

Schedule for Day Two (Monday)

| Time | Activity | Notes | Responsible | Location |
|------------|--|---|--|-------------------------------|
| 6:30 A.M. | <i>Arise, team breakfast, and cleanup.</i> | | Duty roster | Team site |
| 8:00 A.M. | Course assembly | Flag ceremony | Course Leader and staff | Course assembly area |
| 8:45 A.M. | Setting Your Goals | | Assigned staff | Course site |
| 9:45 A.M. | <i>Team meeting</i> | | Team leader | Team breakouts at course site |
| 10:15 A.M. | Preparing Your Plans | Planning for lunch and pioneering projects | Team Guides | Team breakouts at course site |
| 11:30 A.M. | Model Leadership Council meeting | | Course Leader | Course site |
| 12:15 P.M. | Team Lunch Planning Challenge | Built on the menu from the morning's planning session | Team leader | Team site |
| 1:30 P.M. | Model course meeting | Leave No Trace instructional skill relates to the Outpost Camp and pioneering projects. | Course Leader, Course Director, and other assigned staff | Course site |
| 3:00 P.M. | Building pioneering projects | Progression of the morning's planning session | | Large outdoor site |
| 5:00 P.M. | <i>Meal preparation</i> | | Duty roster | Team site |
| 5:30 P.M. | <i>Dinner and cleanup</i> | | Team leader | Team site |
| 7:15 P.M. | Flag ceremony | | Program Team | Course assembly area |
| 7:30 P.M. | Scouts' worship service | Conducted with explanation. Ties into Leading Yourself. | Staff | Chapel |
| 8:00 P.M. | Movie night with cracker barrel | Fellowship and relaxation ("Apollo 13") | Staff | Course site |
| 10:00 P.M. | <i>Lights out</i> | | | |

Course events and activities

Team events and activities

Content sessions and their connecting activities

Day Two: Breakfast Questions

One or more staff members will join each team for breakfast. This is a good opportunity for participants and staff to get to know each other 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 as they begin the day.

To make the most of breakfast discussion opportunities, keep the following questions in mind for the Day Two breakfast:

- How did you sleep?
- Has anything unexpected happened since yesterday?
- There was a lot of talk yesterday 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 breakfast questions are not meant to be a quiz or a list to be read. Instead, enjoy sharing breakfast with a team and drop the questions into the conversation as a natural part of the morning discussions. Additional questions that relate to the specifics of the course or the specifics of that team's learning curve are encouraged.

Day Two: Course Assembly

Time Allowed

30 minutes

Responsible

Course Leader and staff

Location

Course assembly area

Learning Objectives

As a result of these activities, participants will be able to

- Gather for Day Two of the National Youth Leadership Training course.
- Feel welcomed and valued (staff too).
- Reaffirm that the NYLT course operates according to Scouting ideals.
- Participate in a flag ceremony presented by the program team.
- Participate in the installation ceremony for new team leaders and assistant team leaders.
- View youth staff as supporters, guides, and mentors to course participants.
- Discuss key parts of a good course assembly.
- Recognize good communication skills.

Materials Needed

- American flag
- Course flag
- Historic American flag

Recommended Facility Layout Before an NYLT course begins, staff members should designate the place that will serve as the course assembly area. In most cases, this will involve an outdoor setting, though indoor areas of sufficient size (a dining hall, for example) can be adapted to accommodate the course assembly. (Indoors, flags can be presented on staffs with floor stands or can be displayed on a wall.)

Presentation Procedure

Opening

The Team Guides lead the teams to the assembly area and arrange them in an appropriate formation.

The Course Leader uses the Scout sign to bring the assembly to order, then welcomes participants to Day Two of NYLT and expresses pleasure in having everyone there. He or she explains that Day Two symbolizes the first week of the month for a normal Scouting unit. There will be a variety of presentations and activities during the day, and a course meeting.

Note: it is appropriate for Scouts to make the Scout sign from their program. During assemblies throughout the week, the staff can alternate between the Boy Scout Oath, the Venturing Oath and the Scout Law as part of the ceremony. Venturers can use the full hand salute for flag ceremonies.

Flag Ceremony

On Day One, the staff will have conducted its own flag ceremony prior to the arrival and registration of course participants. The flag ceremony at the Day Two course assembly will be the first one observed by the NYLT participants.

COMPASS POINT

This is an opportunity for staff members to conduct a model flag ceremony. The Assistant Course Director program or another staff member can narrate the flag ceremony—explaining to the course why certain portions of the ceremony are conducted as they are and why planning and practice are important to conducting an effective flag ceremony.

The ceremony begins as the Course Leader asks the staff color guard to present the colors and raise the American flag. Instruct NYLT course members to use the Scout salute while the flag is being raised.

Invite selected staff members to display the historic flag for the day and explain its significance.

COMPASS POINT

The historic flags to be used for the NYLT course are the same as those presented during Wood Badge courses. Scripts for historic flag presentations, also the same as included in Wood Badge courses, can be found in the appendix.

Instruct the staff color guard to raise the historic flag and the NYLT course flag.

Ask the Group to recite the Scout Oath and Law (Note: alternate the Scout Oath with the Venturing Oath on different days, Also alternate use of the Scout sign and the Venturing sign as appropriate.)

Dismiss the color guard.

Announcements

The Course Leader offers any announcements important for conducting the day's sessions and events.

New Team Leader and Assistant Team Leader Installation

The Course Leader asks the Day One team leaders to introduce the Day Two team leaders to the course, then the Day One assistant team leaders to introduce the Day Two assistant team leaders. Encourage those making the introductions to use effective communication skills.

COMPASS POINT

As introductions are being made, the Course Leader can provide positive reinforcement by commenting on one or two communication skills being used well—hand gestures, clear voice, eye contact with the group, etc.

With the Teaching EDGE in mind, the Day One session on Communicating Well provided opportunities for staff to explain good communication skills. In their own presentations, staff members have been demonstrating these skills. Pointing out the participants' use of good skills is a way of guiding them and enabling them to use the skills in many situations.

COMPASS POINT

Team leader and assistant team leader assignments for each day of the NYLT course are located in the Team Duty Roster included in each copy of the NYLT Participant Notebook.

The Course Leader begins the installation. He should

- 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 a left hand on the team leader's right shoulder.
- Instruct them all to give the Scout or Venturing 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 for others in this course and in the world brotherhood of Scouting."
- Welcome them as the course's new team leaders and assistant team leaders.

Program and Service Team Emblem Exchange

The Assistant Course Directors of program and service briefly explain the duties of the program team and the service team.

COMPASS POINT

The duties of the teams may differ from other days of the course. Adjust the explanations to reflect the needs of this day of the NYLT program.

Program Team (sample assignments)

- Conduct flag ceremony at course assembly.
- Prepare the course meeting area.
- Perform other duties as assigned at the leadership council meeting.

Service Team (sample assignments)

- Police the course meeting area. (NYLT is a Leave No Trace program.)
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the leadership council meeting.

National Youth Leadership Training

Ask the leaders of the day's program team and service team to come forward to receive a symbol of their team responsibilities for the day. The emblem for the service team might be a broom or camp shovel, while that for the program team could be a flag.

COMPASS POINT

The exchange of symbols for the program team and service team should not overshadow the installation of the day's team leaders and assistant team leaders. Bestowing the emblems for the program and service teams can be done in good fun, but with the understanding that these team duties are secondary to the roles of team leadership.

COMPASS POINT

In some settings, a service team is not needed. This syllabus assumes that a service team is needed. If you do not have a service team, skip that section whenever a service team is mentioned. Learning will not be impacted.

STAFF SERVICE TEAM

Explain to participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other staff-use areas. As fellow members of the course, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Baden-Powell Streamer Presentations

The Course Leader presents the Baden-Powell streamer awards based on the previous day's campsite evaluation. Point out that the BSA encourages teams to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell streamer awards, every team can be a winner.

COMPASS POINT

For guidelines on the daily campsite inspection and for presentations of the Baden-Powell streamers, see Day One—Registration, Orientation, and Camp Setup.

Using the Daily Campsite Inspection Checklist as a guide, the Assistant Course Director service in charge of the service team makes the evaluation of the team campsites. (This may occur while team members are at evening sessions of the NYLT course.) Team Guides can encourage the teams to use the same form to check their campsites as they complete their cleanup after the evening meal. If a team is having difficulty following through with all the items on the checklist, its Team Guide can use the Teaching EDGE to help the team learn how to manage campsite cleanup in an efficient and orderly manner.

Each team can tie its Baden-Powell streamer for the day onto the pole used to display its team flag. Every team will have the opportunity to add another B-P streamer each day of the NYLT course.

Course Leader's Presentation of the Code of Conduct

The Course Leader presents the summary of the Code of Conduct developed by the teams the night before

National Youth Leadership Training

“Last night you worked together to develop rules for us to abide by during this training course. We brought the teams together and consolidated the rules into a Code of Conduct for this course.

[Have another staff member hold up the Code of Conduct.]

These are the rules you developed for this course. This is your Code, these are your rules. They are good rules. Respect them. Endeavor to follow them during the course; and afterward, too. If you see others violating them, remind them. You are part of a team. Members of teams work together to accomplish goals. Let’s work together to make this a great course.

Course Director’s Minute

The Course Director presents the Course Director’s Minute for Day Two:

“Last night you all played the Who Me game. I’m sure you learned something new about each of the members of your team. Perhaps you learned something new about yourself, too.

“Getting to know other people and getting to know ourselves is an interesting process. When you ask yourself, ‘Who am I?’ there are lots of possible answers.

“If you were to ask me that question, I could say that at work I’m a _____. In my job, I do these things_____.

“When I put on my uniform, who am I? Yes, a Course Director. A Scout.

“We’re here at NYLT to explore what *Be, Know, Do* means to each of us and how we can use who we are, what we know, and what we do to become better people and better leaders.

“Here’s a question for you to think about. Who are you? Not what do you do, but what’s in your heart? What is your *Be*?

“You are here at NYLT because of a commitment—a commitment to be a good leader. Nurture that. Let it grow. When you ask yourself, ‘Who am I?’ be sure your answer includes Scouting ideals. Ask yourself, ‘Am I setting the right example in everything I do?’ Take care of that—the *Be* of who you are. *Know* and *Do* will follow.”

Conclusion

The Course Leader thanks the Course Director and brings the course assembly to a close by directing the team leaders to accompany their teams to the site of the Setting Your Goals presentation.

Day Two: Setting Your Goals

| | |
|----------------------------|---|
| Time Allowed | 60 minutes |
| Format | Course presentation with team breakout sessions |
| 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">■ Explain what a goal is.■ Describe and use the SMART Goals tool.■ Write personal and team goals that pass the SMART Goals test.■ Help determine the goals that will allow their team members to fulfill the vision of success they have developed for their team. |
| Materials Needed | <ul style="list-style-type: none">■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen■ Copies of the SMART Goals testing tool (appendix, Participant Notebooks)■ Flip chart prepared with enlarged SMART Goals work sheet |

Note: Each team should bring the work sheets they used during the Finding Your Vision (Part One) session on Day One of the course.

Presentation Procedure

Preparation

Staff presenters are invited to have several of their own personal and team goals in mind that they can volunteer during the presentation to energize discussions and to signal to participants that staff members place enough importance on this subject to use these goal-setting skills themselves.

COMPASS POINT

The Course Director should be present at all sessions presented in a course setting. During sessions occurring in team sites, the Course Director can circulate among the teams. His role is to be on the sidelines ready to coach and mentor the course's youth leaders as they conduct the course.

By being present at sessions, the Course Director will gain an essential understanding of the progress of the course as it unfolds throughout the week.

Opening Discussion

DVD

Show slide 2-1, Setting Your Goals; then slide 2-2, Vision—Review.

The presenter reviews the definition of a vision.

- Vision is what success looks like.
- It's a picture of where you want to be in the future.
- "If you can see it, you can be it."

- To be of use, vision needs to be big. It has to be elephant-sized.

Here's an old *Boys' Life* Think and Grin joke:

Show slide 2-3, Eating an Elephant.

DVD

Question: "How do you eat an elephant?" Answer: "One bite at a time!"

How do you fulfill a vision? One goal at a time.

If vision is the elephant, goals are the bites that allow you to eat the elephant.

The presenter clarifies the key ideas. Goals are the steps you complete to fulfill a vision. They are the bite-sized pieces of the vision you can accomplish one at a time. Fulfilling a vision might require just a few goals or it might take many.

Show slide 2-4, Goals.

DVD

The presenter gives the following example of goals leading to a vision. A mountaineering team could have a vision to make it to the top of Mount Everest this year. To reach this vision, the team breaks up the trek to the top into four intermediate base camps—each camp farther up the slope than the previous one. These become goals to be achieved that will increase their chance of fulfilling their vision—reaching the top.

Show slide 2-5, Goals: Goals are like

DVD

There are many ways to think of goals—as the rungs on a ladder, as small footsteps of a long journey, as the way to eat an elephant one bite at a time. Goals are objectives you can accomplish right away.

Setting goals—and then reaching them—is the pathway to fulfilling a vision. That's the way to eat an elephant—one bite at a time.

INTRODUCE THE VIDEO CLIP

Let's take a look at some leaders who set goals to help them realize their visions of success.

DVD

Show video clip 2-6, Setting Your Goals (Part One), which begins with "The key to reaching your personal vision"

The presenter summarizes the video, explaining that vision is what success looks like. It's the vision of mountain climbers seeing themselves reaching the top of Everest. Vision is the elephant. How do you eat an elephant? One bite at a time. How do you realize a vision? One goal at a time.

Ask participants: *What was the vision and what were some of the goals of the people in the video?* Look for the following responses:

Mark Shin

Vision—Sees himself designing running shoes

Some of his goals—

- Major in mathematics.
- Work in an athletic equipment store.
- Coach school track teams.

Lance Armstrong

National Youth Leadership Training

Vision—Saw himself as a world-class cyclist

One of his goals—

- Qualify for the U.S. Olympic cycling team.

Diane Atkins

Vision—Saw herself as an accountant

One of her goals—

- Join the military as a way of getting her education provided while she earned a living.

Jim Lovell

Vision—Saw himself as an astronaut

One of his goals—

- After his training, become one of the first astronaut pilots.

NASA

Vision—To put a man on the moon, fulfilling the vision for America provided by John F. Kennedy

Some of NASA's goals—

- Develop space travel with one astronaut per flight, test the rockets, and grow the technology (Mercury program).
- Continue developing space travel with two astronauts per flight, develop more technology, and conduct a walk in space (Gemini program).
- Continue developing space travel with three astronauts per flight, land on the moon, and explore the lunar surface with the lunar rover (Apollo program).

DVD

Show slide 2-7, Setting Your Goals.

The presenter explains that vision is the big picture of future success—astronauts standing on the moon, a cyclist winning a world-class race, a student becoming a successful accountant, an athlete designing running shoes.

Goals are the steps that move us toward our vision.

Vision is the elephant. Goals are the bites of the elephant.

How do you realize a vision? One goal at a time.

The best goals are SMART Goals.

Introduce SMART Goals

DVD

Show video clip 2-8, Setting Your Goals (Part Two), which begins with “How do you reach your goals? You do it by setting SMART Goals.”

President John F. Kennedy had a dream—a vision—of putting a man on the moon by the end of the 1960s.

Can you tell me how many Apollo missions were there before an astronaut stepped on the moon? (There were 11.)

Who was the first Eagle Scout and the first man to step on the moon? (Neil Armstrong)

Did they just build a rocket, have an astronaut climb in, and then launch it to the moon?

No, they were smart about how they set their goals. Goals that are SMART will lead you in the direction you want to go.

Each of the letters in SMART stands for an important test of a goal: Specific, Measurable, Attainable, Relevant, and Timely.

SPECIFIC

DVD

Show slide 2-9, SMART Goals.

Specific means clear and understandable. A goal needs to be specific. Everyone needs to know exactly what's involved.

Take the team that has a vision of climbing Mount Everest. They have set goals to establish four camps, each one higher up the mountain. Is this specific enough? Discuss participants' responses of why or why not.

How can they make it more specific? Elicit responses and discuss the results. Be sure to cover the following possible responses:

- Map out location of each camp.
- Calculate number of trips vs. sherpas they need to supply each successive camp up the slope.
- How much food, fuel, etc., do they need at each camp? Note that everything goes through the first camp.
- Who will make the final trek to the summit? Who will stay at each base camp?
- How will they communicate between camps?
- How many tents do they need?

Is their goal now clear? Yes.

MEASURABLE

How do you know if you're done? You need a way to *measure* your goal so that you know when you have completed it.

How would the climbers know if they are done? When will they know if the camp is established? Elicit responses and discuss, including the following possible answers:

- All the tents are up.
- Everyone who is supposed to be at the camp is there.
- All the supplies made it up from the camp below.
- Communication is established.

ATTAINABLE

Attainable means it can be done. “I see myself as a famous rock star” might be a goal of yours, but it is unlikely to be fully realized—or is it? Is it a vision or a goal? It’s a vision! It’s big, it’s a dream!

A goal can be challenging, but you should be able to see how you can reach it. It needs to be relevant—a step along the way to your vision. “I want to play the guitar really well.” That’s a much more attainable goal, one that fits the SMART Goals test and is necessary to be a famous rock star.

Let’s go back to the team set on reaching the top of Mount Everest. Is their goal of establishing the four base camps attainable? How do you know? (Elicit a short discussion before going on.)

Each person brings their own set of skills, strengths, and ideas to accomplishing each goal along the path to reaching a vision.

The members of the Mount Everest team are all eager to have their expedition be a success, and they all have agreed that one of the goals on the way to fulfilling their vision is to establish the four camps. Some team members are better at breaking the trail up the slope, others at hauling heavy loads, others at pitching tents so they will stand up to severe weather. Everyone draws on their own strengths to help reach the team’s goals.

RELEVANT

Relevant begs the question, Why are you doing it? Discuss how the goal of establishing the four base camps is relevant to the overall vision of reaching the top of Mount Everest.

All goals need to be related to achieving the vision, no matter how large or how small, whether they are short-term goals or long-term goals. If the goal is not connected to reaching the vision, why are you doing it?

TIMELY

Completing goals needs to happen within a certain amount of *time*. Otherwise, you can get stuck pursuing one goal and not move forward toward your vision. As you lay out goals, predict how long each will take. If one is going to require a great deal of time, it might be wise to break it into several smaller goals. Instead of trying to eat the elephant with huge mouthfuls, you are cutting it up into manageable bites.

On Mount Everest, a window of good weather lasts about a month each spring. Climbers must carefully plan the time it will take to establish each of their four camps and still have enough time to reach the summit, even if there are delays because of storms or other unexpected problems.

SUMMARY

The vision of getting to the summit of Mount Everest is a dream the climbers have. To reach it, they must work together and be smart about the goals they set. They must be (have them say it out loud with you): *Specific* (clear, understandable), *Measurable* (you know when you are done), *Attainable* (you can do it), *Relevant* (why you are doing it), *Timely* (done when it is needed).

The Course Leader asks participants to turn in their NYLT Participant Notebooks to the SMART Goals work sheet (also in appendix).

SMART Goals Work Sheet

Goals are steps toward fulfilling a vision. They are they bites that enable you to eat the elephant.

To be effective, a goal should pass the SMART Goals test. Use the space below to write ways in which a goal you are testing fulfills each requirement of a SMART Goal. (If you need more space, use the back of this page or additional sheets of paper.)

Specific

The goal is *specific* in these ways:

Measurable

The goal is *measurable* in these ways:

Attainable

The goal is *attainable* in these ways:

Relevant

The goal is *relevant* to the vision in these ways:

Timely

The goal is *timely* in these ways:

SMART Goals/Not SMART Goals

DVD

Show slide 2-10, SMART Goals or Weak Goals.

The presenter tells participants of a vision to be a physician helping people in urban neighborhoods. There are lots of goals that are the stepping stones toward realizing this vision.

Discuss whether each of these goals is a SMART Goal that really will result in progress toward the vision. Use the SMART Goals work sheet to help explain each decision.

- To pay for medical school, I'm going to win the state lottery.
- Next semester I'm enrolling in the college prep chemistry and biology classes at my high school.
- One evening a week I'm volunteering as an aide at a health clinic near my house.
- I'm going to read some books about some medical stuff.
- I have an appointment next week with my school guidance counselor to talk about courses I should take to get ready for college.
- I'm going to watch lots of medical shows on television.
- My parents are helping me plan to visit a medical school during my winter break this year.
- I have looked at advancement opportunities that can help me reach my goal of the highest achievement in my program.
- I'm going to buy my own stethoscope and teach myself how to use it.

Setting Individual Goals

Goals are essential for teams to fulfill their visions. Goals are important for people to realize personal visions, too.

DVD

Show slide 2-11, Personal Goals.

The presenter tells participants that many of them have had a vision of success that includes becoming an Eagle Scout or earning the Silver Award. That's a mighty big elephant—that rank can't be earned overnight. What are some of the goals that would lead a Second Class Scout or new Venturer toward fulfilling that vision of achieving the most that Scouting has to offer?

On a flip chart, write down suggestions from the participants. To keep the discussion moving, add these:

- Pass the First Class swimming requirement at camp this summer.
- Go to NAYLE next summer.
- Take part in 10 campouts a year.
- Attend a high-adventure camp next summer.

Explain that those all seem like fine goals. But are they SMART Goals?

COMPASS POINT

In these examples, “Attend a high-adventure camp next summer” is not a SMART Goal. It will certainly be a great experience, but it does not lead directly to fulfilling the vision of becoming an Eagle Scout.

Let’s look at some of the goals of that Second Class Scout who sees becoming an Eagle Scout as part of his vision of success. Are they SMART Goals?

On the flip chart, return to the goals suggested by participants and staff. Depending on how much time you want to spend, lead the group in applying the SMART Goals test. For example, “Pass the First Class swimming requirement at camp this summer.”

Specific—Yes. The First Class swimming requirement is very specific.

Measurable—Yes. The measure of success will be completing the swimming requirement to the satisfaction of the Scout camp aquatics staff.

Attainable—Yes. This is an attainable goal, though the Scout might need to take some lessons at a local pool and will need to practice a few times a week before going to Scout camp.

Relevant—Yes. It is a goal that will help fulfill the vision of becoming an Eagle Scout.

Timely—Yes. The goal can be completed this summer at Scout camp.

If time permits, apply the SMART Goals test to other goals that apply to the Venturing program. If there is a suggested goal that does not pass the SMART Goals test, help participants figure out how to revise the goal to make it worthy.

Team Goal-Setting Exercise

During the Finding Your Vision (Part One) session, each NYLT team used a work sheet to develop a vision of team success. Have the Team Guides break the participants into teams to begin the following exercise.

1. Refine the team vision to make sure it is a vision and not merely a goal.
2. Ask team members to review the statement of vision they developed for themselves, then write down five goals to achieve as a means of fulfilling their vision.
3. Ask one or more teams to offer both their statement of vision and the goals they have identified as some of the steps that will move them closer to fulfilling that vision. Write the statement and the goals on the flip chart.
4. Invite the team to explain how they applied the SMART Goals test to each of their goals and what they discovered along the way. If any of the goals will benefit from revision, help team members work through the process until their goals fit the SMART Goals format.
5. Provide feedback from staff and from other participants on the team’s use of the SMART Goals test—but not a judgment of the goals. The intent of this exercise is to help people learn to use the SMART Goals tool correctly.

Organizing Goals

DVD

Show slide 2-12, Organizing Goals.

We can't complete every goal at the same time. There has to be some order in how we address them. Furthermore, some goals can be achieved in a short amount of time, while others are long-term goals that may require a number of smaller steps to complete.

Organizing goals and figuring out how to achieve them in the most effective way requires planning. We'll cover some effective ways to do just that in the NYLT session on planning, and then we'll have all the pieces of the Vision—Goals—Planning tool.

DVD

Show slide 2-13, Vision—Goals—Planning.

Vision—What success looks like.

Goals—The accomplishments leading to fulfilling the vision.

Planning—How we will achieve each goal.

Summary

DVD

Show slide 2-14, Summary.

Wrap up this session by asking participants to

- Explain what a goal is.
- Describe the SMART Goals goal-setting tool.

Remind them that

- Goals are the steps that lead toward fulfilling a vision.
- Having SMART Goals makes reaching that vision much more likely.

Close with this thought: You can choose to be adrift on a boat with no rudder, or you can build the rudder and get where you want to go.

Day Two: Team Meeting

Time Allowed 30 minutes

Responsible Team leader

Location Team site or a breakout area

Learning Objectives As a result of these activities, participants will be able to

- Describe the purpose of the team meeting.
- Describe how a team meeting should be run.
- Know the team leader's responsibilities and the team members' responsibilities.
- Use the Start, Stop, Continue tool to evaluate team performance.

Materials Needed ■ Team meeting agenda for each participant (appendix)

Recommended Facility Layout The Team Guide will determine the location of the first team meeting. The team will decide where subsequent team meetings will occur. In most cases, team meetings will take place in or near the team's campsite.

COMPASS POINT

As with meetings of the NYLT course and the leadership council, every team meeting during an NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the team meetings they see at NYLT and use them to organize effective team meetings in their home units.

Delivery Method The team leaders are the facilitators of the meetings of their teams. The leadership style each team leader uses is up to that person; the hands-on experience of leading is every bit as valuable as the progress made by a team during any particular meeting.

Presentation Procedure

COMPASS POINT

Guidelines for Team Guides

Team leaders are the facilitators of team meetings, not the Team Guides. These meetings provide important opportunities for NYLT participants to gain hands-on experience as leaders. At times they may struggle, wander off course, or be shy about taking charge; that is often part of the learning process. Team Guides should allow each team leader time and space to gain the most from the experience, but also should be ready to make suggestions and give direction to and through the team leader in a manner that does not overshadow the team leader's but enhances their chances for success.

Team meetings also are a good opportunity for individuals to practice skills introduced in Day One's Communicating Well session. Again, you can make suggestions to the team leader, preferably before the meeting, to encourage the use of good communication skills.

Day Two Team Meeting

Team Guides play a significant support role to explain and demonstrate the way to conduct a good team meeting. Team Guides also will demonstrate the Start, Stop, Continue evaluation tool and guide the teams as they use the tool to evaluate their team progress. The Start, Stop, Continue tool will be fully explored in the planning that follows the team meetings.

Day Three Team Meeting

Team Guides will make a judgment call on their degree of involvement, basing their decisions on the team's development and on the ability and performance of the Day Two team leaders.

Day Four Team Meeting

Team Guides may attend team meetings but ideally will not take part in any significant way.

Days Five and Six Team Meetings

Team Guides do not attend these team meetings.

Each team meeting should follow a written agenda. Building on the following model, the agenda for today's team meeting can be adjusted by the team leader prior to the meeting to fulfill the needs of the team.

Team Meeting Agenda

Day Two

1. Welcome—Team Guide
2. Meeting agenda—Team Guide
3. Team leader responsibilities—Team Guide
4. Team duty roster—Team leader
5. Evaluation using Start, Stop, Continue (SSC)—Explained by the Team Guide; evaluation led by the team leader, with Team Guide’s support
6. Closing—Team leader

COMPASS POINT

As a Team Guide, use the Teaching EDGE (*Explain, Demonstrate, Guide, Enable*) to help your team become skilled at conducting team meetings.

You can also use the Leadership Compass to determine your team’s stage of team development (*Forming, Storming, Norming, Performing*). That evaluation can help you decide on the most appropriate style of leadership. On Day Two of a typical NYLT course, most teams will still be in the *Forming* stage and will respond best to leadership that is directive, supportive, and encouraging.

Welcome

Using good communication skills, the Team Guides help team members feel welcome.

Explain the reason for team meetings. If you wish, use the following quotes. You can read them or write them out and have other team members read them to increase their involvement.

“The patrol method is not a way to operate a Boy Scout troop, it is the only way. Unless the patrol method is in operation you don’t really have a Boy Scout troop.”—Robert Baden-Powell, Scouting’s founder

“A patrol meeting is an opportunity for you to lead a group of Scouts as they conduct the business of their patrol. It is also a chance for everyone in a patrol to learn new skills, plan future activities, and have fun with friends.” —From the *Patrol Leader Handbook*

Meeting Agenda

The Team Guide explains what is involved in an effective team meeting.

Begin by passing out copies of the team meeting agenda. Demonstrate team meeting leadership by modeling good communication skills and by sticking with the agenda of the meeting.

Team Leader Responsibilities

Explain that among a team leader’s responsibilities are these:

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- To take a leading role in planning and conducting team meetings and activities
- To encourage team members to complete advancement requirements
- To represent the team as a member of the leadership council, taking ideas from the team to the council meetings, speaking on behalf of the team, and then clearly communicating the council's decisions to members of the team
- To set a good example by living up to Scouting ideals

Evaluation Using Start, Stop, Continue

The Team Guide will coach the team leader to conduct the Start, Stop, Continue evaluation of the team's duty roster and daily campsite evaluation.

Explain that the session on planning will explore an evaluation tool called Start, Stop, Continue:

Start—"What should we be doing that will make things better?"

Stop—"What should we stop doing because it isn't helping?"

Continue—"What is our strength and is working well that we want to continue doing?"

The team can begin using Start, Stop, Continue right now.

DAILY CAMPSITE INSPECTION CHECKLIST EVALUATION

Ask the team leader to take charge of the meeting and go over the team's Daily Campsite Inspection Checklist. For each item, discuss with team members what they can Start, Stop, Continue in order to fulfill the expectations of the checklist.

TEAM DUTY ROSTER EVALUATION

Guide the team leader in applying the Start, Stop, Continue evaluation tool to the team's duty roster. This is a good opportunity to iron out any difficulties with the roster. The Team Guide can encourage team members to keep the discussion positive and constructive even if the team is moving from the *Forming* stage of team development into the *Storming* stage. Encourage the team leader to address issues rather than to let them go unresolved.

Closing

With coaching from the Team Guide, the team leader asks if team members have any other issues to discuss or questions. Then, the team leader thanks team members for their participation and brings the meeting to a close.

Day Two: Preparing Your Plans

| | |
|-------------------------------|---|
| Time Allowed | 75 minutes |
| Format | Course presentation with team breakout sessions |
| Responsible | Team Guides |
| Location | Team breakouts at course site |
| Learning Objectives | <p>As a result of these activities, participants will be able to</p> <ul style="list-style-type: none">■ Understand the value of planning as a step in reaching goals and fulfilling visions.■ Plan an event or activity using the What, How, When, Who Planning Tool.■ Set priorities by categorizing tasks.■ Use planning to help manage time.■ Determine a next step when a plan does not deliver the desired outcome. |
| Materials Needed | <ul style="list-style-type: none">■ Copies of the Planning Tool Work Sheet (appendix)■ One copy of the Team Lunch Planning Challenge for each team (Adjust the sample form in this session to match the supplies available from the NYLT course QM.)■ Course Meeting Plan work sheet (NYLT Participant Notebooks) |
| Presentation Procedure | <p>Review these concepts:</p> <ul style="list-style-type: none">■ <i>Vision</i> is what future success looks like. “If you can see it, you can be it.”■ <i>Goals</i> are the means of fulfilling a vision. “Vision is the elephant. Goals are the elephant’s bite-sized pieces.” <p>Add one more:</p> <p>DVD Show slide 2-15, Preparing Your Plans, then show slide 2-16, Vision—Goals—Planning.</p> <ul style="list-style-type: none">■ <i>Planning</i> is a means of efficiently reaching goals. <p>We’ve been talking about the team of mountain climbers wanting to reach the summit of Mount Everest. That is their vision. They can see themselves standing on the top.</p> <p>DVD Show slide 2-17, Planning.</p> <p>Among the goals they’ve established to realize their vision is the establishment of four camps at ever higher points on the mountain. Those are SMART Goals that will get the climbers a long way toward fulfilling their vision.</p> <p>Now it’s time for them to do some serious planning. What will they need to plan in order to establish the first high camp? Sample answers include <i>what</i> to carry up there, <i>how</i> to set up camp, <i>when</i> to go, <i>who</i> will do each task, etc.</p> |

COMPASS POINT

The presenter also can point out the importance of planning troop meetings. Guidance for the What, How, When, and Who of troop meetings can be found in *Troop Program Features, Volumes I, II, and III*. One or more copies of each should be made available so that NYLT participants can inspect them during their free time and become familiar with their contents. The intent will be to show NYLT participants that these documents exist and will be available to them to inspect at any time during the NYLT course. Be sure to point out that while this is a tool used by a troop, a similar planning tool can and should be used for planning a Venturing meeting.

The What, How, When, Who Planning Tool

Explain that big goals can require that lots of things get done. Planning helps you make sure you haven't forgotten anything and that everything is completed in an efficient way.

We're going to look at a very good planning tool you can use to organize your planning. You'll want to pay attention, because we're going to challenge each team to plan its lunch. If you plan it well, you'll have a terrific meal. If your plans aren't very good, well, good luck.

A simple, effective planning tool is the What, How, When, Who Planning Tool.

Perhaps your team vision includes having a very successful Outpost Camp later this week. One of the goals could be enjoying a terrific camp meal cooked over backpacking stoves. Let's talk our way through using the planning tool by planning an Outpost Camp meal.

DVD

Show slide 2-18, Planning Tool.

Hand out copies of the Planning Tool Work Sheet. Participants can insert these in their NYLT Participant Notebooks.

COMPASS POINT

To illustrate the following exercise, use a flip chart version of the planning tool, prepared before the presentation. Fill in the boxes during the discussion, just as you would a normal-sized planning tool.

Demonstrate how to use the planning tool.

Ask participants, "What steps do we need to complete to be prepared for the meal?" Expect answers like, "Ask everybody what they want to eat," "Look in my *Boy Scout Handbook*," "Figure out the menu," "Go to the store."

Choose a task that is likely to happen earlier than half the tasks, for example, "Figure out the menu," and write that response in the WHAT column.

Ask: "How do you do this?" Note the participants' answers. On a separate sheet, write down participants' responses.

In the HOW column of the first sheet, record the steps for one method of HOW. Choose a method that most participants can relate to. For example:

- Talk to team members about what they want.
- Select dishes to prepare.
- Find the recipes.
- List the ingredients.

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- Determine ingredient amounts.

Ask: “WHEN do you need to figure out the menu?” On the Planning Tool Work Sheet, record at least one “before” item and one “after” item in the WHEN column. Some examples:

- “After we know where we’re camping.”
- “Before we go to the grocery store.”

Now that we have the columns filled out, how much time will the task require? (Listen to examples. Help participants determine a reasonable amount of time for the task.)

Explain that once you have figured out HOW to do something and WHEN to do it, we can go back to the WHAT column and add whatever is missing.

Ask: “What’s left? There’s one more slot in the Planning Tool Work Sheet, and that’s deciding WHO will be responsible for each of the steps in our plan. Some responsibilities are big ones—‘The Big R,’—and some aren’t so important—‘the little r.’ Once your name is written down in the WHO column, though, the responsibility is yours.”

To review, ask participants what they think is the value in making a plan. Listen to a variety of answers. Reinforce the idea that planning increases the chance that you will get to the desired outcome or goal.

If we didn’t plan, what might go wrong?

PLANNING TOOL EXERCISE

Tell participants: You each have one of these Planning Tool Work Sheets. When do you think you’ll use this tool? How many of you think you will use this tool before you leave this week? How many of you think you will use this tool today?

COMPASS POINT

The value of these questions is in getting the learner to say that they will use the tool. Psychologists will tell you that people are more likely to do something if they have stated out loud or in writing that they will do it.

TEAM LUNCH PLANNING CHALLENGE

The presenter of the challenge could be the QM or an assistant Course Director.

Enable participants to use the What, How, When, Who Planning Tool by introducing the Team Lunch Planning Challenge. Each team must use the planning tool to come up with a thorough plan for the upcoming lunch. The plan must be fully developed to determine the menu, the ingredients and amounts needed, any utensils or other kitchen items that will be required, and how the lunch project will be carried out.

The challenge can be shaped to fit the supplies the QM has on hand. For example:

Sample Team Lunch Planning Challenge

(Staff may adjust this document before the session in order to match the supplies available from the QM.)

Team lunch today will include sandwiches, fruit, a beverage, and dessert.

Your challenge is to use the What, How, When, Who Planning Tool to fully plan your team's lunch.

Planning steps to use:

- **What**—Everything you need for the meal, including all food ingredients and utensils
- **How**—The process you will use to get everything from the QM and to prepare the meal
- **When**—The order of events for gathering what you need, fixing lunch, and cleaning up
- **Who**—Assigning tasks so that someone takes responsibility for each portion of the plan

When you have completed your plans, give the QM your written request for ingredients, utensils, and anything else your team will need to prepare lunch.

The QM will follow the requests exactly, adding nothing and leaving nothing out. (Where necessary, substitutions will be made but will stay in the spirit of the request. For example, if a team asks for corned beef but the QM has only sliced ham, the QM will provide ham in place of beef.)

Following the model leadership council meeting, teams may pick up from the QM all the items on their request lists and then will follow their plans to prepare and enjoy lunch.

COMPASS POINT

Team Guides should allow their teams to work on their own as much as possible but should be ready to help guide participants to use the What, How, When, Who Planning Tool as they prepare for the Team Lunch Planning Challenge.

DVD

The Start, Stop, Continue Evaluation Tool

Show slide 2-19, Start, Stop, Continue Tool.

Explain that during the team meetings that took place before this session, the Team Guides helped the teams use the Start, Stop, Continue evaluation tool to judge how things are going and how improvements can be made. That is a very effective way to improve performance of any sort. It's the evaluation tool we will be using throughout this NYLT course.

COMPASS POINT

This concept was introduced as an evaluation tool during the team meeting that precedes this session, but it has not been explained in detail. It is in this session that Start, Stop, Continue is more fully explored. It will be used and emphasized

throughout the rest of the training course as the tool of choice whenever evaluation is appropriate.

Let's look at the three parts of Start, Stop, Continue:

Start—"What should we be doing that will make things better?"

Stop—"What should we stop doing because it isn't helping?"

Continue—"What is our strength and is working well that we want to continue doing?"

The Start, Stop, Continue tool is to be used to provide constructive ways to improve. It is two positives with a negative sandwiched in between.

Ask participants where they might use Start, Stop, Continue. Look for answers like school, Scouts, home, work, etc.

DEMONSTRATE USING Start, STOP, CONTINUE

Remind participants of the neutral position used for communicating well. It focuses on the speaker's feet, hands, mouth, eyes, and ears.

Ask participants to offer you some feedback on the presentation skills you have used in this session. Encourage them to use Start, Stop, Continue as their evaluation tool.

You may need to encourage participants to engage in this exercise, as they might be shy about offering evaluation. One way to keep the discussion moving is to work through the neutral position point by point: "Let's take feet. Where I am standing, how I am moving around. What can I *start* doing to make my body position more effective? Anything I should *stop* doing? What's working well that I can *continue* to do?"

Continue, asking participants to apply Start, Stop, Continue to your use of hands, mouth, eyes, and ears.

Another way to energize the exercise is to have staff members in the audience (Team Guides, for example) offer constructive evaluation using Start, Stop, Continue. That can get the ball rolling and allow the presenter to call on NYLT participants for additional comments.

COMPASS POINT

This exercise also reviews key points from Day One's Communicating Well session.

Guide teams as they use Start, Stop, Continue to help them achieve goals leading to their team vision. Start, Stop, Continue can be a powerful tool for helping teams reach goals that lead toward their team vision.

Use the vision of one or more teams as an example. Ask for ideas from the teams. A discussion might go like this:

The team vision is to be the best team at NYLT. One goal is to have a terrific campsite.

Start—Start picking up the campsite. Pitch in to help each other complete camp chores.

Stop—Stop storing the cooking equipment on the ground. Stop leaving the food box open so mice can get in.

Continue—Continue keeping our tents neat. Keep having fun. Keep our spirits high.

Planning a Unit Meeting

Remind participants that planning is important for reaching goals of all sorts. The goal of having a good unit meeting can be reached only if that meeting is planned.

Explain that the BSA provides units with some powerful versions of planning tools to help a leadership council plan great meetings.

Show participants the three volumes of *Troop Program Features*. Let the participants know where they can find these volumes and invite them to inspect the volumes at any time during the NYLT course. Again, remind the group that tools from one Program can certainly be used by the other – the goal is to provide the best program possible for both Troops and Crews.

Show participants the Course Meeting Plan work sheet found in their NYLT Participant Notebooks.

Explain that the Course meetings during the NYLT course were planned using these materials. Course leaders will explain the process during those meetings. After the NYLT course, participants can work with adult and youth leaders to use the same materials for planning the meetings of their home units.

Summary

Show slide 2-20, Summary.

Why plan? Planning is essential for reaching your goals. Goals are steps to fulfilling your vision.

Planning is a means of efficiently reaching goals.

Goals are the steps leading toward fulfilling a vision.

Vision is what future success looks like.

To accomplish goals, you must have good planning.

The What, How, When, Who Planning Tool organizes reaching a goal into four parts:

- *What* has to be done
- *How* to do it
- *When* to do it
- *Who* will do it

Start, Stop, Continue is a tool for testing the effectiveness of your plans. It can be used whenever evaluation is appropriate.

Tools for planning work only if you use them. The success of the team lunches and of other team efforts during the NYLT course will be determined largely by the effectiveness of the planning that takes place ahead of time.

DVD

Day Two: Model Leadership Council Meeting

| | |
|------------------------------------|---|
| Time Allowed | 45 minutes |
| Format | A model leadership council meeting presented in the round—that is, with the rest of the course observing the proceedings. A youth staff member acting as narrator explains key points of the meeting to the observers. |
| Responsible | Course Leader |
| Location | Course site |
| Learning Objectives | <p>As a result of these activities, participants will be able to</p> <ul style="list-style-type: none">■ Describe the purpose of the leadership council.■ Discuss how a leadership council meeting should be run.■ Understand the roles and responsibilities of those who attend leadership council meetings.■ See an example of a youth-led unit in action. |
| Materials Needed | <ul style="list-style-type: none">■ Leadership council meeting agenda (NYLT Participant Notebooks, appendix)■ Course meeting plans for Day Two and Day Three (NYLT Participant Notebooks, appendix)■ A roster listing the service team and program team assignments for the duration of the course (NYLT Participant Notebooks, appendix) |
| Recommended Facility Layout | <p>The meeting place should be prepared with a table and seating for the team leaders and the Course Leader. In a camp setting, this may be a picnic table. Ideally, the site will be the same location for all leadership council meetings throughout the course. However, the attendance by the entire course as observers may make it necessary for this leadership council meeting to be held at a site that will comfortably accommodate everyone.</p> <p>Place a chair for the Course Director to the side and a little behind that of the Course Leader. The Course Director will be serving as a coach and mentor to the Course Leader but will not be conducting the meeting. Surrounding these chairs is seating for the rest of the course participants and staff attending the meeting only as observers.</p> |
| Delivery Method | <p>The Day Two leadership council meeting occurs in the round, that is, attended by team leaders and other course leaders and observed by all other course participants and youth staff. The in-the-round setting provides an opportunity to model an ideal leadership council meeting.</p> <p>The leadership council meeting is conducted by the Course Leader, who will model appropriate leadership behavior within the setting of the meeting.</p> <p>As the meeting unfolds, a narrator explains to the NYLT participants what is going on and how it fits into the larger scheme of a successful unit program. The narrator should be a youth staff member who fully understands the team leaders’</p> |

council meeting process and is able to explain it well to others. He should have a strong voice and stand outside of the circle of the leadership council.

Presentation Procedure

Leadership council meetings are a key tool unit leaders can use to develop youth-led units by coaching, guiding, and supporting youth leaders and by giving them the responsibility and freedom to lead.

COMPASS POINT

Each NYLT participant and staff member will have an NYLT Participant Notebook containing core information that will be useful throughout the course—duty rosters, equipment lists, daily schedules, meeting agendas, etc. Blank pages in the notebooks provide space for team leaders to write down ideas from meetings. The notebooks are given out during the Day One Registration, Orientation Trail, and Camp Setup session. Participants should bring their notebooks with them to all sessions of the NYLT course.

Leadership Council Meeting Agenda

Day Two

- Welcome and introductions
- Purpose of the meeting—what we need to accomplish
- Reports on the progress being made by each team
- Announcements
- Program team and service team assignments
- Closing
- Course Director’s observations

Welcome and Introductions

The Course Leader welcomes everyone and acknowledges the presence of the rest of the NYLT course participants and staff. He or she explains the importance of this in-the-round meeting:

- It is an opportunity for everyone to see an efficient meeting format that can be used effectively with team leaders or with any other group gathering—a school committee, a work team, etc. Ask them to look for similarities to the Patrol Leader’s Council in their home troop, or to an Officer’s meeting in their home crew.
- It allows everyone to better understand what will be expected of team leaders throughout the remainder of the course.

Explain that they will see the real thing, and the narrator will explain the significance of what they are seeing.

The narrator welcomes the NYLT participants and introduces those persons who will be active participants in leadership council meetings—primarily the team leaders and the Course Leader.

Explain that the team leaders have come prepared to represent their teams in the leadership council discussions and decisions. Explain that this is a model PLC

for the Boy Scouts in the audience, and is a format that can be used by Crew Officer's when holding their planning sessions with Activity Chairs.

COMPASS POINT

As with most sessions of an NYLT course, the presenters of the model leadership council meeting convey information by using the Teaching EDGE (Explain, Demonstrate, Guide, Enable). The narrator explains a portion of a meeting, then members of the leadership council demonstrate an effective way to conduct that meeting section. As NYLT participants take part in leadership council meetings later in the course, youth and adult staff will guide them to succeed. Ideally, the NYLT experience will enable participants to conduct effective leadership council meetings when they return to their home units.

Pre-Meeting Discussion

The narrator explains that the Course Director and Course Leader often visit for a few minutes before the beginning of a leadership council meeting. They go over the agenda and make sure everything is in order. The adult has a role to be sure the youth staff understands and can implement. Once the meeting begins, though, the Course Leader is in charge and the Course Director stays on the sidelines. The Course Director might coach and guide the Course Leader now and then, but in an adult led youth-run unit, the unit's youth staff is in charge.

One of the unit leader's roles in a youth-led unit is to help Scouts realize how far they are progressing and developing as a good leader, even if they have not yet reached the vision they have set for themselves. The Course Director helps the Course Leader set the direction of leadership council meetings so that the program of the unit is consistent with the values of Scouting.

The Course Leader and Course Director enact a brief pre-meeting discussion to show how the agenda is reviewed. The Course Director lends support and encouragement to the Course Leader.

At the end of the pre-meeting discussion, the Course Leader calls the leadership council meeting to order, welcomes everyone, and asks each person in attendance to introduce themselves and state their current responsibilities with the NYLT course.

Purpose of the Meeting

The Course Leader directs the attention of the leadership council to the written agenda. Note that the purpose of this meeting will be to:

- Check on the progress of the teams.
- Assign the duties of the program team and service team.
- Use Start, Stop, Continue as our evaluation tool.
- Use good communication skills to share ideas.

The narrator explains that a good meeting in ANY program (not just BSA) always starts with an agenda. This means that the meeting leader has put thought and preparation into the meeting so it can be efficient and effective.

Everyone attending a meeting should be prepared to take notes so they can communicate with their team members about the meeting. In order to take notes, always come prepared with a pencil or pen.

Reports on the Progress of Each Team

The narrator explains that the Course Leader runs the leadership council meetings, but that does not mean they do all the talking. This is a time for the Course Leader to listen and gather information about how the course is running.

The Course Leader demonstrates by asking each team leader to use Start, Stop, Continue as a tool for giving a constructive report of the team:

Start—What can they begin doing to improve their teams?

Stop—What can they stop doing that is not working well?

Continue—What should they continue doing that is a strength and is working well?

Remind team leaders that each team should be thinking about its presentation of the Quest for the Meaning of Leadership. Briefly review the challenge offered by the Course Director at the campfire on Day One, and stress the importance of beginning work on the presentation early in the NYLT course.

COMPASS POINT

Excerpts from the Course Director’s challenge to the teams to set out on a Quest for the Meaning of Leadership:

“Leadership means many things to different people. In the days to come, each team will be exploring leadership in many ways. To help us make the most of this experience, I want to challenge you this week to 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 isn’t very effective. As you watch the staff modeling different leadership styles, you will see the best that NYLT leadership has to offer.

“I’m challenging each team to develop a presentation that shares its 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 come to agreements on how their team will proceed, and to add each day’s learning to their presentation. The QM will make available a variety of materials for teams to use in their presentations, if you need them.

“All team members are expected to contribute to the success of their teams during the development of the presentation. The final product should clearly reflect the combined efforts of many individual talents.”

Announcements

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The Course Leader makes any announcements relevant to the group. Explain that team leaders have a responsibility to convey to their teams information from the meetings of the leadership council. Note the time and location for the next meeting of the leadership council.

The narrator explains that Scouts who are not attending a leadership council meeting are depending on their team leader to give them the information just shared here. This is a big responsibility.

Program Team and Service Team Assignments

The Course Leader asks the Assistant Course Director for program to take the floor.

The Assistant Course Director explains the duties of the program team.

Remind those leaders of the Day Two service and program teams that they should review what they will be doing and use their planning skills to figure out an effective way to fulfill their responsibilities. Tell them that planning skills will be taught later, but that you are confident each of them has some skill in planning already; after all, they planned to attend NYLT.

Program Team (sample assignments)

- Course assembly—Conduct the flag ceremony for the next day.
- Course meeting—Prepare the meeting area.
- Course meeting—Conduct the preopening activity. (The team should be provided with a printed sheet of instructions for organizing and conducting the activity. If materials are needed, the QM should make those available.)

Service Team (sample assignments)

- Put the course meeting area in order. (NYLT is a Leave No Trace program.)
- Maintain participant latrines and showers.

Staff Service Team

The Course Leader will make it clear to NYLT participants that staff members have the responsibility of cleaning staff latrines and showers, staff campsites, and other areas for staff use. As equal members of the NYLT course, staff members roll up their sleeves and take care of their own areas rather than expecting someone else to do it for them.

Summary

The narrator explains that it is important to repeat or summarize the proceedings to assure that everyone heard the primary messages and can ask clarifying questions if a team leader realizes they may have misunderstood something. It is the team leader's responsibility to get clarification.

The Course Leader then takes a few moments for a brief overview of the proceedings:

- Summarize the key points covered during the meeting.
- Remind the team leaders what they are expected to do and when they are expected to do it.

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- Stress the importance of performing at the highest levels, using Scouting ideals as their guides.

Course Director's Observations

The narrator points out that it has been the Course Leader not the Course Director, who has been leading the leadership council meeting.

Restate the Course Director's role as a coach and mentor to the Course Leader and other members of the leadership council. A Scouting unit should be youth-run. Adult leaders should do all they can to allow youth members of the unit to take responsibility for ensuring its success, and they should take an active role in developing the youth leadership team.

The Course Director briefly discusses the importance of a leadership council meeting to the operation of a Scouting unit.

Closing

The narrator asks members of the audience if they have any questions about what they just observed. If there is time, ask how many of them practice a similar format for their home unit version of a Leadership Council (PLC or Officer's meeting)

It is important to end meetings on time rather than allow them to drag on.

The Course Leader thanks everyone for their participation in the leadership council meeting, answers any questions from members of the leadership council, then adjourns the meeting.

Day Two: Model Course Meeting

Time Allowed

90 minutes

Format

The NYLT syllabus is structured to represent the experience of a Scouting unit moving through a month of meetings and activities. The meetings that occur during the first three days are similar to those a unit would schedule over a time period of three weeks. The final week of a unit's month correlates to the Outpost Camp that participants embark upon during the final days of the NYLT course—an exciting activity that is an outgrowth of the learning and planning that occurred during the first three meetings.

Responsible

Course Leader, Course Director, and other assigned staff

Location

Course site

Learning Objectives

As a result of these activities, participants will be able to

- Conduct a well-prepared unit meeting built on the seven-step unit meeting plan.
- Discuss the impact of goal setting.
- Use the Teaching EDGE to teach a skill.
- Conduct an interteam activity based on the Teaching EDGE.

Materials Needed

- Photographs of possible pioneering projects (one set for each team)
- Three spars and ropes for lashing
- Figure-of-eight lashing instructions (appendix and NYLT Participant Notebooks)

Presentation Procedure

The course meeting is conducted by the Course Leader, who will model appropriate leadership behavior within the setting of the meeting.

COMPASS POINT

All youth and adult course leaders should be present at course meetings. Those who do not have specific roles in the proceedings of the meeting still will be available as coaches and mentors to the youth staff conducting the meeting and to NYLT participants.

As the meeting unfolds, a narrator explains to the NYLT participants what is going on and how it fits into the larger scheme of a successful unit program. The narrator should be a youth staff member who fully understands the unit meeting process and is able to explain it well to others.

The role of the course meeting narrator is similar to that of the narrator explaining key points of the Day Two leadership council meeting.

The narrator for the course meeting should be a different youth staff member than the one who narrated the leadership council meeting. That will give a fresh voice to the course meeting narration and will allow each of the narrators to focus energies fully on preparing for a single presentation.

COMPASS POINT

As with most sessions of an NYLT course, the presenters of the model course meeting convey information by using the Teaching EDGE (Explain, Demonstrate, Guide, Enable). The narrator *Explains* a portion of a meeting, then the course's youth leaders *Demonstrate* effective ways to conduct that meeting section. As NYLT participants take part in course meetings later in the course, youth and adult staff will *Guide* them to succeed. Ideally, the NYLT experience will *Enable* participants to conduct effective unit meetings when they return to their home units.

Session Introduction

The narrator welcomes everyone to the course meeting. Let them know that, as was the case with the leadership council meeting, important parts of the course meeting will be pointed out and explained by a narrator and that you are that narrator.

Tell participants that NYLT represents one month in the life of a Scouting unit. There will be a course meeting each day for three days—the first three weeks of a month. The fourth week will be represented by the Outpost Camp—the big event that a unit works toward the rest of the month.

This first meeting is a model course meeting. NYLT participants will take part in course activities but also will be an audience watching how a good course meeting is put together and conducted.

It is fine to tell them that we are using the Boy Scout Troop meeting model. There is no equivalent form for Venturing crews but that does not matter – point out that the steps are universal. They simply need to apply the principles to their Venturing crew meetings, as appropriate. Smaller Crews, just as is true with small Troops, may not have enough members for an efficient “Inter Patrol” part of the meeting but know that this part of the meeting plan exists for times a larger group is present.

There are seven steps to a good unit meeting.

Seven-Step Course Meeting Plan

1. Preopening
2. Opening
3. Skills instruction
4. Team meetings
5. Interteam activity
6. Closing—Course Director's Minute
7. After the meeting

Ask participants to turn in their NYLT Participant Notebooks to the Day Two Course Meeting Plan. Explain that every good unit meeting follows a plan like this.

Point out that the troop meeting plan, with lots of great ideas of activities to bring meetings to life, can be found in the BSA publication *Troop Program Features*, which was mentioned during the session on Preparing Your Plans.

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Show participants a copy of *Troop Program Features*. Let them know where the copy will be kept during the NYLT course, and invite them to take a closer look at it in their free time. Again remind the Venturers that this can be a useful tool to them as well, with no detraction from the Venturing program. They can use it as desired in their home units.

Add this thought: “You can develop a terrific plan, but if you don’t follow it, not much will happen.”

The patrol leaders’ council uses *Troop Program Features* to plan troop meetings. Ideally, the Course Director checks with the Course Leader 48 hours before a course meeting to make sure everything is ready. These are important steps that should not be skipped.

Day Two

COURSE MEETING PLAN

| ACTIVITY | DESCRIPTION | RUN BY | TIME | TOTAL TIME |
|---------------------------|---------------------------------|--|---------|------------|
| Preopening | | Team leaders | 20 min. | 20 min. |
| Opening ceremony | Scout ideals | Program team | 5 min. | 25 min. |
| Skills instruction | Lashings | Team Guides | 25 min. | 50 min. |
| Team meetings | Planning the pioneering project | Team Guides | 25 min. | 75 min. |
| Interteam activity | Lashing challenge | Team Guides | 25 min. | 100 min. |
| Closing | Course Director’s Minute | Course Director | 5 min. | 105 min. |
| After the meeting | Debrief, plan ahead | Leadership Council and Course Director | | |

Preopening

The narrator explains that the preopening is the first step of a good unit meeting. It might be a game or skill activity that Scouts can join in as they arrive. While that is going on, the Course Leader, team leaders, and Course Director quickly go over the plan for the meeting and make sure everything is in order.

The Course Leader, Team leaders, and Course Director demonstrate by enacting a brief pre-meeting discussion to show how the unit meeting agenda is reviewed. They gather in the middle of the assembly area where all participants can see and hear them.

COMPASS POINT

Because the teams are newly formed, the Team Guides will represent the teams during this preopening.

The Course Leader checks with the Team Guides to see who has responsibility for the main parts of the upcoming course meeting—the opening, the skills instruction, the team meetings, and the interteam activity.

Ask if each Team Guide has the resources the team needs to carry out their portion of the meeting.

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Ask the Course Director if there is anything else requiring attention before the opening of the course meeting.

During the preopening, the Course Director provides coaching for the Course Leader but allows them to lead the preopening. He suggests one or two points the Course Leader might consider. (Do the participants have plenty of water with them? What's the backup plan for the outdoor activities if the weather turns bad?)

Give a few words of encouragement and express confidence that the course's youth leaders are ready for the meeting to begin.

The narrator explains that in a regular unit meeting, this discussion among the unit's youth leaders would take place while the rest of the unit members are involved in the preopening activity.

COMPASS POINT

During preparations for the NYLT course, staff should select a preopening activity from *Troop Program Features*. Showing participants the exact source of the activity can encourage them to use *Troop Program Features* with their home troops. If possible, find an example that has equal relevance to a Crew.

The youth staff member in charge of the preopening activity conducts a brief preopening activity. from *Troop Program Features*.

Opening Ceremony

The narrator explains that the second step of the seven-step unit meeting plan is the opening. It is the official beginning of the meeting. It sets the tone of the meeting with a flag ceremony (if there has not already been one that day) and the reciting of Scouting ideals.

The Course Leader demonstrates by inviting course members to make the Venturing sign and recite the Venturing Oath. Ask if there are announcements or other contributions from participants and staff.

Skills Instruction

The narrator explains that the third of the seven steps of a successful unit meeting is skills instruction. The skills being taught should fit into other activities the unit is doing during the month. A unit that is going on a kayaking trip, for example, might use skills instruction to help team members learn how to stow camping gear into a kayak, or how to maintain a kayak after a journey.

This afternoon, the teams of our NYLT course will be building pioneering projects. The skills instruction portion of this course meeting focuses on a lashing that might be useful in completing those projects.

The Course Leader demonstrates by asking the Team Guides to conduct the skills instruction portion of the course meeting.

COMPASS POINT

The rope used for skills instruction should be real rope, not twine or string. Rope that is too light or flimsy is hard for Scouts to use effectively and makes learning difficult.

The Team Guide of each team will serve as the team's instructor for this Scouting skill.

COMPASS POINT

Before the NYLT course begins, Team Guides should practice making a tripod with the figure-of-eight lashing until they know it very well. They must be able to demonstrate the lashing without using the handout.

Using good communication skills, tell your team that you are going to teach everyone how to lash together a tripod using the figure-of-eight lashing.

COMPASS POINT

While Team Guides are teaching a lashing method, they are also modeling how to teach. All teaching should be done using the Teaching EDGE—*Explain, Demonstrate, Guide, and Enable*.

The Team Guides explain what the figure-of-eight lashing is and how it can be used.

Describe the steps you are going to use to make the lashing and form the tripod.

Demonstrate the steps for making the lashing:

Step 1—Lay the three spars alongside each other, butt to butt, tip to tip.

Step 2—Apply the lashing to the three tips, placing the lashing 12 to 18 inches from the tip ends.

Step 3—Start the lashing with a clove hitch around one of the outside spars.

Step 4—Wrap the short end of the rope around the standing part of the rope as you start the wrapping turns.

Step 5—Make six or more loose wrapping turns over and under the spars.

Step 6—Make two or three frapping turns between each pair of spars.

Step 7—Finish the lashing with a clove hitch.

Step 8—Set up the tripod by spreading apart the butt ends of the spars into the shape of an equilateral triangle.

COMPASS POINT

Team Guides should emphasize the following points:

- Make the wrapping turns loose. Otherwise you will not be able to open the tripod.
- The completed tripod can be reinforced by lashing additional spars from one tripod leg to the next near the butt ends. This is an important step if the tripod is to hold weight.

Refer participants to the handout illustrating the steps for making the lashing. Encourage them to use the illustrations as guides while practicing how to make the figure-of-eight lashing.

The Team Guide asks several team members to come forward. Provide each with spars and rope and ask each of them to tie the lashing. Observe their progress, guide them when they need assistance, and offer suggestions. Whenever possible, use the Start, Stop, Continue evaluation tool as your means of providing suggestions.

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After the volunteers are done with their lashings, take a few moments to evaluate the quality of their tripods. Ask others in the team for Start, Stop, Continue input.

For example, the team might tell one of the volunteers to start making the wraps of the lashing looser so that it is easier to open up the tripod. They might want to stop leaving loose ends of the rope dangling. They might want to continue all the steps they got right—continue placing the spars tip to butt, continue using clove hitches to begin and end the lashing, etc.

Guide all the team members as they tie the lashing themselves.

Enable the team members—empower them, believe in them, and give them the time and materials they need to practice the lashing until it becomes second nature for each of them. You will be there if they have questions or need help acquiring more materials, but you are sending them off to use the skill on their own in any situations where they will find the skill useful.

Team Meetings

The narrator explains that the fourth of seven steps of an effective unit meeting is the opportunity for each of the teams to hold a team meeting.

The team meetings often are devoted to activities that prepare the team for upcoming unit events.

The Course Leader asks the team leaders to take charge of their teams. Much of the afternoon will be devoted to team pioneering projects. NYLT participants can devote the current team meeting to planning. Each team will have the opportunity to plan and build one of a number of possible pioneering projects—a tower, monkey bridge, etc.

Distribute copies of the pioneering project photographs. Tell the teams that they are welcome to build any one of these projects, or to construct a project of their own design.

COMPASS POINT

Distributing photographs rather than diagrams will give teams a general idea of various pioneering structures, but will not give them a blueprint for their construction. The idea is to open up the possibilities for teams to work out their own designs and the solutions to the questions of lengths of materials to use and lashings that will hold everything together.

Each team is required to write out their plan using the What, How, When, Who Planning Tool.

The Course Leader, QM, and other staff will be available to answer questions from the teams about the availability of materials, locations for construction, and appropriateness of project design.

COMPASS POINT

The Team Guide stays on the sidelines of the team meeting but is always ready to guide the team leader and provide coaching and support to all team members.

Interteam Activity

The narrator explains that the interteam activity is the fifth of the seven steps of an effective unit meeting.

This part of the meeting allows all the teams to interact with one another in a competition or in a cooperative effort. The activity could be a game that tests the skills Scouts are learning for an upcoming activity—a race by each team to set up a tent properly, for example, or for team members to tie a set of knots correctly.

The Course Leader asks the Team Guides to explain and conduct the interteam activity—the lashing challenge.

LASHING CHALLENGE

Teams line up on one side of the activity area. On the other side is a set of lashing materials for each team—three staves and enough rope to make a tripod lashing.

At the command to go, two team members run to the materials and use a figure-of-eight lashing to form a tripod. The Team Guide for that team will be nearby to offer verbal guidance if a pair of Scouts is having particular difficulty with the lashing.

As soon as the Team Guide for the team declares the lashing correctly tied and the tripod formed, the pair of Scouts runs back to their team and tags the next pair.

The second pair runs to the tripod, disassembles it, coils the rope, and places the materials neatly on the ground. The moment that is done, the Team Guide signals to the pair that they can return to their team.

The next pair runs to the materials and again uses the lashing to form a tripod. The game continues until all members of the team have had a chance to be those who tie the lashing and those who untie it.

Closing—Course Director’s Minute

The narrator explains that the sixth step of a good unit meeting is the closing.

Until now, the meeting has been run by the youth leaders of the course. The Course Director has been on the sidelines, ready to assist the youth leaders if they require some help, but has allowed them to lead the meeting to the fullest extent possible.

The closing is the Course Director’s chance to step forward with a few meaningful words for the unit.

For example, a Course Director’s Minute for this meeting might build on the idea of a compass.

The Course Director demonstrates a Course Director’s Minute. A compass is withdrawn:

“A compass is a valuable tool in the outdoors. It can keep us pointed in the right direction even if we are going through territory that is new to us. It can help us find our way.

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(Put the compass away)“But what happens if you keep your compass in your pocket and never look at it? What good is it for guiding you? It’s not helpful at all, is it? If your compass is to be helpful in showing you the way, you need to get it out and use it.

(Brings the compass back)

“The same is true of the Scout Oath and Law. They are the compasses that can guide us through life. But they’re no good if we ignore them. They are of no use if we simply recite them at the beginnings of meetings and then don’t use them regularly to check our direction and make sure we’re always headed in the right direction.”

After the Meeting

The narrator explains that the seventh and final step of a unit meeting is a standup meeting of the leadership council. It is informal and brief enough to be conducted with members of the leadership council standing in a circle.

The point of the standup meeting is for the Course Leader to lead the rest of the leadership council in a quick review of the meeting that has just ended and to make sure that everyone is ready for the unit’s next activity or meeting.

The Course

Leader invites members of the leadership council to gather for the standup leadership council meeting. (In this case, the leadership council will comprise the Course Leader, Assistant Course Director program and Assistant Course Director service, the course’s team leaders, and the Team Guides assigned to the teams.)

Review the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings.

Go over assignments for the next course meeting, and be sure everyone knows their role.

Close the standup meeting with words of praise and positive reinforcement.

Thank the group for a job well-done. Adjourn.

The narrator reminds participants that:

- A good unit meeting follows the seven-step unit meeting plan.

Lastly, the Course Leader can thank all of the course members for their participation in the model course meeting, and dismiss them.

COMPASS POINT

Day Two: Building Pioneering Projects

| | |
|----------------------------|---|
| Time Allowed | 120 minutes |
| Format | Teams use the plans they developed during the course meeting to build pioneering projects. |
| Location | Large outdoor site |
| Learning Objectives | As a result of these activities, participants will be able to <ul style="list-style-type: none">■ Practice using planning skills as a team.■ Develop teamwork skills.■ Have a great time. |
| Materials Needed | <p>Note: The pioneering project should be selected during staff training, with enough sturdy wooden poles of various sizes gathered to allow each team to construct a full-sized pioneering project.</p> <ul style="list-style-type: none">■ Various lengths of rope |

COMPASS POINT

Councils still in the process of developing a cache of building materials may use Scout staves for the construction of model pioneering projects.

Presentation Procedure

Conducting the Challenge

Pioneering projects provide teams with opportunities to practice setting goals, planning, and team development as well as to have lots of fun.

The challenge of planning and building a pioneering project is set out in the Day Two course meeting. At that time each team was given photographs of a variety of possible pioneering projects. They were to select a project they wanted to build (or design one of their own), then use the What, How, When, Who Planning Tool to determine the best way to achieve the goal of a completed project.

COMPASS POINT

Teams will find plenty of challenge in the pioneering project activity, and problems for them to confront are almost certain to arise naturally.

Staff should not impose additional difficulties to the challenge, but rather should provide teams with all the materials they need, offer encouragement and coaching when it is appropriate, and enable teams to succeed by using their own skill and initiative.

Day Two: Scouts' Worship Service

Time Allowed

50 minutes

Format

The Scouts' worship service has two parts:

- **Explain—The instructional portion.** A discussion of issues surrounding religious observances in Scouting settings and guidelines for developing meaningful worship services.
- **Demonstrate—The model service.** Staff members conduct a worship service with songs, readings, and other presentations that illustrate the instructional concepts.

Responsible

Staff

Location

Chapel

Learning Objectives

By the end of this session, participants will

- Have experienced an appropriate Scouts' worship service.
- Be able to plan a Scouts' worship service.
- Be able to discuss the importance of religious services for a unit.

Materials Needed

Photocopies of selected hymns, responsive readings, unison prayers, etc. (These can be placed in the NYLT Participant Notebooks ahead of time.)

Recommended Facility Layout

A quiet setting where all participants can be comfortably seated as they take part in the proceedings.

Presentation Procedure

Instructional Presentation

The session facilitator can lead a discussion of key issues surrounding religious observance in Scouting. The nature of the discussion will vary with different courses depending on the backgrounds and information needs of the participants. Among the issues that may be covered are these:

WHY INCLUDE RELIGIOUS SERVICES IN SCOUTING?

The BSA's Charter and Bylaws recognize the religious element in the training of its members, but it is absolutely nonsectarian in its attitude toward that religious training. Religious instruction is ultimately the responsibility of the home and the religious institution.

From the BSA's Charter and Bylaws:

The Boy Scouts of America maintains that no member can grow into the best kind of citizen without recognizing an obligation to God.

From the *Boy Scout Handbook*, 11th edition:

A Scout is REVERENT. A Scout is reverent toward God. He is faithful in his religious duties. He respects the beliefs of others.

Wonders all around us remind us of our faith in God. We find it in the tiny secrets of creation and the great mysteries of the universe. It exists in the

kindness of people and in the teachings of our families and religious leaders. We show our reverence by living our lives according to the ideals of our beliefs.

Throughout your life you will encounter people expressing their reverence in many different ways. The Constitution of the United States guarantees each of us complete freedom to believe and worship as we wish without fear of punishment. It is your duty to respect and defend the rights of others to their religious beliefs even when they differ from your own.

WHAT IS A SCOUTS' WORSHIP SERVICE?

The explanation provided by Baden-Powell is as valid today as when he wrote it:

. . . I think the Scouts' [worship service] should be open to all denominations, and carried on in such manner as to offend none. There should not be any special form, but it should abound in the right spirit, and should be conducted not from any ecclesiastical point of view, but from that of the boy. . . . We do not want a kind of imposed church parade, but a voluntary uplifting of their hearts by the boys in thanksgiving for the joys of life, and a desire on their part to seek inspiration and strength for greater love and service for others.

—Baden-Powell Printed in *The Scouter* November 1928

BASIC CONCEPTS FOR PLANNING A SCOUTS' WORSHIP SERVICE

Choose a setting that lends itself to the occasion and promotes reverence—a grove of trees, a site with a view of a lake, pond, or brook, etc. For small groups, sitting in a circle can be a very effective arrangement.

Everything must be in good taste. The service should be planned, timed, and rehearsed (generally 30 minutes maximum).

It should go without saying that those attending a Scouts' worship service will be courteous, kind, and reverent. Scouts should respect the rights and feelings of others even if their beliefs and religious practices differ from their own.

Everyone in attendance should have opportunities to participate, if they wish, through responsive readings, silent and group prayer, singing, etc.

COMPASS POINT

Not all religions will find this format acceptable. Youth and adult unit leaders must be sensitive to the beliefs of all who are coming to an NYLT course and adjust the content and presentation of the Scouts' worship service appropriately.

RECOGNIZING DIVERSITY IN A SCOUTS' WORSHIP SERVICE

Scouts practice many faiths. When there is a mix of faiths represented by participants involved in a Scouting outing, ask all Scouts to participate in the planning of a Scouts' worship service and to assist in leading the service.

Because different faiths observe different religious practices and have a variety of holy days, it is not always possible to conduct an interfaith service in a time frame that fully recognizes their individual religious obligations. This should be acknowledged and discussed ahead of time so that opportunities can be built into the schedule to allow for all Scouts to meet their religious obligations.

A multifaith, or interfaith, Scouts' worship service is a service that all Scouts and Scouters may attend. Therefore, much attention must be paid to recognizing

the universality of beliefs in God and reverence. With that in mind, perhaps the most appropriate opening for a Scouts' worship service is, "Prepare yourself for prayer in your usual custom."

Encourage Scouts and Scouters to participate in religious services. Let them know ahead of time the nature of a service so that they can decide if it is appropriate for them to attend.

Summary

Whenever possible, BSA outings and activities should include opportunities for members to meet their religious obligations. Encourage Scouts and Scouters to participate. Even the opportunity to share the uniqueness of various faiths, beliefs, and philosophies with other members may be educational and meaningful. Planning and carrying out religious activities can be as simple or complex as the planners choose to make them.

Care must be taken to support and respect all the faiths represented in the group. If services for each faith are not possible, then an interfaith, nonsectarian service is recommended. Scouting leaders can be positive in their religious influence while honoring the beliefs of others.

Scouts' Worship Service

At this point, the Scouts' worship service can shift from instruction to example as staff members offer a brief service that follows the guidelines set out above. There are many formats for Scouts' worship services. For example:

Scouts' Worship Service

1. Call to worship
2. Hymns or songs
3. Scriptures or readings from a variety of religious or inspirational sources
4. Responsive reading
5. Personal prayer
6. Group prayer
7. Inspirational reading or message
8. Offering (World Friendship Fund)
9. An act of friendship
10. Benediction or closing

Day Two: Movie Night

| | |
|----------------------------|--|
| Time Allowed | 120 minutes |
| Format | A relaxed setting for watching and then discussing a movie |
| Responsible | Staff |
| Leaders | Course Leader, team leaders |
| Learning Objectives | By the end of this session, participants will <ul style="list-style-type: none">■ Expand their views on the concepts of Finding Your Vision, Setting Your Goals, and Preparing Your Plans.■ Develop fellowship among NYLT participants. |
| Materials Needed | <ul style="list-style-type: none">■ The movie “Apollo 13,” a VCR/DVD player, and a TV/projector screen■ Cracker barrel refreshments |

Conducting Movie Night

Movie night is designed to be social, educational, and enjoyable. It combines the refreshments of the cracker barrel with viewing of a movie that connects with themes of the NYLT course.

A presenter—perhaps the Course Leader—can introduce the film and at its conclusion lead a discussion to draw out important points in the movie that relate to the NYLT course.

Before the movie begins, the presenter welcomes everyone and invites them to enjoy the movie and the cracker barrel refreshments.

As they watch the film, the presenter encourages participants to look for examples of Vision—Goals—Planning.

At the conclusion of the film, the presenter leads a brief discussion of the film to bring out some of the key points relating to NYLT. He begins by exploring ways that Vision—Goals—Planning were presented in the story.

Questions that might open up further discussion include:

- What challenges faced the team when its membership changed? How did team members deal with those challenges?
- What steps did the team use to solve problems? Are there similarities with the ways the teams solved problems during today’s lunch challenge and the pioneering project challenge?
- What roles did family and friends play in the efforts of the Apollo team?
- What role did faith play in the story?
- Who were the leaders?