

An activity for working on teamwork, leadership, communication and task management.

You need a hike tent and blindfolds and a pair of mittens (socks will do).

Set the scenario. The Patrol is on an Antarctic expedition and has had a disaster. There is a rising blizzard and they must get shelter to survive the night. The PL has frostbitten hands (wears mittens) and can't use his or her hands. Everyone else is suffering from snow blindness (wear blindfolds) so can't see.

The Patrol has to erect the tent in the time allowed.

Helicopter

An activity to work on teamwork, and leadership.

You need long light ropes or cords, carabineers or pulleys, two buckets, one full of water and a small billy or can as a water transporter. You need enough ropes and carabineers for the whole Patrol, less the PL.

Set up the area beforehand. Attach the pulleys to the walls or trees evenly spaced around the operating area. Run a cord through each pulley (use carabineers as an alternative) and tie onto the billy handle. Place the buckets at opposite ends of the operating area (a few metres inside the boundary).

The PL is not allowed to touch anything, but must direct the Patrol to transfer water from one bucket to the other. For added difficulty, make the Patrol members face outwards so they cannot see what the others are doing and cannot see the task.

Grounders

A game that is useful for drawing out key points about leadership and teamwork.

The only equipment needed is a volleyball or similar.

Break the group into two even teams. Set out a simple playing area with a batting position, a bowling position and a run line about 10 metres from the batting position. The game is played a bit like softball. The arm or fist is used as a bat and the batter must run. Running to the run line and back past the base line scores a run.

Batters are out if caught on the full or tagged with the ball between the base line and the run line.

Play is continuous until the whole batting side have had a turn.

One point is added to the score for every completed run and one is deducted for each out.

Form the teams (do NOT use the normal Patrols) and give very basic instructions. Let the Scouts work out most of the rules themselves. Evade questions about detailed rules. Run the game through once, with each side having a turn at batting.

Stop the game and instruct the Scouts to form groups of three or four and discuss how to play the game. Allow two minutes, then run the game again, giving each side another bat.

Stop the game again and get the two teams to form a huddle and spend two minutes discussing how to WIN the game. Play another round.

While each round is under way, observe how the Scouts interact. You should be able to observe different team roles as some people start to take Leadership roles, while others play umpire, team motivator, backstop and pitcher. Some people will play little part in the game. Observe also how decisions are made at different points in the game. You will probably observe an increasing level of energy, involvement and competition through the three rounds. Use a discussion of the game to draw out the key points of Leadership and Teamwork.

Nuclear fuel rods

An activity to work on leadership, task management, problem solving and teamwork. It is usually an outdoor activity but could be conducted in a large indoor space. Each Patrol will need:

- Two buckets.
- Four large tent pegs—the tops of at least some should extend over the top of the bucket.
- Four strong rubber bands.
- Six lengths of string or light rope each 3 metres long.
- Roped-off area about 6 metres square
Set out as shown right.

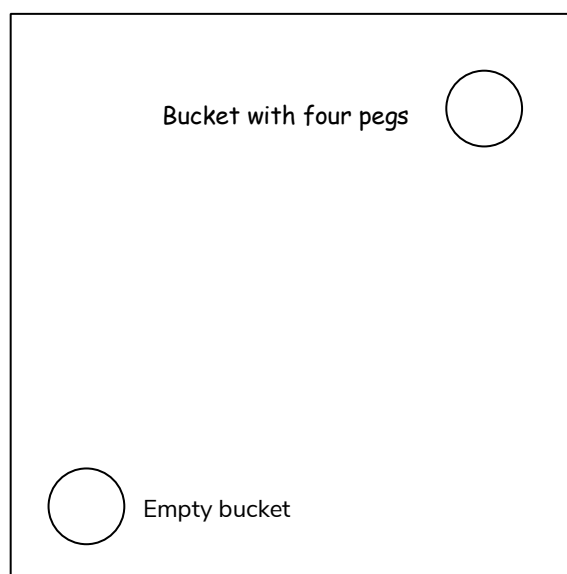
Appoint a Leader for the Patrol.

Instructions

Your Patrol has been selected to save the whole area. To do this, you must construct a device using all the materials provided to

transfer the four nuclear fuel rods (look a bit like tent pegs) from the reactor (looks like a bucket) to the safe storage pit (looks like another bucket). Only one

fuel rod can be transferred at a time. Nobody must step into the safety zone marked out on the ground and nobody must be closer than 3 metres to the reactor or storage pit. Anyone found to breach these safety precautions will be removed from the exercise. You have seven minutes to complete your task.



Bridge is out

An activity for working on leadership, teamwork, problem solving and task management.

For each Patrol you need two large ropes, 4 large tent pegs, a mallet and two staves.

Mark out a river too wide to jump over. The scenario is that a Patrol returns to camp after a hike from the other side of the river. They find that the river has flooded in their absence and their bridge has been washed away. The fast flowing water is more than two metres deep. Some of the Patrol are strong swimmers, but two cannot swim and are terrified of going into the water. The Patrol has a set time to get across the river safely.

The scavenger

An activity for working on task management and teamwork.

You need a list of objects like the one below. Use your imagination.

1. A match box.
2. A tin can.
3. Ash from an outdoor campfire.
4. The phone number of the Region Commissioner
5. A rolling hitch
6. Tracks of a bird
7. A copy of the Cub Scout Law
8. A picture of the Prime Minister
9. A cup of hot water, boiled over a wood fire
10. A rose coloured piece of paper

Set a time limit. The first Patrol to return as a complete Patrol with a complete collection is the winner.

Traffic jam

An activity to work on teamwork, cooperation and task management. This activity can be conducted with larger groups, such as two Patrols combined.

You need carpet squares or some other way of marking out spaces on the ground.

Set out two parallel lines of spaces on the ground, one for each person. Add one extra space. Get the people to take one space each. They then have to exchange sides by stepping into a vacant space.

Survival

An activity to work on teamwork, negotiation, task management and group agreement. This activity is particularly good for looking at the know facts. The scenario is intentionally vague and it can be assumed that they will make up their own facts to fill in the gaps.

You need a list of survival items, pencils and paper. The activity can be conducted anywhere.

- Box of waterproof matches
- Axe
- First-aid kit
- Four litres of water
- Shady hat
- Inflatable raft
- Packet of fish hooks
- Ball of twine
- Carving knife
- Large tarp
- 6 cans of stew
- Small mirror
- Camera
- Sleeping bag
- Book of survival tips
- Four litres of coke
- Pack of muesli bars
- Box of two minute noodles
- Pocket knife
- Roll of fishing line
- Two-man tent
- 20 metres of rope
- Rucksack
- Compass
- 6 bars of chocolate
- Magnifying glass

Set the Scenario that they are on a boat journey in a remote area and the boat is sinking.

They can take five things to help them survive.

First as individuals and then as a Patrol work out what five things they will take.

Appendix B: Exercise Sheets

Element 2: C1.1 Exercise Sheet A

Problem Solving Case Study A

Suggested Duration: 15 Minutes

You are leading the Patrol on a hike and come to a creek. What do you do?

Facts

- The campsite is on the other side of the creek.
- The Patrol is expected back at the campsite in 30 minutes.
- The creek is 60 cm deep.

The Problem?

How to get the Patrol back to the campsite within 30 minutes?

Ideas

1. All wade across.
2. Give them a piggyback across.
3. Walk upstream or downstream until you find a place to cross.
4. All build a raft or boat to cross.
5. Build a dam of rocks then walk over the dry creek bed.
6. Make a simple transporter out of nearby poles.
7. Do nothing and just wait.

Consequences

	Idea	What might happen?
1.	All wade across	Everyone will get wet feet and be uncomfortable. Well we could take our shoes off – Then someone could get cut on glass.
2.	Give them a piggyback across.	You could get a hernia, it will take forever and someone will end up tired with wet feet.
3.	Walk upstream or downstream until you find a place to cross.	It may take too long.
4.	All build a raft or boat to cross.	It may not hold everyone and we may not have enough ropes and stuff to finish it off.
5.	Build a dam of rocks then walk over the dry creek bed.	It would take too long and the National parks Rangers might not be impressed. - Not really practical.

6.	Make a simple transporter out of nearby poles.	Might work and Skip would be really impressed. We have enough ropes with us.
7.	Do nothing and just wait.	We will be late returning and Skip will have to organise a search for us. He may not be real happy that we didn't even try something!

Choose And Do It

Which one would you choose? And would it work?

Element 2: C1.2 Exercise Sheet B

Problem Solving Case Study B

Suggested Duration: 15 Minutes

There has been a complaint about your Patrol's Video Night and Sleepover after the Scouts were sent home by the host parents.

Facts

- Billy pushed Liam into the pool and he split his head open.
- After Billy's parents returned from the hospital they sent everyone home.
- Liam's parents don't want him to come to Scouts anymore because it is too rough.
- Billy isn't normally rough like that, but he may have OD'd on red cordial.
- Billy has apologised to the Patrol.

The Problem?

How to sort out this mess?

Ideas

1. Do nothing and hope that the problem goes away.
2. Apologise for Billy and ask if Liam can come back.
3. Ask Skip to talk sense to Liam's parents.
4. Take Billy to apologise to Liam and his parents.
5. Get Billy to do some community work as punishment.
6. Stand by Billy and say it wasn't his fault.

Consequences

	Ideas	What might happen
1.	Do nothing and hope that the problem goes away.	We will lose Liam from the Patrol and it wasn't his fault.
2.	Apologise for Billy and ask if Liam can come back.	They may not listen and what about the next time Billy gets at the red cordial?
3.	Ask Skip to talk sense to Liam's parents.	Skip will probably say it's the Patrol's problem. Even if he agrees, the same problem as for ideas 2 applies.

4.	Take Billy to apologise to Liam and his parents.	Billy will be taking the heat for his own actions and Liam's parents might be impressed by that.
5.	Get Billy to do some community work as punishment.	Red cordial didn't push Liam, Billy did. This might teach him to be more careful.
6.	Stand by Billy and say it wasn't his fault.	That would be lying and is not right under the Scout promise. It also makes it look like it was Liam's fault and that's not fair.

Choose One

Which one would you choose? Could you choose more than one idea? Do you think that what you have chosen to do will resolve the problem? If it didn't, what else could you do?

Note: Sometimes you have to accept that the best you can do may not resolve the whole problem. You can only do your best!

Element 4: C2 Exercise Sheet A

Some Planning Tasks for Group Sessions

Your Patrol is planning a Patrol Camp.

The planned location is a farm belonging to a friend of your Scout Leader. The farm has cattle and sheep. There are some dams with yabbies and a creek that may have fish in it. You plan to focus the weekend on construction projects, including building a tower and making a monkey bridge across the creek. You have heard that there is an old gold mine across the creek.

You will be camping for one night.

Your Patrol is planning a one day canoe trip down a local river.

The river is not classified as white-water, but there has been quite a bit of rain and the river is running pretty fast. You will be taking three canoes from the Scout hall and one of the Scouts is going to take his Dad's kayak.

One new member of the Patrol can't swim but wants to go on the trip. Her parents have given their permission.

Your Patrol is planning a day hike to qualify members for their Pioneer level (red) journey. The route planned is totally within a National Park. There is some rough going and some of the tracks are marked on the National Park tourist map as "difficult terrain".

The weather forecast is for low cloud and light rain.

It is mid-winter, but the area rarely gets snow.

Your Patrol would like to have a wide game in town with other Patrols from a neighbouring Troop.

It would be on a week night, probably Thursday night.

The suggestion is a game like "Monopoly" using the main shopping area as the playing board.

The game would start at 7:00 pm and finish at 8:30 pm. It is wintertime but the weather is expected to be fine.

Your Patrol is planning a bike hike to explore a historical site about 30 km away.

You have planned a route that is mainly along public roads, none of them busy main roads. However, one section is over rough bush tracks through a reserve and this section includes a creek crossing over a shallow ford.

It is wintertime and the weather forecast is fine but cold.

Most of the Scouts own their own bike but one person is going to borrow a bike from a cousin.

Appendix C: Handouts

Element 1: D 1 Handout A

People in the Scout Troop

Everything you do or say has an effect on other people whether you mean it or not. It modifies other people's opinion of you. What you say or do can be quickly passed on and it is likely that it will reach the ears of those you would rather not hear about it!

Leadership

Appear to be organised, even if you are not. Don't panic or others around you will panic too.

- You may have to be directive with younger Scouts when necessary, but share with the older Scouts in your Patrol. Be prepared to show someone if they don't know how to do something. Often people will need a reminder. It may seem easier to do it yourself but, in the long run, it is better if they learn themselves.
- When you are in charge, you must step back and see what is going on.
- You also have to do something. Sometimes you will have to do the dirty jobs but you will earn the respect of others by being prepared to do so. Never do a job yourself that takes you away from the Patrol!
- Talk to your APL and delegate jobs. It is likely that they will be the next PL so they might as well learn how. Send the APL to do important jobs away from the Patrol.

Discipline

A happy and willing team effort is almost always based on obedience by respect. Obedience based on fear will often be done in poor spirit and, when your back is turned, may not be done at all.

Respect stems from your knowing your Patrol members and them knowing you. Leadership by example is very important. You can't expect them to obey if you don't do what the Leader's ask of you.

Scouts is meant to be fun! People won't come to be bossed bout by a petty tyrant. Be a Leader rather than a boss.

- Respect everyone's views. They have a right to have their own opinions.

- Encourage your Patrol to share their ideas. Don't be sarcastic or put their ideas down all the time. If you use the put-down once, don't expect them to speak up later when they may have a much better idea.
- Lead by example in doing your own duty and showing fairness in your decisions.
- Younger people have a shorter attention span and, if left with nothing to do or with something boring, will naturally start to play something else. Be reasonable and firm about doing jobs – even the younger members of the Patrol must do their share but their share should be less than the older Scouts.
- Be fair in allocating jobs. Don't victimise one person or always give them a job they hate.

Problems

You are likely to have problems with behaviour sometimes. If you have to deal with someone who is being difficult, try going through the following steps, only going on to the next level if it hasn't worked.

1. Have a quiet word to them on their own. Explain what the problem is and what you want them to do. Be specific – “You were pushing the girls in that last game and I want you to play fair from now on” rather than “You are always goofing off and I am sick of it”.
2. If 1 above doesn't work, try having another take, this time with the whole Patrol present. A Patrol meeting would be a good time to try this.
3. If 2 above also fails, take the matter to the next meeting of the Troop Council. At this level, the Scout Leader can provide advice and most problems can be resolved.
4. As a last resort when all else has failed, ask the Scout Leader to help you directly.

Don't let things go on too long before you act. Once it looks like a person is getting away with it, others may join in.

Violent punishment of any sort is NEVER appropriate!

Homesickness

This is something that can affect Scouts of any age at camp. It is most likely brought on by some sort of unhappiness because the person is hungry, cold, tired, damp, bored or being picked on.

Most of these causes are things that the PL has some control over. In fact, it could be said that many cases of homesickness are the PL's fault for not looking after the

Patrol member properly! Make sure that your Patrol has enough to eat, gets proper rest and keeps busy. Watch out for people who are getting cold or look left out. Make sure nobody gets unduly picked-on, even if you think they deserve it.

There are times when homesickness is beyond the PL's control. Something may have happened at home, being scared of the dark and storms etc are real problems that are not your fault as the PL.

When you have a homesick person in the Patrol, try to keep them busy (but not too busy), make sure they have a buddy to look after them and fix up any causes like hunger or cold. Try to distract their attention from the perceived problems. You could try singing, playing games or talking about fun things that are yet to come.

Element 2: D 2.1 Handout A

Leadership

What is a Leader?

A Leader is someone who causes a group of people to do something. In Scouts, the most common “group” is the Patrol and the Leader is the Patrol Leader.

What does a Leader do?

- A Leader looks at the whole task facing the Patrol.
- A Leader makes decisions.
- A Leader causes these decisions to be carried out.

How does a Leader lead?

There are three important areas:

1. The task that is to be done.
2. The Patrol that has to do the task.
3. The Scouts (people) who make up the Patrol.

The Task has to be well planned and well organised. Work has to be shared fairly around the Patrol and the right equipment and skills have to be available.

The Patrol has to know what to do, so they have to have the task explained to them. They have to have clear instructions. They must see their Leader as a responsible person who is giving them a good example. They must accept the Leader’s right to Lead and the Leader has to prevent squabbles and bad behaviour within the Patrol.

Each Scout has to be taught the skills that are needed. They have to be told when they have done well and helped when they need it. The Leader needs to know and trust each member of the Patrol. Make use of people’s strengths and try to improve their weaknesses.

Leader not Boss

- A Boss drives – the Leader coaches.
- A Boss says “I” – the Leader says “We”.
- A Boss makes work boring – the Leader makes it a game.

Element 2: D 2.2 Handout B

Leadership Observation Checklist

Use this checklist in observing other Patrols doing tasks in the Leadership section.

The Task

- The Patrol planned what they were going to do.
- The PL organised the Patrol effectively.
- The PL found out what skills and equipment were available.
- The Patrol checked that they were on track during the task.
- The PL fairly allocated tasks to Scouts.

The Patrol

- The PL got suggestions from the Patrol.
- The PL shared decision-making.
- The PL briefed the Patrol and gave clear instructions.
- The PL behaved well and was an example to Patrol members.
- The Patrol was happy with the result.
- The PL exercised authority in keeping order.

The People

- The PL helped Scouts who were having difficulty.
- All Patrol members were involved.
- The PL praised people who did well.
- Someone in the Patrol learnt something new.
- Scouts were trusted to do their part.

Leadership

- The PL made the final decisions.
- The PL took charge and led the activity.

Element 2: D 2.3 Handout C

A Way to Solve Problems

The following table shows how to work through a problem to determine an effective solution.

1. Facts	Establish the facts – who, what, where, when.
2. Problems	Work out what the real problem is.
3. Ideas	List all the ideas you can think of. Include doing nothing. Don't discard ideas that seem silly yet.
4. Consequences	Look carefully at what might happen if you try each idea. Will it solve the problem? How about people?
5. Choose One	Choose the idea that looks the best after stage 4.
6. Do It	Put the idea into action.
7. Did It Work?	Did the idea solve the problem? If not, are there any new facts? Start over again or try a new idea.

Element 4: D3.1 Handout A

Managing Tasks

Managing tasks is an important part of being a Leader in a Patrol or team situation. Tasks are sometimes difficult to clearly define. This is because there are tasks within tasks within tasks. You must manage each part of a small task with the bigger picture in mind.

For example, the Patrol may be working on their Campcraft Badge as a Patrol task. One of the requirements is to complete a hike. To complete the hike, you have to plan the route, camping sites, menu, tentage and many other things. In planning the menu, you have to work out how many meals, what people like and so on.

To remain sane in this complex web of tasks, be quite clear what the current task is. You need to keep the big picture of the broader tasks in the back of your mind, but be quite clear about the limits of the current task.

Break Tasks into Steps

Think through the steps that you will need to take to finish the task. This is the real secret of managing big tasks. By breaking it down into parts that you can do one at a time you can tackle each one individually. Sometimes the parts have to be done in sequence; others can be done at any time. Setting up camp, you have to erect sleeping tents, set up a cooking and eating area and cook your first meal. Obviously you have to set up the cooking area before you start preparing the meal, and you need to have the eating area ready before the meal is ready. But the sleeping tents can be done at any time before it gets too dark.

Break Steps into Jobs That People Can Do

Taking our camp example a stage further, the meal preparation can be broken down into jobs that different people can do. Gathering wood, lighting and looking after the fire, (or setting up the gas stove and connecting the gas supply) preparing the food and cleaning up are the individual bits of the task that people can do.

Match Bits of the Task to Skills

Once you know what jobs have to be done, work out what skills you have available. You may have to ask, because there are sure to be skills that you don't know people have. Once you know what skills you have available, match skills to jobs that need to be done. Don't forget your bigger task of training the Patrol. Your newest scouts may not know a lot about lighting fires (or gas stoves), but this might be an

opportunity for them to learn – “Paul, you gather wood then Becky will help you light the fire.”

Allocate work fairly

There will always be unpopular jobs and other jobs that everyone wants to do. If you are fair in handing out the jobs, everyone will get their turn at the good and bad jobs. A good Leader earns the respect of their Patrol by being fair.

Involve Everyone

When the Patrol has a task, everyone has a job. The PL’s job is to keep an eye on everything and offer advice, praise and support when needed. If someone is left out, find some way to involve them – “Tony, if you have finished setting up the wash basin, please give Sally a hand putting up the tent – ask her to teach you the rolling hitch.”

Element 4: D3.2 Handout B

Planning Activities

Activities are often the most exciting and interesting parts of Scouting. Most activities have a purpose, even if it is just to have good fun. Good planning will make sure that the activity achieves its goals and is carried out safely. Safety is very important! All Scouting activities carry some risk. Effective planning ensures that the risks are reduced to an acceptable level.

Basic Planning

Basic planning considers the following:

- What are the goals of the activity? What are we trying to achieve?
- What equipment or other resources do we need?
- Where will the activity take place? This includes the route for hikes and journeys.
- When will the activity take place?
- Who will be taking part?
- Who will be in charge?
- Is there anyone else who needs to be involved?
- Are there any Scout policies or rules that might apply to this activity?
- Do we have to obtain anyone's permission?
- When the activity is over, who will we need to thank?

Risk Planning

Everything we do has some risk involved. In most cases we can do things to reduce the chance that something will go wrong. Risk planning is all about identifying possible risks and seeing what can be done to reduce or eliminate these risks. There may be times when something is too risky to do it safely.

There are two things that help you look at the importance of a risk.

- How likely is it that this thing will happen? This is the "chance" of the risk.
- What might happen if the risk comes about? These are the "consequences" of the risk.

Let's look at a simple case involving Scouts playing with sticks in the fire.

- **Risk:** That someone will get burnt. The big problem is when somebody waves a burning stick about because then the burns could be on the face or eyes.
- **Chance:** If Scouts fool about around the fire, then the chances are that it will happen eventually.

- **Consequences:** If someone gets burnt in the eye it would be a very serious injury. They could be blinded for life.

Once we have worked out the risk, we can see how important it is. The chart below shows one way of looking at this. In our example above, playing with sticks in the fire is the highest level of chance and the highest level of consequences. This puts it in the “too risky” category, which is why playing with sticks in the fire is banned in most Scout Troops!

How Important is a Risk?

	Consequences – What might result if the risk comes about			
Chance – How likely is it that this could happen.	Self treatment should be OK. Parents not worried.	First aid treatment needed. Parents mildly concerned.	Doctor or hospital treatment. Parents upset.	Someone could be killed or disabled. Parents go ballistic.
Highly unlikely.	Acceptable risk		Too risky If you can't do something to reduce this risk, don't do it!	
It would rarely happen.				
It might happen.	Need to have a plan to deal with this.			
It probably will happen				

Reducing the Risk

There are a number of things we can do to reduce the importance of a risk. These are mainly to try to reduce the chance that the risk will occur or to reduce the consequences if the risk occurs. Some ideas are:

- **Rules, policies and guidelines.** In our example, we used a rule – banning playing with sticks in the fire. Scouts also have a range of policies and guidelines that address the really important risky activities.
- **Think safe!** By being aware of possible risks and thinking about safety, we can reduce risks considerably.
- **Training.** Learning appropriate skills is often the best way to reduce risks. People who are trained to use a canoe are far *less likely* to get into serious

trouble than people who know nothing about canoes, therefore the chance side of the risk is reduced.

- **Planning.** Planning what you will do if something goes wrong is called “contingency planning”. In many of the moderate risks this is the best way to handle it.

Example

Let’s look at another Scouting example – a Patrol hike in a defined area.

One of the risks is that you will get caught in bad weather (let’s just look at this one risk). What are the **chances**? It is possible (depends on the time of the year)!

What are the **consequences**? Hypothermia is life threatening so you have to do something to **reduce** the risk. Some of the options are:

- You can reduce the chances of bad weather by planning the time carefully and checking the weather forecasts.
- Reduce the chance that people will get cold by making sure the Patrol is properly prepared with the right sort of clothing including wet weather and warm gear (just in case).
- You can reduce the consequences by carefully planning some escape routes along the hike route so you can pull out if it gets too cold.
- You could further reduce the consequences by carrying an emergency beacon (EPIRB) so you can call for help if it really gets bad and you can’t reach your escape points.

Element 6: D 4 Handout A

Communication

Human beings have many different ways of communicating with others. The successful PL must communicate effectively with their Patrol and pass on instructions accurately so that the Patrol knows what is going on.

There are five senses that can be used for communication. Hearing (spoken communication) is the most often thought about but we also communicate through sight, touch, smell and even taste. The best way to get a Scout's attention is to wave a fresh hamburger under their nose!

When we talk to somebody, we use our words, emphasis, tone, the expression on our face, hand gestures, eye movements, body posture and a lot of other subtle messages. That is one reason it is easier to talk to somebody in person than over the phone or by e-mail. In some cases, we say one thing in words and quite another thing with our body language!

Some tips to improve your communication as a Leader:

- When you are listening to someone else, concentrate on what they are saying. You should be able to repeat back what someone has just told you in your own words. It is very easy to get distracted or to let your mind start thinking about what you want to say next. If you let this happen, you will almost certainly miss most of what the other person is saying.
- When speaking to others, be very clear about what you are saying. Try to get the key points clear in your mind before you start talking. If it is very important, ask the other person to repeat what you have said.
- If someone is angry or emotional, you have to deal with the emotion before their mind will be able to think about what you are saying. When dealing with your Patrol members, remember that they bring with them a lot of stuff from outside Scouts. You only see a very small part of the bigger picture.
- When listening to ideas from your Patrol, it often helps to try to summarise what someone has said.
 - Patrol member: "I've had enough of this. The blackberries are too thick, it's too hot and my feet are sore! We will never make the campsite in time. We should have taken the other track we saw earlier."
 - PL: "So you are saying that we should turn back and try the other way?" This will make sure you have got the message straight and maybe you

will find that the person has not thought the whole thing through.
Maybe they just wanted to get their feelings off their chest ...

- Patrol member: “But it would take hours to go back. How about if we have a rest then push on?”

When you come right down to it, the Scout Laws cover a lot of a PL’s responsibility in dealing with other people in the Troop and Patrol:

- A Scout is friendly.
- A Scout is helpful.
- A Scout is cheerful.
- A Scout is considerate.
- A Scout is respectful.

Element 7: D5.1 Handout A

Ten Measures for the Patrol System

- ✓ Patrols are the basis of most activities in the Troop.
- ✓ Each Patrol meets regularly to plan what they want to do.
- ✓ The Troop Council meets regularly.
- ✓ The Scout Leader deals mainly with the Patrol Leaders who then pass on instructions, training etc to their Patrols.
- ✓ Patrol Leaders maintain a positive behaviour culture within their Patrols and within their Troop.
- ✓ The Patrol or the Troop Council deals with discipline issues.
- ✓ Patrols are made up of a mixture of ages and badge work levels.
- ✓ New members are made welcome and are quickly made to feel a part of the team.
- ✓ Most camps are organised on a Patrol basis where Patrols do their own catering and cooking. Each Patrol camps on their own at least once each year.
- ✓ Each Patrol has its own identity and the members show pride in their Patrol. Identity may be shown through banners, decorated patrol corners or even yells and songs.

Element 7 Handout B

The Patrol Leader's Creed

As a Patrol Leader, I will do my best:

1. To put my Patrol before myself.
2. To develop a proper spirit in the Patrol by striving hard to make them keen, loyal, happy and hard working.
3. To keep my Scouting skills ahead of the Patrol.
4. To be a good example to the Patrol in living by the Scout Law and Promise.
5. To make the Patrol useful.
6. To stand up for the Patrol.
7. To encourage, and give credit where due while being kind to those less fortunate.
8. To admit my own mistakes before blaming others.
9. To be genuinely interested in the needs and wishes of every member of the Patrol.
10. To sincerely make each member of the Patrol feel they are an important part of the team.
11. To show respect for the opinions of others.
12. To carry out my responsibilities in a friendly and Scouting manner.

Element 7: Handout C

The Patrol Leader (PL)

Appointment

The Patrol Leader is appointed by the Troop Council on the recommendation of the Patrol and the Scout leader. It is normal for the Patrol to hold an election for the PL, but the Troop Council has the final say. It is also important that a Patrol Leader's parents are aware of and support the nomination.

The PL chooses the Assistant Patrol Leader, but again, the Troop Council, in conjunction with the Scout Leader has the final say.

Role

- o The PL leads the Patrol in everything, but that does not mean they do everything themselves.
- o The PL delegates tasks equally and fairly amongst the members of the Patrol and ensures that the tasks are done properly.
- o The PL keeps ahead of the Patrol in Scout training so they can assist and train Patrol members.
- o The PL sets an example for the rest of the Patrol to follow in dress, behaviour, attendance, being on-time and participating in the Scouting program.
- o The PL represents the Patrol on the Troop Council.
- o The PL is responsible to the Scout Leader for carrying out the decisions of the Troop Council.
- o The PL is responsible for the behaviour of the Patrol, and where necessary brings important discipline problems to the Troop Council.
- o The PL trains the Patrol by organising and running interesting and worthwhile activities and camps.
- o The PL organises and runs regular Patrol meetings to plan the Patrol's program and develop ideas to be put to the Troop Council. The PL makes sure these meetings are well run and that a record is kept of all decisions.
- o The PL promotes a spirit of teamwork, friendship, trust and pride within the Patrol and maintains Patrol traditions and honour.
- o The PL examines the Patrol on badge work and advises the Scout Leader when a satisfactory standard has been met.
- o The PL communicates effectively with the Patrol, the Assistant Patrol Leader, the Troop Council and the Scout Leader.
- o The PL makes sure new members are welcomed into the Patrol and are quickly included in all activities as a full member of the team.
- o The PL gets to know each member of the Patrol well, including meeting his/her parents or carers.

Element 7: Handout D

The Assistant Patrol Leader (APL)

Appointment

The Assistant Patrol Leader is appointed by the Patrol Leader with the approval of the Troop Council and the Scout Leader. The APL may be nominated by an election, but the appointment is made by the PL and approved by the Troop Council.

- Role**
- o The APL assists and supports the PL in all his/her duties.
 - o The APL takes charge when the PL is not available. This included periods when the PL is taking instruction from the Scout Leader.
 - o The APL assists the PL in training the Patrol and tries to keep ahead of other Patrol members in Scouting knowledge.
 - o The APL assists the PL with planning and carrying out the Patrol program.
 - o The APL sets an example for the rest of the Patrol.
 - o The APL provides encouragement and assistance to other Patrol members and loyally supports the PL.

Element 7: Handout E

The Troop Council

The Troop Council is composed of the Patrol leaders from the Troop. In many smaller Troops, the Assistant Patrol Leaders are also invited to the Troop Council. The Troop Council is responsible for the management of the Troop.

Role

The Troop council has specific responsibility for:

- Planning the broad program for the Troop.
- Coordinating the activities of individual Patrols.
- Setting and keeping standards, especially the Patrol Activity badge.
- Allowing the Patrol Leaders to represent the views and opinions of their Patrols on any matter before the Troop Council.
- Making decisions about spending any funds available to the Troop.
- Providing feedback on completed activities.
- Recommending the placement of new Scouts into Patrols.
- Approving the appointment of new Patrol Leaders and Assistant Patrol Leaders in consultation with the Scout Leader.
- Making decisions about discipline and behaviour.
- Dealing with any issue brought to the Troop Council by a Patrol Leader or the Scout Leader.

Who

Each Patrol Leader is automatically a member of the Troop Council. In some Troops, the Assistant Patrol Leaders are also invited to attend, but more than seven Scouts are not recommended. Assistant Patrol Leaders can substitute for their Patrol Leader if they are unable to attend.

A Troop Leader, where appointed within the Troop is automatically a member of the Troop Council.

The Scout Leader and Assistant Scout Leader may attend, but this is not compulsory. A Troop Council can be held without Leaders present.

Scout Helpers and Parent Helpers do not attend Troop Council meetings.

Other adults such as the Group Leader or special guests may be invited to a particular Troop Council meeting.

When

Troop Councils usually meet each month and this fits in neatly with planning activities a month or so ahead. Some Troops have Troop Councils less often, but the meetings should be regular rather than haphazard. Emergency meetings can be called at any time and it is suggested that special meetings be called to discuss very important issues such as a serious discipline problem.

Where

This is up to each Troop Council! Some prefer to meet at the Scout Hall, others at member's homes. Ideally the meeting should be separate from a normal Scout meeting to avoid unnecessary distractions.

Roles

One Patrol Leader takes the role of Chairperson for each meeting of the Troop Council. This may be rotated around, or the Chairperson can be elected for 6-12 months. The Chairperson is assisted by an agenda, which is a written list of the things that the meeting has to discuss.

Someone other than the Chairperson needs to keep a record of the decisions made at the meeting. Sometimes called the "Scribe", this person writes the decisions in a book, often called the "Minutes Book" because notes from meetings are called "minutes".

The Scout Leader, when in attendance, acts as an advisor to the Troop Council. They should not chair the meeting nor take the minutes. The Scout Leader may veto some suggestions if they consider them to be impractical, dangerous, too expensive or not consistent with the principles of Scouting. However, in most cases, the Scouts rather than the Leaders should make the decisions.

Ceremonies and Traditions

Some Troops have well-established traditions for Troop Council. These sometimes include ceremonies for the opening and closing, preparation of the meeting area, code of dress etc. These are an important part of the team spirit for the Troop, and should be maintained. Talk to your Regional Leaders for ideas if your Troop does not have these traditions.

Element 7: D5.6 Handout F

Typical Troop Council Agenda

Agenda for the Troop council of 1st Woop Woop Scout Troop

1. Open Meeting
2. Apologies
3. Minutes of the previous meeting
4. Business arising from the minutes
5. Patrol reports
6. New members
7. Scout Leader's report
8. Badge work for approval
9. Program for the next month
10. Other business
11. Next meeting date
12. Close

Element 7: D5.7 Handout G

Sample Troop Council Minutes

**Minutes of the Troop Council of 1st Woop
Woop, held at the Scout Hall on Saturday
2/2/12.**

Open: Meeting opened at 7:00 pm

Present: Ringo Starr (Chair), John Lennon, Helen Mirren, Paul McCartney, George Harrison, Eleanor Rigby (Skip)

Apologies: Paula Yates

Minutes: The minutes of the previous meeting were read and confirmed. Moved: John, Seconded: Paul - Carried

Business Arising:

Ringo reported that he had been in contact with the Venturer Leader and he has agreed to help the Scouts get their preliminary bushwalking training so they can do some hikes next term. He will drop in next week to arrange the details.

Patrol Reports:

John reported that the Scorpions Patrol Camp went really well. They caught heaps of Yabbies and all got ticks in their armpits but it was still lots of fun. They want to try farming yabbies as an Animal Keepers Badge and Patrol Activity.

George said that the Eagle Patrol want to explore the abandoned gold mines in the reserve. Skip said that might be a bit dangerous and the mines are out of bounds by order of the Council. George said they still want to go to the reserve but maybe they would climb the hill instead.

Helen said that the Panther Patrol called off their sleepover when Billy pushed Liam over on the pool deck and split his head open. When his parents came back from getting him stitched up, they sent the rest of the Patrol home. We don't think they want Liam to come to Scouts any more either.

New Members:

Skip said that Kim Bilby was ready to come up from Cubs and would be coming to Scouts to do her link this week. George said that his Patrol has room for an extra person and Kellie knows Kim pretty well already and wants her in the Patrol.

Moved: George, Seconded John that Kim goes into the Eagles when she comes up. - Carried.

Scout Leader's Report:

Skip reported that the Region Rally was coming up in two months time and distributed application forms for each patrol. She also had a call from Liam's parents about Billy's behaviour at the sleepover and suggested this be discussed by the Troop Council.

Badge Work:

John asked if his Patrol could be awarded their Animal Keepers badge for having caught and kept lots of yabbies at their camp. Paul said that he didn't think keeping them in your stomach counted. The others agreed. Skip suggested they follow through the yabby farming idea and see what they can do.

George proposed the award of a Blue Cord to Vicky from his Patrol. She has completed all the requirements. After checking of her book, the Troop Council agreed to award the Cord.

Program:

The next four weeks program was prepared and the Programs are on the notice board.

Other Business:

Helen discussed the behaviour problem at the aborted sleepover. She said that Billy was over the top, pushing everyone and was also rude to Liam's parents. He is not normally like that, and we think he OD's on red cordial. He has since apologised to the Patrol.

After discussion, the Troop Council decided that Billy should apologise to Liam and his parents. Helen said she would go too. It was decided that Billy should do some form of community service. Helen will tell Billy and they (together with Liam if he agrees) will work out a project. Helen will talk to Liam and his parents about Liam coming back to Scouts.

Next Meeting: George's place on the first Friday night in March.

Meeting Closed: 8:00 pm

Element 7: D5.8 Handout H

How to Run Meetings

Meetings are a necessary part of running your Patrol and Troop. To use meetings effectively to do what you want, there are a few simple rules.

Chair

Someone needs to be in charge. This may be a person appointed for a number of meetings or done on a rotational basis. For example, it is usually the PL who controls the Patrol meeting, but a “Chairperson” may be appointed for the Troop Council. It is the Chair’s job to keep the meeting on track and stop it degenerating into a joke telling session or discussion about the footy match next week.

Agenda

It is important to make sure everything gets done and everyone knows what they are there for. An “Agenda” helps to keep the meeting on track and makes sure everything the needs to be discussed is done. There may be some routine business, as well as special business for the meeting.

Minutes

It is normal to make some sort of record of important meetings so that everyone can refer back to exactly what was agreed and so those who missed the meeting can catch up. These notes are called “Minutes”. The Minutes should include all decisions of the meeting, including things that were voted against.

Making Decisions

It is not easy to make hard decisions, particularly in a meeting where there are different views. On important matters, let everyone have their say. Give each person a set time if necessary. Only the person who raised the matter should be able to speak twice. After everyone has had their say, vote on the matter. If there is any doubt that others will influence people in their vote, make the vote a secret ballot. When the vote is tied, the “Chair” makes the final decision. Under these circumstances it would be wise to ask your Leaders

Some Rules to Keep Meetings on Track

Keep meetings short and to the point. If there needs to be detailed discussion, such as a year’s planning, make sure that extra time is allocated and be very careful that other important issues don’t get forgotten.

All meetings in Scouts are run under the rules of the Scout Law and Promise.
Respect that other people have views and there are often several “right” answers to a problem.

Appendix D

Useful Forms

E1 Course Patrols

Patrol 1				
Tutor:				
Scouts Name	Age	Group	Rank	Phone/e-mail

Patrol 2				
Tutor:				
Scouts Name	Age	Group	Rank	Phone/e-mail

Patrol 3				
Tutor:				
Scouts Name	Age	Group	Rank	Phone/e-mail

**Developed for the Scout Council Victoria
Scout Association of Australia**

Preface to the Fifth Edition

Previous National Courses recognised the following sessions:

- Understanding the Patrol System and the Scout Award Scheme
- Leadership
- Problem Solving and Task Management
- Citizenship
- Planning / Programming

Scout Council Victoria has expanded them to seven key elements plus 'on the job training'. This document outlines the seven key elements of leadership and suggests activities that could be used to accomplish this on a leadership course. The elements are the key competencies that must be in a leadership course but how that is achieved is up to the organisers of the course. The 'on the job training' is a requirement to attain the Australian Scouts Medallion.

As shown below, the first edition of this book was published in 1996. By 2011, it was obvious to the Scout Council that revisions and additions to the book were required.

This edition was compiled by the Scout Council following an extensive review of available material.

Another review of the course was completed in 2020.

It is hoped that the additional material and minor alterations to the previous material will continue to be of assistance in the provision of effective leadership training for your Scouts.

If you have any further suggestions, which might add to the next edition of this book, please forward them to the:

Scout Council Victoria
PO Box 774, Mount Waverley,
Victoria 3149

or alternatively email them to sc.scouts@scoutsvictoria.com.au.

Preface to the First Edition

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.

- Ian Arnel DSL Macedon Ranges
- Catherine Bickell ASL 2nd Malvern
- Colin Buley ASL 1st Healesville
- John Cuscadden SL 1st Alfredton
- Michelle Davis SL 1st Chelsea Heights
- Peter Marriott Victorian Branch – Convenor
- John Oldham DLS Sherbrooke District
- Beverley Philo DSL Werribee Plains
- Joan Powell DSL Kingston
- Keith Sandford ADC Training Nillumbik
- Richard Spargur ASL 1st Templestowe
- Dave Underhay DSL Geelong Rivers