

Schedule for Day One (Sunday)

Time	Activity	Notes	Responsible	Location
12:00 P.M.	Registration begins		Staff	To be determined by Course leadership
1:00 P.M.	Orientation Trail	Camp health and safety, model campsite		To be determined by Course leadership
2:00 P.M.	<i>Campsite setup</i>		Teams, Team Guides	Course sites
3:00 P.M.	Opening assembly	Welcome	Course Director/Course Leader	Course assembly area
3:30 P.M.	Communicating Well (Part One)		Course Leader/Team Guides	Course site with team breakouts
4:15 P.M.	Finding Your Vision (Part One)		Assigned staff	Course site
5:15 P.M.	<i>Team meal preparation, dinner, and cleanup; finish team campsite setup</i>		Duty roster	
7:00 P.M.	Flag ceremony	(Course does not gather.)	Staff	Course assembly area
7:15 P.M.	Getting to Know Me game and cracker barrel		Team Guides	Team sites
8:00	Development of Guidelines for Course Conduct			Team activity in the course setting
8:45-9:00 P.M.	Opening night campfire	Demonstration of campfire as a program and communication element	Assigned staff	Campfire ring
9:30 P.M.	<i>Silent return to team sites</i>			Team sites
10:00 P.M.	<i>Lights out</i>		Team leader	Team sites

An optional worship service may be scheduled prior to registration.

Course events and activities

Team events and activities

Content sessions and their connecting activities

Day One: Registration, Orientation Trail, and Campsite Setup

COMPASS POINT

This is a Compass Point. Scattered throughout the National Youth Leader Training syllabus, Compass Points offer hints on how best to present material, reminders of important concepts, and suggestions for enriching the NYLT course for participants and staff. To find Compass Points quickly, just look for the Compass Point icon.

Time Allowed	180 minutes
Responsible	Staff
Location	Course assembly area, model campsite, team sites
Learning Objectives	<p>As a result of these activities, participants will be able to</p> <ul style="list-style-type: none">■ Form teams that will stay together throughout the course.■ Meet the Team Guides assigned to their teams.■ Locate the course facilities, meeting places, team campsites, and other relevant landmarks.■ Understand the standards and methods to ensure health and good hygiene, and the emergency response procedures in place during the course.■ Use the model campsite explanation and demonstration as they set up their own campsites and test them against the Daily Campsite Inspection Checklist.

COMPASS POINT

It is important that NYLT participants be fully informed about all aspects of the course and why the syllabus is unfolding as it is. Providing arriving participants with a schedule of events for Day One and an overview of the week can help put them at ease about upcoming events, and serves as an indication that NYLT is an open program without secrets.

Daily schedules for Day One and Day Two are included in the NYLT Participant Notebooks. From then on, the schedule for each day is given out at the previous day's leadership council meeting.

Materials Needed	<ul style="list-style-type: none">■ For each participant, a schedule of events for Day One and an overview of the week's activities (appendix)■ Completed team duty rosters for each team (appendix)■ For each team, one blank team flag attached to a 6-foot pole (These should be 3-by-2-foot squares of cloth that correspond to each team's identifying color if colors are used.)■ For each participant, a Participant Notebook (created with resources found in appendix and other council resources)■ Copies of the Daily Campsite Inspection Checklist (appendix)■ For each participant, a Leadership Memory Tips Card
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COMPASS POINT

The face of the Leadership Memory Tips card is divided into four quadrants, each representing one phase of team development and marked with the identifying characteristics of that phase:

Forming: High enthusiasm, low skills

Storming: Low enthusiasm, low skills

Norming: Rising enthusiasm, growing skills

Performing: High enthusiasm, high skills

The back of the card lists memory tips for the course:

- **Vision—Goals—Planning**—Creating a positive future
- **SMART Goals**—Specific, Measurable, Attainable, Relevant, Timely
- **Planning and Problem-Solving Tool**—What, How, When, Who
- **Assessment Tool—SSC**—Start, Stop, Continue
- **Teaching EDGE**—Explain, Demonstrate, Guide, Enable
- **Stages of Team Development**—Forming, Storming, Norming, Performing
- **Leading EDGE**—Explain, Demonstrate, Guide, Enable
- **Conflict Resolution Tool—EAR**—Express, Address, Resolve
- **Making Ethical Decisions**—Right vs. Wrong, Right vs. Right, Trivial
- **Communication—MaSeR**—Message, Sender, Receiver
- **Valuing People—ROPE**—Reach Out, Organize, Practice, Experience

Delivery Method

Orientation, team formation, and team campsite setup will be facilitated by the youth staff members serving as Team Guides. The Course Leader, Assistant Course Directors of program/service, and adult staff will be on hand and may, if appropriate, provide coaching for the Team Guides.

All staff members will set a positive tone for the beginning of the course. To the greatest degree possible, staff members should make participants feel that they are welcome, that they belong, and that they are about to begin a worthwhile experience.

Qualified, effective staff members will be familiar with the concepts and content presented throughout the course. At this point, they should recognize that the new teams are in the *Forming* phase of team development. Team Guides and other staff members can model the appropriate leadership style for that phase—*Explain*—by being directive and by providing all the information and materials participants require in order to succeed.

Staff members should model the Teaching EDGE during the Orientation Trail and campsite setup. As they *Explain, Demonstrate, Guide, and Enable*, they will find that their teaching efforts will be very successful.

While participants will not yet be exploring the Teaching EDGE, staff members can take the opportunity to tell participants, “Keep an eye on how we teach things today. Later in the course, we will help you learn how to teach this way, too.”

**Presentation
Procedure**

Registration

As participants arrive for the beginning of the course, staff members will greet them warmly, ensure that they sign in and have completed all necessary paperwork, and give each participant an NYLT Participant Notebook.

Team Formation

The Course Director and Course Leader will determine the membership of each team prior to the course. Teams should reflect sensitivity to the following criteria:

- Age similarities
- Range of Scouting skills and rank
- Geographic, cultural, program, and gender diversity

Teams should be made up of youth similar in age to one another so that they are divided roughly into teams of younger youth, older youth, and those in between. Organizing teams so that there is not a large range of ages (more than 2-3 years difference) can maximize the learning potential and leadership experience of all NYLT participants by giving team members equal footing with one another. Maximizing geographic, cultural, program, and gender diversity in each team will enhance the ability of each team to observe and understand the team dynamics, and encourage higher levels of team maturity.

As participants complete their paperwork and learn to which team they will belong, they will move to the team gathering area to join their Team Guide, who will be holding the team flag corresponding with the team color. While teams initially will be identified by color—the Red Team, the Blue Team, etc.—participants may take the initiative later in the course to give their teams new names.

As an alternative, some courses may choose to have their youth staffs name the teams prior to the arrival of the participants. Some courses add a “theme” for each year to add to the fun, and name teams accordingly.

COMPASS POINT

Team Guides can encourage team members to decorate their flags as the course progresses. The quartermaster can make available a selection of colored markers, fabric scraps, glue, and other flag decoration materials that teams can add to items they collect on their own.

When all members of a team have been registered, the Course Guide will begin the new team on its journey along the Orientation Trail.

Orientation Trail

Along the Orientation Trail, staff members will familiarize participants with their surroundings and explain camp policies. As well as pointing out other points of interest along the trail, Team Guides and team members should

- Identify course facilities, meeting places, living quarters, the quartermaster center, and other relevant landmarks.
- Review youth protection policies including no one on one male-female contact and the use of the buddy and truddy system.

National Youth Leadership Training

- Review emergency response procedures, explaining the appropriate means for summoning help in case of injury or illness, highlighting fire prevention issues, and discussing any of the area's hazard zones.
- Observe a model campsite. This could be a staff campsite that has been arranged to include a cooking area typical of those the teams will be using.
- Review safe food handling and storage, as well as guidelines for protecting provisions from animals.

During the Orientation Trail, Team Guides should emphasize to team members the importance of proper hygiene in the bathroom facilities and before any food handling. Staff members can be on hand to demonstrate the soap and water hand-washing stations at latrines and the model team campsite, and to demonstrate the use and locations of waterless hand cleansers.

ENVIRONMENTAL CONCERNS

Team Guides should highlight environmental concerns that may affect participants during the course. These might include:

- **Water.** Encourage participants to carry their own water bottles and to drink from them frequently to avoid dehydration.
- **Sun protection.** Remind participants to use sunscreen, wear hats and protective clothing, and stay in the shade during the hottest part of the day.
- **Insect protection.** Encourage participants to use insect repellent and wear protective clothing.
- **Poisonous plants.** Ensure that participants can identify and avoid poison ivy, nettles, and other poisonous plants in the region.

DUTY ROSTERS

Each Team Guide will provide their team with a duty roster listing daily assignments, including team leader and assistant team leader. Sample duty rosters can be found in the appendix.

COMPASS POINT

The Team Guide can explain that in a home troop or crew, leaders are elected to serve for about six months, and that each leader selects his assistant leader. Because the six-day NYLT course represents a single activity cycle (a sequence of unit meetings leading to a major activity) in the life of a unit, the responsibilities of being team leader and assistant team leader will change each day so that everyone in the team will have a chance to serve in each position.

THE TEAM MODEL CAMPSITE

Before participants arrive, the staff should prepare a model campsite that demonstrates everything expected of the team campsites. Staff may use their own campsite, but only if it is basically identical to team campsites the participants will develop and use.

The model campsite should include a fully equipped dishwashing station to use while Explaining and Demonstrating the group dishwashing system. Sanitation is a top priority in camp.

COMPASS POINT

The Teaching EDGE encourages instructors to *Explain, Demonstrate, Guide,* and *Enable*. Team Guides should use the Teaching EDGE to help prepare team members to set up their campsites and operate them well throughout the course. The model campsite on the Orientation Trail will allow staff members to *Explain* and *Demonstrate* what will be expected from the teams.

During the team campsite setup, the Team Guides can *Guide* teams to do the setup themselves, and *Enable* them with the gear, tools, and tents to do it right.

DAILY CAMPSITE INSPECTION CHECKLIST

The Team Guide should explain that each participant will assess the model campsite using the Daily Campsite Inspection Checklist. People often absorb information better when they have something to do as they are learning, and the checklist encourages their full engagement while examining the campsite.

COMPASS POINT

Here's what the *Boy Scout Scoutmaster's Handbook* says about camp cleanup:

“Scouts in charge of cleanup can accelerate the process by placing a pot of water on the stove or campfire to heat while the team is eating. As the meal ends, the Scouts can set out a pot of hot water containing biodegradable soap, a second pot with hot rinse water containing a few drops of sanitizing agent such as bleach, and a pot of cold water for a final rinse. If each Scout washes his own dishes and a pot or a cooking utensil, the work will be done quickly and no one will have to spend a long time at it.”

The checklist addresses matters of health, hygiene, and safety. It does not include measurements of standards that do not advance the NYLT learning experience (i.e., no emphasis on gateways, elaborate campsite improvements, etc.). The goal is to ensure team campsites that are maintained in a clean, healthy, efficient manner.

DAILY CAMPSITE INSPECTIONS

The Team Guide will explain that an NYLT staff member will examine each team site each day and measure it against the standards on the same Daily Campsite Inspection Checklist the participants used to evaluate the model campsite. In most cases, the inspection will be conducted by the Assistant Course Director Service. He or she may be accompanied by the Team Guide.

COMPASS POINT

Team Guides are not appropriate staff members to conduct the campsite inspections of the participants; they are too involved in team life to be objective inspectors.

The first inspection will take place after the evening meal cleanup on Day One. Ideally, each team campsite will begin the course fully compliant with the items on the Daily Campsite Inspection Checklist, and as a reward each team will receive a daily Baden-Powell Team streamer at the Day Two course assembly.

COMPASS POINT

Before a course begins, adult and youth staff members on the leadership council should review the Daily Campsite Inspection Checklist. Changes can be made to the checklist to adapt to local situations, but whatever its final form, the checklist should promote camp hygiene. All items on the checklist should lead toward making a team campsite livable, well-run, and environmentally sound. There should be no busywork items (that is, no gateways or pioneering projects). Lastly, all the items on the checklist should make sense to NYLT team members and should be attainable with a reasonable amount of daily effort.

Team Campsite Inspection Exercise

Using a Daily Campsite Inspection Checklist, members of each team will conduct an inspection of the model campsite. The Team Guide can *Demonstrate* the means by which inspections will be conducted and *Guide* team members in conducting the inspection on their own.

Team Campsite Setup

As each team completes the Orientation Trail and arrives at its campsite, its Team Guide will provide the materials and support needed to set up the team campsite.

The Team Guides can be directive in their leadership, offering as much guidance to participants as they need, but also enabling participants to try out skills on their own and figure out solutions—setting up tents and tarps, for example. When Team Guides do offer skills instruction, they can draw on the skills of the Teaching EDGE™ for effective means of conveying the information.

COMPASS POINT

Team Guides can use the Leadership Compass to determine the stage of their teams—*Forming*, *Storming*, *Norming*, *Performing*—and to choose the most appropriate leadership style from the Leading EDGE—*Explaining*, *Demonstrating*, *Guiding*, *Enabling*. In most cases, teams at this point in the NYLT course will be in the *Forming* stage and will benefit from the *Explaining* style of leadership.

Upon the completion of campsite setup, the Team Guide will accompany the team to the location of the first course assembly. Each team should bring its flag to the assembly.

Day One: Opening Assembly

Time Allowed	30 minutes
Responsible	Course Director, Course Leader
Location	Course assembly area
Learning Objectives	<p>As a result of these activities, participants will be able to</p> <ul style="list-style-type: none">■ Gather for Day One of the course.■ Along with the staff, feel welcomed and valued.■ Affirm that the NYLT course operates according to the Scout Oath and Law.■ Participate in or attend the installation ceremony for the course's Course Leader, Assistant Course Director Program, and Assistant Course Director Service, and the Day One team leaders and assistant team leaders.■ View youth staff as supporters, guides, and mentors.■ Discuss key parts of a good course assembly.■ Recognize good communication skills.
Recommended Facility Layout	<p>Before a National Youth Leadership Training course begins, staff members should designate the place that will serve as the course assembly area. It should have flagpoles for displaying an American flag and a course flag. NYLT staff also may choose to display one historic American flag during each day of the course.</p> <p>In most cases, course assemblies will take place at an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the activities. Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.</p> <p>On Day One, the staff will conduct the flag ceremony before participants arrive.</p>
Delivery Method	The Day One course assembly serves as the participants' formal introduction to the course. They will become acquainted with the course and Course Director and will witness the installation of the course's Course Leader, Assistant Course Director Program, and Assistant Course Director Service.
Presentation Procedure	<p><i>Introduction</i></p> <p>When the teams arrive at the assembly area, the Team Guides should arrange them in an appropriate formation. The Course Director uses the Scout sign to bring the assembly to order, then addresses the course.</p> <p>The Course Director will</p> <ul style="list-style-type: none">■ Welcome participants to NYLT and express their pleasure in having everyone there.■ Introduce themselves as the Course Director of this NYLT course, then introduce the Course Leader, including their hometown and Scouting experience.

National Youth Leadership Training

- Introduce the assistant Course Leaders.
- Install the Course Leader, Assistant Course Director Program and Assistant Course Director Service.

COMPASS POINT

Staff members should model effective communication skills whenever addressing the course.

- Speak in a clear, confident voice.
- Be aware of body language and position.
- Make eye contact with listeners.

Installation of Course Leader , Assistant Course Director Program and Assistant Course Director Service

The Course Director begins the installation. They should

- Invite the Course Leader , Assistant Course Director Program and Assistant Course Director Service to come forward to be installed.
- Ask them to gather around the course flagpole, placing their left hands on the pole.
- Instruct them to give the Scout sign and repeat, “I promise to do my best to be worthy of this office for the sake of my fellow Scouts and in the world brotherhood of Scouting.”
- Welcome them as the course’s new Course Leader , Assistant Course Director Program and Assistant Course Director Service.
- Turn the meeting over to the Course Leader.

Installation of Team Leaders and Assistant Team Leaders

COMPASS POINT

The sample team duty roster included in each NYLT Participant Notebook indicates which team members will serve as team leader and assistant team leader each day of the course. Before the course assembly begins, Team Guides should point out this information to the Day One team leaders and assistant team leaders so that they will be ready to be installed and to begin providing leadership to their teams.

The Course Leader begins the installation. He or she should

- Welcome members of the NYLT course.
- Invite the new team leaders and assistant team leaders to come forward to be installed.
- Ask the new team leaders to gather around the course flagpole, placing their left hands on the pole. New assistant team leaders stand behind their team leaders, each placing their left hand on his team leader’s right shoulder.
- Instruct them all to give the Scout sign and repeat, “I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my team and course and in the world brotherhood of Scouting.”
- Welcome them as the course’s new team leaders and assistant team leaders.

National Youth Leadership Training

At this point the Course Director thanks the Course Leader and congratulates the new team leaders and assistant team leaders. He or she asks if the participants have noticed that until now, the Course Leader had been leading the assembly just as the Senior Team Leader of a troop or President of a crew would. That is the way it should be in a troop or crew, with members of the leadership team (team leaders' council or crew officers) taking charge and the unit's adult leaders staying in the background to coach and mentor.

The Course Director explains that the Boy Scouts of America encourages the *youth-led unit*. Youth are given all the information and resources they need to run the unit themselves. Adult leaders are there to provide support, coaching, and mentoring.

The NYLT course will run that way as well. Adult leaders will be supportive and are always available to provide guidance whenever youth staff or team members need it. Most of the time, though, adult leaders will be on the sidelines, allowing the youth leaders of the staff to carry out their duties and make things happen. The Course Director then shares his or her vision for the coming week. The following is one example.

Course Director's Vision

I want to share with you my vision for this course. A vision is a picture of what future success looks like. If we can see it, we can be it.

My vision is that our course will be a model of how every Scout Troop and Venturing Crew can succeed. In the best tradition of Scouting, this will be a youth-run course. My vision of what success looks like has three parts.

First, as Course Director I see myself fulfilling my responsibility for the safety of everyone and the general direction of the course's program. I see the course operating according to the Scout Oath and Law and the Venturing Oath, and following the guidance of the National Council. Scouting has no room for hazing, bullying, or other inappropriate behavior. We are all here to help one another have the best possible experience. Our principles can guide us in that direction throughout the course.

Second, I see the adult leaders giving responsibility for leading the troop to the Course Leader and the course's other youth leaders. We will always be available to coach and mentor them, but as much as possible I see us staying on the sidelines while the Course Leader and other youth leaders plan and carry out a great program for the course. We will not hide that coaching and mentoring. In fact, now and then we will ask you to watch us doing it so you will know how it can work in your home units.

Third, my vision of success includes everyone on the staff, both youth and adult, seeing himself as here to help each of you learn as much as you can and enjoy the fellowship of other Scouts. We are here for you. I see us doing all we can to make it possible for you to get the most out of the NYLT experience.

The Course Director introduces the Course Leader as the course's youth leader, then turns over the course assembly to him or her.

Staff and Participant Introductions

National Youth Leadership Training

The Course Leader explains to the course that communicating well is a key skill of leadership. Throughout the course, staff members will be modeling effective means of communicating. As they communicate, staff members and participants should make a point to use these communication skills.

- Good, clear voice projection
- Body language, including positioning
- Eye contact with the audience
- A firm, confident handshake

The Course Leader asks each staff member to step forward and, with good communication skills, introduces them to the course, tells where he or she is from, and describe the staff role accepted for the course.

COMPASS POINT

When appropriate, the Course Leader can provide encouragement and guidance, pointing out communication skills a staff member is using well, suggesting another approach a staff member might try to improve his introduction, etc. The idea is to offer the best possible communication models and to model a safe, comfortable learning environment, in which suggestions for improvement can be offered, accepted, and experienced by staff and participants alike.

The Course Leader asks each NYLT participant to introduce himself as the Course Director makes his way around the course. Each participant can tell where he is from and give the name of his home unit. Participants should do their best to use the same good communication skills they have seen modeled by the staff.

This is an opportunity for participants to practice communicating with an adult. It is also a chance for the Course Director to shake hands with every participant and give a couple of words of personal welcome.

COMPASS POINT

Notice that this exercise in making introductions allows staff to model the Teaching EDGE. The Course Leader *Explains* some methods to be used for communicating well. Staff members *Demonstrate* those methods as they introduce themselves. The Course Leader *Guides* participants through the process of using those methods as they introduce themselves. That, in turn, *Enables* participants to use good communication methods in the future.

The Course Leader then invites the Course Director to share a Course Director's Minute with the course.

Course Director's Minute

The slogan for the NYLT course is *Be, Know, Do*. As we all make our way through this week, we will be exploring:

- **The BE of leadership**—Finding your vision, setting goals, making ethical decisions, leading yourself, and leading others.
- **The KNOW of leadership**—The skills of teaching and leading to help groups achieve their goals.
- **The DO of leadership**—A toolbox of methods for communicating effectively, solving problems, and resolving conflicts.

This course will be an exciting journey full of discoveries, adventures, and friendship. Congratulations on your choice to attend NYLT, and good luck as you make your way along the *Be, Know, Do* trail.

The Course Leader brings the assembly to a close by directing the Team Guides to accompany their teams to the site of the Communicating Well (Part One) presentations.

Day One: Communicating Well (Part One)

Time Allowed	45 minutes
Format	Course presentation with team breakout activities
Responsible	Course Leader and Team Guides
Location	Course meeting area with team breakout areas
Learning Objectives	As a result of these activities, participants will be able to <ul style="list-style-type: none">■ Build on the communication ideas introduced during the course assembly.■ Understand that the skills of communicating well are not just for presentations, but can be used whenever one is sharing ideas.■ See, discuss, and practice some of the basic skills of communicating effectively using built-in tools—eyes, ears, mouth, feet, and hands.
Materials Needed	<ul style="list-style-type: none">■ Communication Skills Checklist (one copy in each Participant Notebook; see appendix)■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
Presentation Procedure	<p>The Course Leader begins by welcoming everyone to this session and inviting participants to make themselves comfortable and position themselves so they can clearly see the projection screen.</p> <p>The presenter opens the presentation with a discussion.</p>

COMPASS POINT

The presenter should be familiar with the information presented in Communicating Well (Part Two). The communication skills presented in that session will be added to those presented here.

Ask participants: *Why are you here?*

Answers might include some of the following.

- We're here to learn about leadership.
- We're here to have fun.
- We're here to enjoy being with other Scouts.
- We're here for a week of great adventures.

Participants are at NYLT for all those reasons and many more. The central focus of the week is exploring what leadership means and how it works, discovering the tools of leadership, and discussing how to lead teams and lead ourselves.

Most importantly, the focus of this week is strengthening the leadership abilities of every participant.

There are many ways to discover the meaning of leadership. One good way to begin is to ask successful leaders to give their thoughts on what leadership means to them.

National Youth Leadership Training

DVD

Show video clip “Day One—An Introduction to Leadership” (from the National Youth Leadership Training DVD), which begins with Ken Rollins discussing leadership.

After the video clip, the presenter leads a debriefing.

It is interesting to hear a number of successful leaders talk about leadership. They each have clear ideas on the meaning of leadership, and each explanation has something special about it.

Something that those leaders have in common is good communication skills. In fact, they probably all would agree that one of the most important tools of leadership is the ability to communicate well.

Ask: *What is communicating?*

Accept a variety of answers. Give positive responses to those who participate. Tell participants that most of their responses are on target—it’s all about sharing ideas. That is another way of saying *communicating*.

Show the “Communicating Well” video on the NYLT DVD. Watch it just for fun before the presentation is made.

COMPASS POINT

You will have an opportunity to view the video again on Day Six, with discussion breaks.

DVD

Show slide 1-1, Communicating Well.

Communicating well is high on the list of skills a leader must have. A leader must communicate vision, goals, values, expectations, and much more. Each participant has already done some important communicating during this course.

Ask for some examples of communicating participants have done so far today. Possible answers include:

- **Interactions.** They have spoken with others in their new team. Getting acquainted requires communicating.
- **Speaking.** In the course assembly, each participant introduced himself and told where he is from. That was verbal communication.
- **Body language.** Shaking hands with the Course Director was another way of communicating a message.

Show slide 1-2, Introduction.

DVD

NYLT focuses on building strong communication skills all week, starting with the basics—how we look, how we sound, how we move.

COMPASS POINT

Remember that this session is about how to *communicate*, not simply how to *present*.

DVD

Show slide 1-3, Neutral Position.

Neutral Position

Explain that the discussion up to this point has been presented in a leader's neutral position—standing comfortably with arms at the sides, with awareness of using the feet, hands, mouth, ears, and eyes as communication tools.

COMPASS POINT

While explaining the points of neutral position, demonstrate each one while walking among the group. The same approach can be used with other elements of the Communicating Well session—each principle can be clearly demonstrated as its explanation is offered.

DVD

Show slide 1-4, Feet.

Feet. Notice where you stand in relation to your audience. What if the sun is out? (The presenter moves so that the sun is behind the audience, not shining in their eyes or in his. On a hot day, the presenter could seek out shade for the audience.)

Can you move as you speak? Sure. That causes people to pay attention to where you are. Do not pace, though. Make each movement have a purpose.

If listeners do not seem not fully engaged—their attention has drifted or they have become interested in something else—try moving toward them. That can cause listeners to reconnect. Disruptive people usually will quiet down if the presenter walks toward them while keeping eye contact with the rest of the group.

DVD

Show slide 1-5, Hands.

Hands. Hands are powerful tools for communicating. Presenters should use their hands and arms to emphasize ideas and control the flow of a discussion. Move the entire arm, not just from the elbow. Make large gestures rather than small, tight ones. Keep hands out where they can be used. There is no hand communication when the hands are jammed into pockets.

An openhanded gesture toward audience members invites them in. (Use the gesture while asking a participant, “What do *you* think?”) That is much more effective than pointing at someone or not gesturing at all. An open hand, palm up, encourages people to contribute ideas.

If someone in an audience is interrupting or talking too much, gesture with palm down or hold up a finger as if to say, “Wait a minute; I’ll get to you next.” This is a way to direct the verbal traffic.

Be careful with constant arm and hand movement during presentations; its effect is as distracting as constant background noise. Use the hands with purpose to emphasize a point or to direct verbal traffic, and when not gesturing, keep hands and arms straight down at the sides. Photographers tell people not to cross their

National Youth Leadership Training

arms in front of their bodies because the V shape that it creates can divert viewers' attention.

Also avoid crossing the arms in front of the chest, which sets up a barrier between speaker and audience, and conveys a closed-off attitude.

Show slide 1-6, Mouth.

DVD

Mouth. What you say is important, but so is *how* you say it.

Project your voice. Speak clearly and loudly enough for the person in the back of the room to hear clearly.

Remember to vary the pitch of your voice. (The presenter can exaggerate this a bit in his own speech pattern.) It adds color to your voice. (The presenter switches to a monotone voice) *Otherwise, everything sounds the same and flat and will put your listeners to sleep . . . zzzz!*

Show slide 1-7, Eyes.

DVD

Eyes. A leader's eyes can lock in the listeners. We communicate emotion and share energy with our eyes. Our eyes connect us.

As long as the presenter is speaking, he makes eye contact with different people . . . (presenter slightly exaggerates eye contact) you, and then you, and then you. . . . When making a point, look directly at one person for an entire phrase or thought—about three seconds—before moving on to make eye contact with someone else. As you communicate, eventually make contact with every person.

Show slide 1-8, Ears.

DVD

Ears. How would a leader use his ears as a tool for communicating? Can anyone tell me? I'm listening. . . .

Sharing ideas is a two-way process. Feedback—hearing what someone else has to say—is a valuable part of communication. Speakers use their ears and eyes to keep track of how others are responding to what they say. Are the listeners paying attention? Do they seem bored? Are they tired or hungry or ready to move on to a new topic? Do they need a bio break—that is, a chance to use the restroom and get a drink of water? Paying attention to listeners' responses can help the speaker adjust the communication to fit the listeners' needs.

Show slide 1-9, Posture.

DVD

Posture. Feet, hands, mouth, eyes, and ears are all important for communicating. So is overall posture, or a speaker's *neutral position*—standing straight and tall, making eye contact, appearing confident.

How many eyes do you have? (*Two.*) Ears? (*Two.*) Feet? (*Two.*) Hands? (*Two.*) Mouths? (*One.*) Use them in that proportion—listening more than talking, being aware of all the body language you can use.

Tell participants: *My ears and eyes tell me that I have talked enough for the moment and it is time for you to become active partners in this communication. I am turning over the presentation to your Team Guides so that you can break out into teams and practice these communication skills yourselves.*

Communication Skills Practice

The Team Guides help break the course into teams for this exercise.

The Team Guide explains that participants will take turns practicing effective communication skills by making a short presentation to the team. The content of the presentation is not important for this exercise—in fact, it will be simply reciting the alphabet. What matters is using as many communication skills as possible.

Team Guides begin the exercise by standing in front of the group and, demonstrating effective communication skills, reciting the alphabet. Next, they ask several team members to stand in front of the group and repeat the exercise, concentrating on using effective communication skills.

COMPASS POINT

Asking participants to recite the alphabet provides content everyone knows without thinking, which allows presenters and observers to concentrate on their communication skills.

As each participant finishes their presentation of the alphabet, the Team Guide can lead a short debriefing of that person’s use of communication skills. First, ask the participant himself to explain how he used the neutral position, feet, hands, mouth, eyes, and ears. Encourage the participant to say at least one positive thing about his method. Next, ask team members to provide good feedback on the person’s use of communication skills.

COMPASS POINT

Notice that this session uses the Teaching EDGE. The presenter has *Explained* the basics of communicating effectively. The Team Guide *Demonstrates* effective communicating as he recites the alphabet. He or she then *Guides* participants as they practice communication skills by presenting the alphabet themselves. They will be *Enabled* to use these communication skills throughout and after the course.

Leaders can repeat the exercise of presenting the alphabet, perhaps working on specific checklist items—paying close attention to the use of eye contact during one round, then focusing on the use of hands.

After several team members have made the alphabet presentation and practiced their communication skills, invite several other participants to stand in front of the group, count out loud to 10, then introduce a member of the team to the rest of the group. Their challenge is to use good communication skills throughout.

As each team member practices his communication skills, the Team Guide encourages him to evaluate himself using the Communication Skills Checklist and invites the rest of the team to offer positive feedback.

COMPASS POINT

Use the two exercises—reciting the alphabet along with counting and making an introduction—to allow each team member to stand in front of the group and practice communicating well.

At the end of the team exercise, the Team Guides help the teams reassemble into a course. The Course Leader congratulates the participants for their willingness to take part in the practice of communication skills and notes that such practice is a lifelong challenge for leaders.

Summary

Show slide 1-10, Summary.

DVD

The presenter closes with a summary of the session.

Communicating is such an important part of leading well that you will want to give lots of thought and lots of practice to good ways that you can get your ideas across.

Good communication skills are important whenever ideas are shared, not just when a presenter is in front of a group. Throughout the course, participants can watch staff members using good communication skills whenever they are sharing ideas. Staff also might have suggestions for participants about ways to improve their ability to lead by communicating well.

Show slide 1-11, One More Skill.

DVD

Point out one more important communication skill:

Plan when to stop. Know when to stop talking.

Tell participants: *Let me demonstrate that skill right now by thanking you for your attention and congratulating you on your willingness to try something new.*

Take a five-minute team huddle. Have team members determine five things that they have in common and one thing about each of them that is unique.

Day One: Finding Your Vision (Part One)

Time Allowed	50 minutes
Format	Course presentation with team breakouts
Responsible	Assigned staff
Location	Course site
Learning Objectives	As a result of these activities, participants will be able to <ul style="list-style-type: none">■ Define vision as what future success looks like.■ Help their teams prepare and communicate a team vision to be realized during the course.■ Begin thinking about the personal vision they will develop by the end of the course.
Materials Needed	<ul style="list-style-type: none">■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen■ Pens, colored pencils, crayons, and five or six sheets of flip chart paper for each team■ Developing a Team Vision work sheet (one copy in each Participant Notebook; see appendix)■ Flip chart or white board
Presentation Procedure	<p><i>Preparation</i></p> <p>Staff members involved in this session should prepare and write down a National Youth Leadership Training staff vision of success that shows where they see themselves as a staff at the end of the course.</p>

COMPASS POINT

While all sessions of the course are important, this session is critical to each participant's NYLT experience. Presenters should take full responsibility for conveying the content of this session well and take great satisfaction in giving participants a strong boost forward as the course begins to unfold.

Show slide 1-12, Finding Your Vision.

What Is a Vision?

DVD

The presenter reminds participants that today's topic has been communication. One of the most important ideas leaders can communicate is where they want the team to go. It is hard to lead if you do not have a destination in mind.

Tell participants: *Take this course, for example. We are at the beginning of a weeklong journey. Let me ask you a question. When we reach the last day of this course, what will success look like to you?*

Show slide 1-13, What Is a Vision.

DVD

Entertain answers. Participants might see themselves as better leaders or as having more skills. They may imagine themselves with new friendships, or with fresh ideas to take back to their home units.

Each participant's answer is a vision. The word *vision* comes from the word *visual* . . . to see. In a vision, you can see yourself doing something, being something.

Show slide 1-14, Vision.

DVD

Vision is what future success looks like.

To put it another way:

If you can see it, you can be it.

Show slide 1-15, Vision: Dream Big.

DVD

Tell participants:

Dream big. Dream about what is possible. Share the vision.

As American poet Carl Sandburg wrote, "Nothing happens unless first a dream."

An important part of developing a vision is being able to describe it. The dream comes first, followed by the words. Words can paint a picture of the future and help turn a dream into a vision that can be communicated. When a dream can be shared, the picture of future success is real.

DVD

Show video clip 1-16, Finding Your Vision (Part One), which begins with John F. Kennedy's "Ask Not . . ." speech.

Explore the Vision

The presenter discusses with the group the visions of each person presented in the video. Participants are encouraged to describe the vision in a concise, clear way—that is, to use their words to paint a picture of what future success looked like for the people in the video.

Show slide 1-17, Vision: For each

DVD

For each of these people, ask participants: *What was his or her vision? What made it big? What gave it the shape of a picture of success?*

- Steve Fossett
- Lance Armstrong
- Wendy Lawrence
- A. J. Foyt IV

COMPASS POINT

The presenter should guide the discussion toward what each of these individuals pictured as future success—not goals or plans to get there, but rather a vision of where the person saw himself or herself in the future.

Lance Armstrong's story is one example of how to explore one of these visions. The American cyclist had won the Tour de France several times. Then he was diagnosed with cancer and underwent surgery and chemotherapy that left him so weak he could barely pedal a bicycle around a parking lot. His personal vision was

to again be the best cyclist he could. He was driven to succeed. He had a vision of what his own future success looked like—he saw himself back at the top of his sport. He visualized it.

Because he could see himself succeeding, he was able to figure out the steps he needed to take to get back in shape, to begin competing again, and then to win another Tour de France. He succeeded because he had a vision of what his own future success looked like. Because he could see it, he could be it.

Point out to the group that each of them can have a vision, too—a picture of what future success looks like. *If you can see it, you can be it.*

Exploring the Power of Vision

Show slide 1-18, Exploring the Power of Vision.

DVD

A vision is a picture of where *you* want to be. When you can see your destination—when you can *envision* it—you can take the steps to reach it.

Here is an example of a personal vision:

I see myself as a first-rate kayaker.

COMPASS POINT

The presenter can use his own personal vision as an example. It should conform with the definition of a vision and should be both challenging and ultimately reachable.

A vision does not say, “I *want* to do something,” or “I’d *like* to do something.” A vision says, “In the future, *I clearly see myself in this picture of success.*” You can see yourself doing it—running a kayak through white water, winning an award for your skill.

The Shared Vision of a Team

Show slide 1-19, Shared Vision of a Team.

DVD

The presenter tells the group that many of the examples so far have been individuals’ visions. Now we want to make the transition from personal visions to team visions, which work the same way. A team vision is what future success looks like for a group of people. If the team members can picture themselves succeeding, they can work together to put themselves into that picture. If they can see it, they can be it.

Show slide 1-20, Shared Vision.

DVD

Ask participants for other examples, and share these:

- A coach offering the team a vision of themselves with a better winning record than they had achieved the previous season.
- A band director helping musicians see themselves performing a complicated program at a future concert.
- A Scout troop or Venturing crew seeing themselves backpacking at Philmont next year, or setting out from the BSA’s Florida National High Adventure Sea Base.
- A mountain guide painting a picture of future success for a team of climbers getting ready to start out on a wilderness expedition.

National Youth Leadership Training

Remind the group that during the course assembly earlier in the day, the Course Director shared his vision for the NYLT course. Ask participants to share one or more of the points of the Course Director's vision.

Use the participants' responses to restate the Course Director's vision:

1. Our NYLT course will be a model of how every Scouting unit can succeed.
2. In the best tradition of Scouting, this will be a youth-run course that operates according to the Scout Oath and Law the Venturing Oath, and the Outdoor Code.
3. We are all here to help each of you learn as much as you can and enjoy the fellowship of other Scouts.

Discuss how the Course Director's vision fits the definition of a vision:

It is a picture of what future success looks like.

We can see it. That means we can be it.

Teams can be as small as a Scout team or as large as a nation. A leader who has a vision for those he is leading, and is passionate about that vision, can help people see what they can be and then help them make that picture of future success a reality.

Let's look at some leaders who have had very large visions and have helped their groups find success.

DVD

Show video clip 1-21, Shared Vision, which begins with "The shared vision of a team works the same way as a vision for an individual . . ."

Each of the people in the video had a clear vision for a group of people he was leading:

Ken Rollins at Dell. What was his team vision? What made it big? What gave it the shape of a picture of success?

Dr. Martin Luther King Jr. What was his team vision? What made it big? What gave it the shape of a picture of success?

John F. Kennedy. What was his team vision? What made it big? What gave it the shape of a picture of success?

Robert Baden-Powell. What was his team vision? What made it big? What gave it the shape of a picture of success?

DVD

Show slide 1-22, **The Challenge.**
The Challenge

National Youth Leadership Training

The presenter asks each team to develop a shared vision of success for the team to reach at the end of this NYLT course, and to use that vision throughout the course as team members seek to achieve all they can as a team.

Explain that members of each team are to:

1. Brainstorm about what they want to achieve as a team during the week.
2. Bring together all their ideas to form a vision of team success.
3. Communicate their vision to others.

Each team will have five or six sheets of flip chart paper and a number of different colored markers.

BRAINSTORMING

Brainstorm with your team to finish this sentence in as many positive ways as you can:

“On the last day of this NYLT course, we see ourselves _____.”

Some questions that can help guide the team in shaping its vision include:

- What will be a measure of success for our team by the end of this course?
- By the end of the course, how will our team act?
- What is it that already makes our team unique? Can we build on that as a strength?
- When it comes to our team, what values do we all share? Does our vision of the future address those shared values?

COMPASS POINT

Teams can use the flip chart pages to write down ideas, draw pictures, scribble notes, make diagrams—anything that helps push along the creative process. Because the pages are large and have no lines, team members should not feel limited in the ways they use the pages or in the ideas that come up while brainstorming.

The Team Guide must be present as the team members work toward a team vision. His role is to provide guidance and mentoring when it is appropriate.

The Team Guide should make sure that all team members understand what brainstorming is. Write the following rules at the top of the first flip chart page as a reminder:

- Everyone participates.
- All ideas are good ideas and should be written down.
- Build on each other's ideas; piggyback on ideas.
- Quantity of ideas is important.

The Team Guides can coach and support their teams as members brainstorm, but they should stay in the background unless the team gets stuck. The Team Guide can suggest, "How would this fit into your picture of success?" and then drop into the discussion one or more of the following:

- Daily Baden-Powell Team streamer
- Outpost Camp
- Improved leadership skills
- New friendships
- Better ability to communicate
- Team flag
- Team spirit
- Dealing with the weather
- Meal preparation

If team members are still struggling, the Team Guide can encourage them to begin drawing pictures of themselves and their camp as they will appear in a week. That can help break open the discussion and get ideas flowing.

COMPASS POINT

An effective way for team members to choose a vision from a number of choices is *multivoting*. As the options are discussed, each person is allowed to cast three votes. He may cast them all for a single option or spread them out among two or three options. The result of the balloting will be a good representation of the group's preferences.

BRINGING IT TOGETHER

After about 10 minutes (the presenter can judge the time by the energy with which teams are brainstorming), ask teams to move to the next step—writing down their visions.

Remind participants that vision is not a grocery list of brainstormed items. Those items are the ingredients of a clear picture of success.

Explain the challenge to participants:

Use the results of your brainstorming session to choose and develop a vision of success for your team. The team's vision should be shared by everyone in that team. Write down your team's vision in words. You have eight minutes to achieve this task.

COMPASS POINT

Team Guides should again be with their teams in supportive, nondirective roles. If a team becomes stalled or discouraged, the Team Guide can offer direction by helping the members see the ideas they brainstormed as the raw material of their vision.

Team Guides also can encourage teams to make their visions bigger. If a team says, "We want to have a clean campsite," encourage them to push beyond that and visualize themselves in a larger picture of success. Having a clean campsite is a step toward what larger picture of team success? (An example of a bigger vision would be receiving the Baden-Powell Team award.)

The act of drawing and writing down a final version of the team's vision is very important. Writing a vision requires team members to think through their ideas carefully and to compress their thoughts about the future into a concise statement of vision.

Helpful guidelines include:

- Create an ideal picture of where you want your team to be in the future.
- Your vision statement should be clear and concise.
- Your vision should be inspiring to your team. You want this picture of success to become real. *If you can see it, you can be it.*
- It does not have to be perfect.

COMMUNICATE THE SHARED VISION

The presenter invites members of each team to share their written and drawn visions with the rest of the course.

Encourage participants to keep their written visions in their NYLT Participant Notebooks where they can refer to them throughout the course.

COMPASS POINT

A staff member should write down each team's vision as that team is presenting it. The team visions will be revisited on Day Two during the Setting Your Goals session, and on Day Six during the Finding Your Vision (Part Two) session.

DVD

Summary

Show slide 1-23, Summary.

The presenter explains the key points to remember from this session:

- Vision is what future success looks like.
- If you can see it, you can be it.

The presenter concludes the session by encouraging teams to keep their team vision statements handy throughout the NYLT course and to use their vision statements as encouragement to keep moving toward the picture of future success they have established for themselves.

Explain that Day Two's Setting Your Goals session will help participants discover the steps needed to fulfill their visions, and that the Preparing Your Plans session will provide them with the tools to develop action steps for reaching their goals.

Day One: Dinner Questions

One or more staff members will join each team for the evening meal on Day One. This is a good opportunity for participants and staff to get to know each other a little better. In addition, staff members can learn quite a bit about the team and can encourage team members to think about a few key issues raised during the first day.

To make the most of discussion opportunities, keep the following questions in mind:

- Has anything unexpected happened today?
- There was a lot of talk today about vision. What does success look like for your team?
- What is your team vision? Can you see it? Is it big enough?

COMPASS POINT

The dinner questions are not meant to be a quiz or a list to be read. Instead, enjoy sharing a meal with a team and drop the questions into the conversation as a natural part of the discussion. Additional questions that relate to specifics of the course or the specifics of that team's learning curve are encouraged.

Day One: Who Me Game

Time Allowed	45 minutes
Format	Team activity in the course setting
Responsible	Team Guides
Location	Team breakout areas
Learning Objectives	The Who Me game is a tool for building trust and understanding. It is especially effective for enabling communication and strengthening relationships among team members. By playing the game, course participants will be able to

- Increase the common ground they share with fellow team members.
- Highlight some of the diversity existing among members of the team.
- Develop a greater sense of trust with others in the group.
- Better understand their own beliefs.

Materials Needed

Each team will require the following:

- A Who Me game board. The board is similar to those used for well-known children’s board games and is the board that is used for the Wood Badge Who-Me game, No. 34887. Flanked by Scouting images, a trail of variously colored blue, gold, and green spaces loops around the board.
- Cards with questions broken down into three categories—blue (easy), gold (more thoughtful), and green (serious) (see appendix)
- One die (half a set of dice)
- Place markers (different colored buttons, beads, etc.)—one for each participant

COMPASS POINT

Photocopy the game questions from the NYLT appendix, print them on the correct color of card stock, then cut apart to create the game cards.

Delivery Method

The Team Guide facilitates the game, ensuring that all team members feel comfortable in participating fully.

Presentation Procedure

Game Rules and Board Setup

With the Team Guide’s assistance, team members review the rules of the Who Me game, set up the board, and play out the game.

RULES OF THE WHO ME GAME

1. Each player chooses a place marker and puts it on the start square.
2. Place the cards face down, close to the playing area.
3. To determine who goes first, each player rolls the die. The highest role is the first player. Play then rotates clockwise.
4. The first player rolls the die and moves his place marker that number of spaces, then draws a card from the color-coded pile that matches the space

his place marker occupies. For example, if he lands on a blue square, he should draw a blue card. He reads the card silently.

5. The person who draws the card can choose whether to do what the card indicates.
 - If the player fulfills the expectations of the card, he may leave his place marker on that space.
 - If he chooses not to play the card, he must return his place marker to the square he was on before drawing that card.

Some cards include an “ask each member of the group” question. Each member can decide whether to answer or to pass. That decision will not affect the locations of the place markers on the board.

6. The next player then takes a turn.
7. The first person to reach “home” wins.

Developing Guidelines for Course Conduct

Time Allowed: 30 Minutes

Format: Team activity in team setting

Responsible: Team guides

Location: Team breakout area

Learning Objectives: The purpose of this activity is for the participants to develop a “Code of Conduct” for the course that is their own and for which they will take ownership.

Materials Needed: Flip chart and marking pen for each team.

Presentation procedure: The team guide facilitates the process of the team putting together a set of rules, “Code of Conduct” for personal behavior during the course.

During this course, between 30 and 48 youth will be coming together for six days in an intensive group learning experience. They will be camping together, preparing meals together, eating together, playing together, role-playing together, and learning together. Developing rules together is in itself a team-building exercise. The rules that come out of this process will be the participants’ own. They are more likely to take ownership of them. They are more likely to conduct themselves according to this code. They are more likely to use peer pressure to bring participant’s behavior that is at variance with the code back into conformity.

Each team should begin with a brainstorming session, coming up with as many rules as they can think of. One member of the team should be designated as the scribe to write down all of the suggestions. After five minutes or so, the suggestions should be edited down to the top ten rules. These should then be written down on a clean flip chart page.

National Youth Leadership Training

The teams should then be brought back together and a spokesman for each team asked to share the suggested rules that their team came up with. The Assistant Course Director program can copy these down on a fresh flip chart page. Many of the teams will have come up with the same rules, so there will likely be ten to fifteen distinct rules for the Code of Conduct. These can then be re-written by the Course Director or other designated member of staff for presentation the following morning during morning flags assembly.

The Code of Conduct resulting from this process should be posted in a common area where it will be readily seen regularly by everyone.

Typical rules might include:

- No hazing or put-downs.
- No fighting.
- No swearing.
- Pay attention during presentations.
- Participate actively during presentations.
- No sexually suggestive behavior.
- No romantic touching.
- No smoking or use of alcohol, or drugs.
- Do your best.

Day One: Opening Night Campfire

Time Allowed	60 minutes
Responsible	Assigned staff
Location	Campfire ring
Learning Objectives	<p>By participating in the opening night campfire, participants will</p> <ul style="list-style-type: none">■ Experience a model for running a successful campfire. It should be well-planned, interesting, and no longer than necessary.■ Practice additional effective communication skills.■ Explore ways to present an appropriate, enjoyable campfire.■ Receive the Course Director's challenge that each team develop its Quest for the Meaning of Leadership.■ See an exemplary presentation by the NYLT youth staff of their Quest for the Meaning of Teaching Leadership.■ Have fun.
Materials Needed	Campfire Program Planner, No. 33696A. (Staff will have copies to assist them in preparing for the instructional campfire. A copy of the form is in the appendix and in each NYLT Participant Notebook.)
Recommended Facility Layout	<p>A campfire setting is ideal, but the program can be conducted in any group setting large enough to accommodate all participants and staff comfortably. Where fire building is appropriate, a wood fire can provide atmosphere for the occasion. However, a fire is not essential to the success of the session.</p>
Delivery Method	<p>A youth staff member assumes the dual roles of session instructor and master of ceremonies. The role may be filled by the Course Leader, assistant Course Directors of service and program, or another youth staff member skilled in leading campfires.</p> <p>The instructional presentation at the beginning of the campfire provides guidelines for effective campfire programs. The instructor then becomes a master of ceremonies, introducing staff members whose songs, skits, ceremonies, and other offerings illustrate important concepts of appropriate campfire programs. As with any good campfire, the staff members who will be involved should make their plans well in advance of the program. The session instructor/master of ceremonies should already know what will be included in the instructional portion of the program. Staff members can then settle on the songs, skits, stories, and other offerings they will present to support key portions of the instructional message.</p>
Presentation Procedure	<p><i>Lighting the Campfire</i></p> <p>The master of ceremonies explains how the fire lighting is being conducted, noting both the method used and the intended effects.</p>

Even a method as simple as using matches to ignite the tinder can have elements of showmanship that will make an impression on the audience and set the tone for the program.

Construct the fire lay early, while the wood and tinder are dry, and cover it with a tarp to protect it from dampness until time for the program.

COMPASS POINT

To make a fire appear to start spontaneously, burn a small candle, carefully screened from view, on a little board beneath the fire lay but off to the side of the tinder. Run a string, also hidden from view, from the board to the back edge of the campfire area. To start the fire, use the string to pull the board and lighted candle under the tinder.

The same effect can be achieved electrically with a bundle of matches under the tinder. The match heads are touching resistance wire of an extension cord attached to a hotshot battery or an automobile battery. Closing a hidden switch causes the fire to appear to ignite spontaneously.

For “fire from the sky,” stretch a wire from high in a tree down to the fire lay, taking care not to extend the wire over the seats of any members of the audience. Tape several Fourth of July sparklers to an arrow, then light them and roll the arrow on a pulley wheel or spool down the wire to the fire lay.

Always have a backup lighting method ready in case your trick lighting does not work. A runner with a torch is a good alternative.

Opening

The master of ceremonies welcomes everyone and lets the audience know that this campfire is a little different than any they have experienced. It is an opening for the NYLT course. As an instructional campfire, it will also teach youth leaders how to ensure the success of campfires or other such events they may have with their home units.

Explain that campfires are fun and that they can be much more. They can offer entertainment, fellowship, and education. Campfires are a chance to practice leadership skills. A campfire can be an ideal time to share inspirational messages.

Planning

The master of ceremonies explains that for a campfire program to be effective, it must be well-planned and practiced ahead of time.

NYLT Participant Notebooks have copies of a Campfire Program Planner that might be just what participants need for future campfires. If not, they can develop their own campfire program planner.

A good rule of thumb for planning campfire programs is to *follow the fire*. Early in the evening when the flames are lively, the program can be lively, too, involving everyone in songs, cheers, and skits. As the fire dies down, the program also can become quieter and deeper, with the most important messages coming near the end.

An effective campfire is built on four S’s:

- Showmanship
- Songs

- Skits
- Stories

Showmanship

Showmanship is the use of good communication skills to put sparkle and life into a gathering. Speaking well, using good body language, eye contact—all the skills discussed in today’s Communicating Well session come together to make an effective program.

While the opening ceremony is showmanship that sets the tone of the whole program, the end of a campfire is usually quiet and inspirational. The most important messages come as the embers of the fire are dying down, often including a Course Director’s Minute and an inspirational song.

In between the opening and the closing, there will be plenty of opportunities for showmanship to add sparkle to the program through songs, skits, and stories.

The master of ceremonies then invites NYLT staff members to conduct the evening flag ceremony.

COMPASS POINT

The showmanship discussed and displayed during the campfire can be applied to presentations of any sort, both within and beyond Scouting. The NYLT syllabus provides the skeleton, but good showmanship by presenters helps add the spice that makes the course lively and interesting.

Songs

There are many different types of songs that are appropriate for campfires: Scout songs, quiet songs, inspirational songs, songs that require audience action. Showmanship can help involve everyone in the singing.

The master of ceremonies invites one or more NYLT staff members to come forward and model good ways to lead songs.

Skits

Campfire skits can be fun and carry a message. There are plenty of ideas for skits in *Troop Program Resources*, in other BSA literature, and in many books of campfire skills. While these sources are good, even better are the Scouts’ imaginations. Original skits can be tailor-made to fit local situations and recent events, and can be extremely entertaining.

APPROPRIATE SKITS

Skits, stories, and songs should never embarrass or demean anyone or any group of people. A good test of appropriateness is to hold the skit up against the Scout Law. Any skit that is not friendly, courteous, and kind has no place in a campfire program.

There are several gray areas that are best simply to avoid, including the following topics and ones like them:

- Underwear
- Toilet paper

National Youth Leadership Training

- Water
- Inside jokes
- Use of alcohol, drugs, or tobacco
- Cross-gender impersonation

If an inappropriate presentation makes it onto the stage, the master of ceremonies should step in. Here's one way to handle the situation:

INAPPROPRIATE SKIT ROLE-PLAY

(Setting: Two NYLT staff members come on stage, each carrying a box.)

First staff member: Have you got the underwear, toilet paper, alcohol, drugs, and tobacco for our skit?

Second staff member: You bet! Have you got the water, some inside jokes, and dresses for us to wear?

Master of ceremonies: Excuse me for interrupting, but we need to ask you to stop this skit. The material you are using is not suitable for our campfire. Participants, please return to your places. *(He turns and addresses the audience.)* We have a responsibility to help evaluate our choices and determine whether they are in keeping with Scouting's ideals and values. This skit had the potential of offending people and would not have contributed to building character or citizenship.

In Scouting, we offer plenty of freedom for our members to express themselves. However, if through lack of wisdom or understanding we do something that is not wise, Scouting also offers guidance to help everyone understand what is appropriate.

We all can gain from this experience tonight in a positive manner. And now, on with the program.

(The master of ceremonies can then lead a song to get everyone back into the mood of the campfire or can simply introduce the next performance.)

COMPASS POINT

An important aspect of this role-play is that the master of ceremonies is a youth staff member. The prohibition against inappropriate campfire presentations is coming not from adults, but rather from a peer.

The master of ceremonies then invites one or more NYLT staff members to come forward and present examples of appropriate skits.

Stories

Storytelling is an art that almost anyone can acquire with practice. All you need is a good imagination, an appreciation of good stories, good communication skills, and a bit of showmanship.

The campfire stories generally fall into five types:

- Ghost

National Youth Leadership Training

- Humorous
- Adventure
- Hero (inspirational)
- Miscellaneous (general interest)

Ghost Stories. This is the most-asked-for type of campfire story, but one that must be handled with care. Never try to scare an audience too badly with a ghost story. We want young people to feel at home in the woods. A ghostly story or disturbing descriptions can mar that experience for Scouts.

Adventure Stories. Perhaps the best of all campfire stories are adventure tales that stir the imagination. The adventure can be true or fictional, or perhaps a tall tale somewhere in between. A Scout can describe an overnight adventure; a leader can relate some event of importance from his past; a storyteller can retell the tales of explorers, heroes, scoundrels, or other real and imaginary characters.

Humorous Stories. American folklore is filled with fine and funny stories that lend themselves to being told or read around a campfire. Mark Twain's books and the stories of O. Henry, Robert Service, Bret Harte, and dozens of other American writers provide plenty of material.

Inspirational Stories. A story that inspires young people can be a very effective addition to a campfire program. There is no reason that an inspirational story cannot also have humorous elements or be an adventure tale. Look to the magazines published by the Boy Scouts of America for stories, past and present, about inspiring individuals who have had a Scouting background.

The High-Point Story. A campfire program should build toward a climax, an event that will top off the evening and make it a thing to remember. The high point of the program need not be elaborate, but it must be good. Among the possibilities are

- An old-timer telling of adventure in far-off places
- A Scout telling of a jamboree experience, or tales of the Philmont trails
- A storyteller spinning a ghostly yarn
- The Scout leader speaking for a quiet minute
- Someone telling the Baden-Powell story or the story of another important figure in Scouting or in local history

The master of ceremonies invites one or more NYLT staff to come forward and model good ways to tell a story.

The Quest for the Meaning of Leadership

The master of ceremonies explains that a campfire can be an opportunity to share important information. He then invites the Course Director to come forward.

The Course Director challenges the teams to develop their presentations of the Quest for the Meaning of Leadership.

National Youth Leadership Training

For example, he might say:

“This has been a busy day for everyone, and we have accomplished a great deal. We have had a very good beginning to this National Youth Leadership Training course, and I look forward to a terrific experience for everyone in the days to come.

“There are many pieces to an NYLT course—lots of presentations, activities, and adventures. While each one is important, I want us all to keep in mind the bigger picture. What we are setting out on this week is a quest—a Quest for the Meaning of Leadership.

“Leadership means different things to different people. In the days to come, each team will be exploring leadership in many ways. The staff will be exploring leadership, too.

“To help us make the most of this experience, I want to challenge you this week to a search, a quest . . . a Quest for the Meaning of Leadership.

“Each day your understanding of leadership is going to change. You will add new information with every presentation. As you practice leadership yourselves, you will learn a great deal about what works and what is not effective. As you watch the staff modeling different leadership styles, you will see the best that NYLT leadership has to offer.

“To help us all make the most of this quest, I’m challenging each team to develop a presentation that shares their understanding of the meaning of leadership. The presentation can be a skit, a song, a piece of writing, even something you construct. Each team will deliver its presentation on the last day of this NYLT course.

“Daily planning and working on the presentation throughout the course will encourage team members to agree on how their team will proceed, and to add each day’s learning to their presentation. The quartermaster will make available a variety of materials for teams to use in their presentations, if you need them.

“Each team member is expected to contribute to his team’s success during the development of the presentation. The final product should clearly reflect the combined efforts of many individual talents.

“The Quest for the Meaning of Leadership is the great adventure of the coming days. It’s going to be fun, challenging, and full of new ideas. We are all in this together, and I’m looking forward to seeing what you all discover along the way.

“To set the tone for the quest, the staff has prepared a presentation of their own. Their quest has been a little different than yours will be. Theirs is the Quest for the Meaning of *Teaching* Leadership—their vision of successfully presenting the leadership concepts of the NYLT course.”

The Course Director then invites NYLT staff to come forward and offer their presentation of the Quest for the Meaning of Teaching Leadership.

National Youth Leadership Training

The staff's presentation of their quest must be a good example of what will be expected of the teams when they make their presentations later in the course. The staff presentation should be well-planned and interesting, and should offer real content.

Campfire Closing

The master of ceremonies tells participants that they have reached that time of the program when the fire is burning low and the hour is late. The presentation has been built on the four S's of good program planning: showmanship, songs, skits, and stories. Participants will have had a great time, and perhaps received some seeds for thought and for long-term memories.

The master of ceremonies then calls on the Course Director: "We're going to use one more story to bring our campfire to a close. For the story, let's use a Course Director's Minute."

The Course Director presents the Course Director's Minute:

"There is something magical about watching a flame. It can be a campfire, a candle, a lantern—the dancing light of fire draws us in and causes us to go a little deeper with our thoughts.

"What is a flame? What makes it possible? Three ingredients—heat, air, fuel.

"If I leave out any of those three, what happens? Without heat, the flame goes out. Without air, the fire is snuffed. Without fuel, the fire is starved.

"There is a fire that burns inside of each one of you, too. It is the fire of leadership. It is a flame that each of you can feel warming you. What do you need to kindle that flame of leadership, to build it from kindling and tinder into a strong, steady fire?

"Again, three ingredients. The ingredients of leadership are *Be, Know, Do*.

"*Be*—Everything about you that makes you the person you are.

"*Know*—The skills of teaching and leading to help others—and yourself—achieve goals.

"*Do*—The toolbox of leadership skills—how to communicate well, solve problems, resolve conflict, and all the rest.

"*Be, Know, Do*—The three ingredients for the fire of leadership. Remove any one of the three, and the fire goes out. Feed all three with the messages of the Scout Oath and Law, and the fire of leadership burning within you can expand to do great things.

"During this course, you have the opportunity to focus all your energy on the *Be, Know, Do* of leadership. You are setting out on a quest that will take you to the heart of leadership, and into your own hearts as well.

National Youth Leadership Training

“As our campfire concludes, I want you to return silently to your campsites. Think about why you are attending this NYLT course. Dedicate yourself to making the most of the days that lie ahead. Stoke the fire of leadership burning in your soul. Let it grow and spread and light up your world.”

The master of ceremonies reminds everyone that the Course Director has requested that they return in silence to their campsites and give thought to the great adventures of the NYLT course that lie ahead.

Wish them a good night and ask the Team Guides to lead the teams to their camps.