

Schedule for Day Four (Wednesday)

Time	Activity	Notes	Responsible	Location
6:30 A.M.	<i>Arise, breakfast, and cleanup.</i>		Duty roster	Team site
8:00 A.M.	Course assembly		Course Leader and staff	Course assembly area
8:45 A.M.	The Teaching EDGE	Use GPS skills as examples	Team Guide	Course site
9:45 A.M.	<i>Team activity</i>	Ties to Teaching EDGE, team building, problem solving, etc.	Team Guide	Team site and/or activity area
10:30 A.M.	Resolving Conflict		Team Guide	Course site
11:30 A.M.	Team leaders' council meeting	Progress on Quest presentations; Outpost preparation/emergency response plan	Course Leader	Team Leaders Council site
Noon	<i>Lunch and cleanup</i>		Duty roster	Team site
1:00 P.M.	Course meeting		Staff	Course site
2:30 P.M.	Interteam activity Geocaching Game	Reinforces main points of the NYLT course days One through Four	Team leaders	Selected area
4:00 P.M.	Team games	Preparing for Outpost Camp	Team leader	Team site
4:45 P.M.	<i>Meal preparation</i>		Team leader	Team site
6:00 P.M.	<i>Dinner and cleanup</i>	Clean team equipment for turn-in	Duty roster	Team site
7:15 P.M.	Flag ceremony		Program team	
7:30 P.M.	Making Ethical Decisions		Course Director, assigned staff	Course site
8:30 P.M.	<i>Team campfires (with cracker barrel snacks)</i>	Continue discussion of ethical decision making	Team leader and Team Guide	Team site
10:00 P.M.	<i>Lights out</i>		Team leader	Team site

Course events and activities

Team events and activities

Content sessions and their connecting activities

Day Four: 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 a little better. In addition, staff members can learn quite a bit about the team and can encourage team members to think about a few key issues as they begin the day.

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

- How did you sleep?
- Has anything unexpected happened since yesterday?
- What stage is your team in? How did you come to that conclusion?
- What is your team vision? What are your goals for reaching that vision?
- What is your biggest obstacle to reaching that vision?
- Why is leading yourself important?

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 are encouraged.

Day Four: Course Assembly

Time Allowed 45 minutes

Responsible Course Leader and staff

Location Course assembly area

Learning Objectives By the end of this session, participants will

- Gather for Day Four of the NYLT course.
- Feel welcomed and valued (staff too).
- Reaffirm that the NYLT course operates according to the Scout Oath and Law.
- View or participate in a flag ceremony presented by the program team.
- Participate or view the installation ceremony for new team leaders and assistant team leaders.
- View youth staff as supporters, guides, and mentors to course participants.
- Be able to discuss key parts of a good course assembly.
- Be able to recognize good communication skills.

Materials Needed

- American flag
- NYLT 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*

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

The Course Leader uses the Boy Scout or Venturing sign as appropriate to bring the assembly to order and welcomes participants to Day Four of NYLT. Express your pleasure in having everyone there. Explain that Day Four symbolizes the third meeting of a normal planning period for a typical Scouting unit.

There will be a variety of presentations and activities during the day, and a typical unit meeting.

Flag Ceremony

The Course Leader asks the program team of the day to present the colors and raise the American flag. Instruct NYLT course members to use the Boy Scout, Exploring or Venturing salute (as appropriate to their home unit and the uniform they are wearing) while the flag is being raised. Invite the program team 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 course members to make the appropriate sign and recite the Scout Oath, Law, and Venturing Oath and Outdoor Pledge.

Dismiss the color guard.

Announcements

The course leader offers any announcements important for conducting the day's sessions and events.

New Team Leader/Assistant Team Leader Installation

The Course Leader asks the Day Three team leaders to introduce the Day Four team leaders to the course, then the Day Three assistant team leaders to introduce the Day Four 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.

COMPASS POINT

Team leader and assistant team leader assignments for each day of the NYLT course can be found in the Sample Team Duty Roster included in each copy of the NYLT Participant Notebook.

The Course Leader begins the installation. He or she 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 their team leader's right shoulder.
- Instruct them all to give the appropriate Scout sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts and the world brotherhood of Scouting."
- Welcome them as the course's new team leaders and assistant team leaders.

Program and Service Patrol Emblem Exchange

The assistant course leaders briefly explains 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 course assembly and flag ceremony.
- Prepare the course meeting area.
- Complete other duties as assigned at the team leaders' council meeting.

Service Team (sample assignments)

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

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.

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 Patrol Streamer Presentations

The Course Leader presents the Baden-Powell streamer awards based on the previous day's campsite evaluation. Point out that the Boy Scouts of America encourages patrols 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 his guide, the assistant Course Director 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 Director's Minute

The Course Director takes a moment to welcome participants and to encourage them to do their best through the exciting events of the coming day.

The Course Director reviews the heart of the NYLT course—*Be, Know, Do*:

“Last night during the Realistic First Aid exercise, everybody saw some pretty gruesome injuries. It was kind of fun, wasn't it? It was interesting to learn how to make realistic wounds and set up emergency scenarios.

“But what if those had been real injuries? What if you had been asked to use your first-aid skills to help somebody who really had been badly hurt?

“This week we've talked a lot about the *Be, Know, Do* of NYLT and of Scouting. The first one—*BE*—is our values system. It's the Scout Oath and Law, the Venturing Oath, and the Outdoor Code. It's our religious beliefs and our ethical core.

“The last one—*DO*—is how we act based on our values and our knowledge.

“The one in the middle—*KNOW*—is the one we can really grow. The more we know, the better able we are to *DO* what needs to be done.

“Think about those first-aid emergencies we saw. Think about your own level of skill to treat those injuries. You can always learn more. You can always practice more. Take advantage of training and education in everything you can learn, and you will *KNOW* more.

“*Be, Know, Do*. The more you know, the better you can translate who you are into effective action.”

The course leader thanks the Course Director and brings the assembly to a close.

Day Four: The Teaching EDGE

COMPASS POINT

The session on the Teaching EDGE and the Geocaching Game later on Day Four can be conducted with GPS receivers and/or with compasses. The attraction of GPS receivers is that it is a newer technology for many participants and thus the opportunity to learn and use a new set of skills.

Time Allowed	60 minutes
Format	Patrol presentation
Responsible	Team Guide
Location	Team site or some other location where the session of one team will not interfere with the activities of other teams. Each location should be suitable for locating waypoints with a global positioning system receiver.
Learning Objectives	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ List and describe the four steps of the Teaching EDGE.■ Recognize the importance of using effective communication skills as tools for teaching.■ Discuss using different methods of teaching/leading depending on a team's stage of development.■ Use a GPS receiver to find a destination.
Materials Needed	<ul style="list-style-type: none">■ GPS receivers (at least one per team)■ Written in easily visible format on individual sheets of paper, the latitude and longitude of four or five waypoint locations within a few minutes' walking distance of the team presentation area■ Printed Teaching EDGE slides from the National Youth Leadership Training DVD—one set for each team■ Communication Skills Checklist (appendix; Participant Notebooks)
Delivery Method	<p>During the NYLT staff training that precedes an NYLT course, Team Guides should become familiar with the GPS receivers they will be using during this session. All receivers are operated in basically the same way, but different models differ in the ways they are programmed for use. The instructional manual for each GPS model can be an invaluable aid in mastering—and then teaching—the use of that particular receiver.</p> <p>Before the NYLT course begins, each Team Guide should determine the sample waypoints that will be used during his presentation of the Teaching EDGE session. To double-check the accuracy of the waypoint information (and as a way for all presenters to improve their GPS skills), invite the Team Guides of the other teams to use their GPS receivers to locate those waypoints.</p>

COMPASS POINT

An enjoyable means of practicing GPS use is to log onto Internet Web sites featuring coordinates for finding geocaches in one's neighborhood or hometown.

The Teaching EDGE session reminds NYLT participants that repetition is a key to mastering a skill. Before an NYLT course begins, Team Guides should put in enough practice time with GPS receivers to feel comfortable teaching the skill to others.

Team Guides should keep in mind several facts concerning GPS receivers.

- The accuracy of a GPS receiver varies according to the number of satellites within its range. In general, a receiver can bring a user within a 50-foot radius of a waypoint.
- GPS Receivers must be set to use the same units as specified coordinates.

Deep valleys, ravines, and other confining terrain may block some satellite signals and make a GPS receiver less accurate than when it is in more open territory.

- In some areas, it may be advisable to provide a compass in addition to a GPS, or even to substitute a compass for the GPS, but do use the GPS if at all possible.

Representation Procedure

DVD

Introduction

Show slide 4-1, The Teaching Edge; then slide 4-2, Introduction.

Explain that later in the day the teams will take part in a Geocaching Game.

Geo is the root of the word *geography*. It comes from the Greek word for *earth*. A *cache* is something stowed. In this case, something hidden.

To do well in the geocache challenge, teams will use a number of Scouting skills. One will be following instructions to find locations.

As a preparation for the Geocaching Game, this session will go over the steps for finding locations with a GPS receiver.

COMPASS POINT

Note to presenters: You are teaching the team how to use a GPS receiver, but more importantly you are teaching them how to teach. In teaching GPS skills, use the Teaching EDGE—*Explain, Demonstrate, Guide, Enable*. Use your best communication skills to get your message across.

Presenters describe how a GPS receiver works.

COMPASS POINT

For explanations of latitude and longitude, as well as illustrations that can be used as visual aids during this NYLT presentation, see the *Boy Scout Handbook*, *The Ranger Handbook* and the *Fieldbook*.

Another good visual aid is an inflatable globe that includes lines of latitude and longitude.

1. Briefly discuss the concept of latitude and longitude.

Lines of latitude are numbered from the equator to each of the poles. Lines of longitude are numbered from the *prime meridian*—the line of longitude running through the Royal Observatory at Greenwich, England.

Every location on Earth can be identified by the grid formed by lines of latitude and longitude. Lines of latitude and longitude are numbered by degrees, minutes, and seconds.

Locations are sometimes cited in decimal units. For example, the location of the BSA's national office is

32 degrees, 53.145 minutes North

96 degrees, 58.203 minutes West

In the this case, the units are degrees and decimal minutes. (dd, mm.mmm)

2. Show the GPS receiver.

Explain the idea that the receiver picks up signals from a system of satellites. The receiver can calculate the distances of the signals from the satellites and determine the latitude and longitude of the receiver at that moment. It also can be used to lead the way to any location programmed into the receiver.

Demonstrate how to use a GPS receiver to determine the current location. Explain each step very clearly using your best communication skills.

Next, demonstrate how to program the GPS receiver with a destination. (In GPS usage, this is called a *waypoint*.) For example, you could use the location of the BSA national office. The GPS receiver should provide the direction of travel to reach the waypoint, and also an accurate measurement of the distance between your current location and the waypoint.

Guide team members in using a GPS receiver to determine their current location. Provide team members with a waypoint approximately 100 yards from their current location. (It's a good idea to have the waypoint location written in large numbers on a poster or sheet of paper.) Guide them through the process of programming the waypoint into their GPS receivers and then using the receivers to lead them to the location.

When you are satisfied that those you are teaching have mastered the skill to the degree that they can do it on their own, *Enable* team members to continue with little further input from you. Let them know that in order to truly own the skill, they need to practice it many times. You will be there if they have questions or need help, but to the greatest degree possible you are enabling them to use the skill on their own.

Transition to the Teaching EDGE

Ask the group to offer some observation on the methods you used to teach them how to use a GPS receiver.

Show slide 4-3, The Teaching EDGE.

Explain that you went about it with four very clear steps:

- First, you *Explained* how to do the skill.
- Second, you *Demonstrated* how to do the skill.
- Third, you *Guided* others to do the skill, providing ongoing feedback.
- Fourth, you *Enabled* others to use the skill, providing them with the time, materials, and opportunity to use the skill successfully.

Explain, Demonstrate, Guide, Enable . . . The first letters of those words spell *EDGE*. This teaching method is called the *Teaching EDGE*. Write this on the flip chart or reveal a chart with it already written.

DVD

NYLT AND THE TEACHING EDGE

Explain that everyone at NYLT who has taught something during this NYLT course has used the Teaching EDGE. For example, the Orientation Trail was set up to teach using the Teaching EDGE. Instructors at course assemblies used the Teaching EDGE to teach lashings and the use of backpacking stoves. The Teaching EDGE has been everywhere in the NYLT course.

Let's take a closer look.

Explore the Teaching EDGE

Emphasize this important point:

The Teaching EDGE is how we teach every skill during an NYLT course. It is also the method for you to use when you are teaching skills in your home unit and outside of Scouting whenever you are called upon to teach something.

Discuss *Explain, Demonstrate, Guide, Enable* with the group. Ask them to share their ideas on the importance of each step of the Teaching EDGE™:

■ ***Explaining is important because . . .***

It clarifies the subject for the learner AND for the instructor. That's why I began teaching GPS use by explaining how the GPS receiver works.

■ ***Demonstrating is important because . . .***

It allows learners to see as well as hear how something is done. They can follow the process from beginning to end. That's why I showed you the steps in finding your current location using the GPS receiver.

■ ***Guiding is important because . . .***

It allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill. That's why I had you use the GPS receiver to determine your location while I coached you through the process.

■ ***Enabling is important because***

It allows learners to use the skills themselves. It also encourages repetition—an important part of mastering a skill. That's why I encouraged you to keep using the GPS receiver even though I had stepped into the background. I wanted you to keep practicing until you really owned the skill.

Talk briefly about the importance of repetition.

No one learned to play a piece on a musical instrument by playing it just once. No athletic team practiced only once before the first game of a season.

Repeating a skill helps make it real for a learner. He gains possession of it. It becomes his own. With enough repetition, you can learn a skill well enough to teach it to others—a clear sign that you really have mastered the information.

Communication Skills

Teaching is communicating. You're sharing information. You're moving ideas from inside your head to inside the heads of others.

Good communication skills go a long way in making teaching possible.

Ask participants to point out a few of the communication skills you have been using to teach this session on the Teaching EDGE. If you wish, you can ask

them for a brief evaluation of your communications skills, using Start, Stop, Continue. The point here is to make participants aware of the power of communication skills in teaching effectively.

DVD

Show slide 4-4, Communication Skills.

With the participation of team members, review the Communication Skills Checklist from their Participant Notebooks.

Presenting the Stages of Skill Development

Remind participants that in an earlier session they discussed the four stages a team goes through as team members are learning a skill or working toward a goal.

Ask the group to give a brief explanation of the four stages. If they are able to do that, great. If they stumble over some of the details, help them along so that you can quickly get the information about the stages of team development into the discussion:

- Forming
- Storming
- Norming
- Performing

Explain that an individual learning a skill goes through those stages, too.

Forming. He begins with low skill but high enthusiasm. He is excited about the possibilities but doesn't yet know how to perform the skill.

Storming. As he works at the skill, he may become discouraged. His skill level is still low, but because he now knows how much work this will be, his enthusiasm can fade.

Norming. With work, a person will make advances in learning how to do something. His skill level will rise and so will his enthusiasm.

Performing. When he has mastered a skill, a person's enthusiasm will be high. He will have made the skill his own and will know it so well that he can teach it to others.

Ask the group: *Why would it be helpful for a teacher to know the development stage of learners?* Entertain answers.

The idea you want to draw out is that when you know a learner's stage of development, you can adjust your teaching methods to match that person's needs at the moment.

Show the team this chart:

Stages of Skill Development Approach	Best Teaching
Forming	
Storming	
Norming	
Performing	

Discuss each of the phases from a teacher’s point of view:

Forming (low skill, high enthusiasm)

A person is enthused about something new and motivated to learn, but has a low level of skill. An instructor will need to do lots of careful *Explaining*—telling the learner exactly what to do and how to do it.

In other words, ***Explaining (“Giving Directions/Telling”)***. (Write *Explaining (“Giving Directions/Telling”)* on the chart next to *Forming*.)

Storming (low skill, low enthusiasm)

A person has been at it long enough to realize that mastering a skill may not be easy and that lots of work remains to be done. As a result, his enthusiasm and motivation are low. Skills are still low, too. An instructor must *Demonstrate* the new skill to the learner, clearly showing him what to do and how to do it.

In other words, ***Demonstrating (“Showing How It’s Done”)***. (Write *Demonstrating (“Showing How It’s Done”)* on the chart next to *Storming*.)

Norming (increasing skill, growing enthusiasm)

As a learner keeps at it, his level of skill will rise. He realizes he is making progress, and so motivation and enthusiasm will rise, too. An instructor will need to *Guide* the person—giving him more freedom to figure out things on his own, supporting him with encouragement, and helping him move closer to the goal.

In other words, ***Guiding (“Coaching and Confirming”)***. (Write *Guiding (“Coaching and Confirming”)* on the chart next to *Norming*.)

Performing (high skill, high enthusiasm)

Skills are high and so is enthusiasm and motivation. A learner has reached the point where he can act independently and be very productive. An instructor can offer him plenty of freedom to make decisions on his own and to keep moving ahead. The instructor can help the person evaluate future progress using SSC—Start, Stop, Continue.

In other words, ***Enabling (“Supporting Doing It On Their Own”)***. (Write *Enabling (“Supporting Doing It On Their Own”)* on the chart next to *Performing*.)

The completed chart will look like this:

Stages of Skill Development	Best Teaching Approach
Forming	Explaining (“Giving Directions/Telling”)
Storming	Demonstrating (“Showing How t’s Done”)
Norming	Guiding (“Coaching and Confirming”)
Performing Own”)	Enabling (“Supporting Doing It On Their

DVD

Show slide 4-5, Stages and Approaches.

Point out that when a person starts to learn a new skill or sets out toward a new goal, he will be back in the *Forming* stage. Sometimes people who have moved all the way to *Norming* or even *Performing* may run into roadblocks and have failures, slipping back to *Storming*. That’s part of the process. With experience,

they will be better able to flow back and forth from one stage to another. Their experience can help them move forward more quickly to more productive stages.

An instructor will want to adjust his approach to match the current skill development stage for the people he is teaching.

Summary

DVD

Show slide 4-6, Summary.

Explain how you used the Teaching EDGE throughout this session. In teaching the skills:

You *Explained* what you were teaching.

You *Demonstrated* it.

You *Guided* others in doing it.

You *Enabled* those you are teaching to begin using these skills on their own.

Point out that you also used the Teaching EDGE to help the team understand the skill of effective teaching. Use specific moments from the session to illustrate your use of the Teaching EDGE.

Close by emphasizing that whenever participants are in teaching and leadership situations, the Teaching EDGE will get them through.

Looking Ahead

Explain that team members can use the morning team activity that follows to practice the skills they have just learned. Through repetition, they will be enabled to use the skill well. They also can practice using the Teaching EDGE by teaching the skill of using the GPS receiver.

Day Four: Team Activity

Time Allowed 45 minutes

Responsible Team Guide

Location Team site and/or activity area

Learning Objectives As a result of this activity, each participant will

- Demonstrate the skills to be used during the afternoon Geocaching Game.
- Demonstrate the Teaching EDGE by teaching skills to someone else.

Materials Needed

- GPS receivers used during the session on the Teaching EDGE that preceded the morning team activity.
- Orienteering Work Sheet. One prepared for each team. (See the instructions in Preparation, below.)

Presentation Procedure *Preparation*

FOR GPS RECEIVER PRACTICE

Prepare ahead of time an Orienteering Work Sheet with waypoints that can be used by team members to sharpen their skills with GPS receivers. Since each team will be conducting this activity from its own campsite (or some other area they can use as their own), each Team Guide should prepare his team's Orienteering Work Sheet with waypoints that can be used at his team's location. Preparing the work sheet also will help ensure that each Team Guide has a mastery of the skills he will present during the session on the Teaching EDGE.

1. The GPS reading for the big oak tree next to the dining fly is _____.
2. What landmark is located at GPS waypoint _____?

FOR MEASURING BY PACING

Prepare ahead of time a course for determining one's pace. On open ground, place a marker at the starting point (a tent stake works well, as can a large stone). From the starting point, measure 100 feet and mark the finish line. (Team Guides can use measuring tapes, 100-foot lengths of cord, a measuring wheel, or some other device to get an accurate measurement.) The space between the starting point and finish line should be fairly level and free of obstructions.

Procedure

This activity flows out of the Teaching EDGE session that precedes it. As participants discovered during the Teaching EDGE session, truly learning a skill requires practice. It is through repetition that one becomes fully enabled to use a skill and comfortable enough with that skill to be able to teach it to others.

A convenient way to conduct this activity is to divide the team in two.

Using the Orienteering Work Sheet, half the team can continue practicing with their GPS receivers the skills learned during the session on the Teaching

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EDGE™. The other half of the team can review the skill of measuring distances by pacing, then practice using the Teaching EDGE to share that skill with others.

The Team Guides probably will be more focused on the participants involved with the pacing exercise. However, they should also monitor the activities of participants practicing with GPS receivers and be ready to do a little coaching and encouraging (*Guiding*) as a means of enabling those team members to succeed.

With the measuring by pacing group, the Team Guide explains that everyone will explore the skills of measuring by pacing and of using the Teaching EDGE to teach that skill to others.

Model the Teaching EDGE as you teach measuring by pacing. As you do so, invite participants to identify and discuss the methods you are using to teach the skill.

Explain what it is you intend to teach and how the skill can best be done.

Measuring by pacing is a valuable skill when traveling in the backcountry, while orienteering, and for the simple day-to-day need of knowing how far it is from point A to point B. One way to discover the length of your pace is to walk a 100-foot course at a normal stride, counting your steps as you go. Divide the number of steps into 100 and you'll know how much ground you cover with every step. For example:

50 steps = 2 feet per step

40 steps = 2.5 feet per step

33 steps = 3 feet per step

Ask participants to describe what you have just done in terms of the Teaching EDGE—that is, how you have used *Explaining* as the first step in teaching a skill.

Demonstrate the skill you want participants to learn.

Show how to walk the measuring course while counting your steps, then how to divide the number of steps into 100 to determine the length of each step.

Ask participants to describe what you have just done in terms of the Teaching EDGE—that is, how you have used *Demonstrating* as the second step in teaching a skill.

Guide others in doing the skill themselves.

Ask participants to walk the course, count their steps, and figure out the length of their steps. Provide support and guidance when they need it.

Ask participants to describe what you have just done in terms of the Teaching EDGE—that is, how you have used *Guiding* as the third step in teaching a skill.

Enable others to use the skill.

Point out several destinations and ask participants to use their new skill to determine the distance to each landmark. (Choose goals of varying but reasonable distances—somewhere in the range of 25 feet to 200 feet. Provide encouragement and coaching, as needed.)

Ask participants to describe what you have just done in terms of the Teaching EDGE—that is, how you have used *Enabling* as the fourth step in teaching a skill.

Using the Teaching EDGE

When the groups have had plenty of time to complete their first exercise, the Team Guide reunites the two halves of the team.

Tell them that in presenting the Teaching EDGE, you have *Explained* what the Teaching EDGE is. With the GPS receivers, and with the measuring by pacing, you have *Demonstrated* how to use the Teaching EDGE. Now you want to *Guide* team members to use the Teaching EDGE to teach a skill to others. Lots of practice in many different settings will *Enable* them to use the Teaching EDGE™ whenever they want to teach a skill to someone else.

Ask each team member who has been practicing measuring distances to pair up with a team member who was practicing with GPS receivers.

The distance measurers are to teach the skill of measuring distances by pacing to their partners. They are to use the Teaching EDGE throughout—*Explaining, Demonstrating, Guiding, Enabling*.

The Team Guide's role will be to *Guide* the team members who are teaching—providing them with support and coaching, if needed, to help them succeed in using the Teaching EDGE.

Reverse the Roles

The Team Guide asks team members to stay in pairs but to reverse their roles. The participant who was using the Teaching EDGE to teach measuring by pacing becomes the learner as the other participant of each pair teaches the use of a GPS receiver to find a location.

COMPASS POINT

The participants who are now in the role of teachers will have had the advantage of extra practice with this activity. Those who are learning also might be competent in the use of these navigational tools, but the real point of this exercise is to allow participants to practice using the Teaching EDGE. The learners should do their best to provide a good experience for the participants teaching the skills.

The teaching participants should use the Teaching EDGE throughout—*Explaining, Demonstrating, Guiding, Enabling*.

Once again, the Team Guide's role will be to *Guide* the team members who are teaching—providing them with support and coaching, if needed, to help them succeed.

Repetition

If there is time remaining in this session, team members can continue practicing using GPS receivers and can continue to hone their skill at measuring by pacing.

Summary

When all team members have had a chance to be guided through the process of being teachers, the Team Guide takes a few moments to coach and encourage them to continue using the Teaching EDGE. Review it once more—*Explaining, Demonstrating, Guiding, Enabling*. Let them know that being *Enabled* to teach well requires practice and repetition. The more they use the Teaching EDGE, the more effective they will become.

Also let them know that the measuring and orienteering skills they have been using will be of great value to them during the afternoon's Geocaching Game.

Day Four: Resolving Conflict

Time Allowed	60 minutes
Format	Course presentation with team activity breakouts
Responsible	Team guides
Location	Team sites
Learning Objectives	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ Discuss several ways that good leadership can minimize conflict.■ Describe how to use EAR (<i>Express, Address, Resolve</i>) as a tool for resolving conflict.■ List several communication skills important for resolving conflict.■ Explain when it is appropriate to involve adult leaders in conflict resolution.
Materials Needed	<ul style="list-style-type: none">■ Conflict Resolution Checklist (NYLT Participant Notebooks)■ Communication Skills Checklist (NYLT Participant Notebooks)■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
Presentation Procedure	<p><i>Preparation</i></p> <p>Staff members taking part in the conflict resolution role-plays should practice their parts so that they can make realistic presentations.</p> <p><i>Opening Discussion</i></p> <p>DVD Show slide 4-7, Resolving Conflict.</p> <p>WHAT IS CONFLICT?</p> <p>Conflicts can occur when people disagreeing with each other seem unable to find a reasonable compromise. The roots of these disagreements can arise from many sources, including differences in personality, values, and perceptions.</p> <p>As a leader, you occasionally will need to handle the differences that arise between members of your unit. Conflicts may be minor or they may fester into something that can damage unit spirit and the ability of the youth to work together effectively.</p> <p>Ask the group to share a couple of conflict situations they've seen arise in their own units.</p> <p>Discuss the idea that as a team moves through the stages of <i>Forming, Storming, Norming, and Performing</i>, the <i>Storming</i> stage can include conflict. (A team in the <i>Storming</i> stage has low skills and is experiencing low enthusiasm and low motivation. That can be a recipe for conflict.)</p>

DVD

Show slide 4-8, What Is Conflict.

By identifying conflict when it is part of team development, team members and leaders might be able to address that conflict in ways that will help the team move beyond *Storming*.

Resolving Conflict

Even with the best leadership, there are bound to be occasional difficulties between two people, between groups of people, or between one person and a number of others. The signs of trouble brewing may be small—someone becoming withdrawn and quiet, for example. Or the signs may be obvious—shouting, high levels of emotion, etc.

If you are a leader -within your own unit, you may be in an official role in which you are expected to step in to resolve a conflict. Or you may simply want to help a couple of your friends work through a disagreement.

DVD

Show slide 4-9, Resolving Conflict: Steps to resolve a conflict.

Whatever the case, there is a proven set of steps to follow to resolve a conflict:

1. Be aware of yourself.
2. Be aware of others.
3. Listen.
4. Use your EAR.

DVD

Show slide 4-10, Be Aware of Yourself.

BE AWARE OF YOURSELF

How do we respond when we are hearing something we don't want to hear? When a speaker is angry? When we are tired or hungry?

A key to resolving conflict is being aware of ourselves. If we are upset or angry about something, it may affect how we relate to others.

Be aware of your own emotions. Take a deep breath. Count to 10. If you need to, count to 100.

It may require calling a time-out to let emotions cool down.

COMPASS POINT

Stress the point that when helping others resolve a conflict, you must keep yourself out of the debate as much as possible. Rather than choosing sides, you are offering others a sounding board, a fresh way of thinking about the situation, and a chance to figure out answers for themselves.

BE AWARE OF OTHERS

DVD

Show slide 4-11, Be Aware of Others.

Being aware of yourself will help you remain as calm as you can and stay focused on finding a solution. Being aware of others will help you adjust the situation to increase the possibility of a good outcome.

Be aware of their physical comfort, hunger levels, and other factors that could be affecting their emotions. You might want others to take a break before discussing the problem.

Consider the location of a discussion, too. Ideally, you will want to meet out of the hearing of the rest of your group. That will give everyone a chance to air concerns without an audience.

DVD

LISTEN

Show slide 4-12, Listen.

The better the information you have, the greater your chances of finding a workable solution to a conflict.

Listen carefully to what others are saying, withholding judgment until you've gotten everyone's side of the story. In addition to hearing the words, be aware of tone of voice, body language, and any other clues to what a person really means.

Understand what each person is expressing—what he wants and what he is willing to do to get there. Then clarify that the solution lies with both parties.

In a moment we will add step 4—Using your EAR. But first, let's try an exercise to practice the conflict resolution skills of *being aware of yourself*, *being aware of others*, and *listening*.

GROUP EXERCISE

Let's continue our exploration of resolving conflict with this exercise: Get with a partner. One of you makes a fist. The other has two minutes to convince the first to open that fist. (Give them a couple of minutes to do this.)

Ask participants: *What happened? Did anyone convince the other to open the fist? Whether successful or not, what strategies did you try?*

Possible strategies:

- Bribery—*"I'll give you five dollars if you open your fist."*
- Concern—*"It doesn't matter to me if you open your fist, but unless you do, you won't be able to pick anything up."*
- Persuasion—*"I like your hands better open than closed."*
- Interest—*"I'm curious to see what's inside your fist."*
- Straightforwardness—*"Hey, open your fist!"*

If you ask a friend or a coworker or a family member or anyone else to do something and they refuse, you can't force them to do it.

You can't make a person do anything he doesn't want to do.

How can you persuade someone to change positions? To open the fist? To resolve a conflict? **Use your EAR.**

Use Your Ear—Express, Address, Resolve

A tool for resolving conflict is EAR—*Express, Address, Resolve*.

As a leader who is trying to manage the conflict, you must use your EAR to help others move through the conflict. Here's what you do.

DVD

Show slide 4-13, EAR.

EAR represents three steps in resolving conflict:

1. **Express.** Ask each side in the conflict, “What do you want and what are you doing to get it?” Let them *Express* their pent-up emotions and concerns. Be sure to listen closely and without judgment.
2. **Address.** Ask each side, “Why is that working or not working?” You are helping them to *Address* the issue themselves. You are holding up a mirror for them so they can better address what they see happening.
3. **Resolve.** Ask each side, “What ways are there to solve the problem?” You are holding them accountable for *Resolving* the issue. You also are getting information about the problem and gaining time to think about other solutions you might offer up later.

COMPASS POINT

Write these on the flip chart or reveal a chart with them already printed:

1. What do you want and what are you doing to get it?
2. Why is that working, or why that is not working?
3. What ways are there to solve the problem?

Discuss with the group why these questions, asked in this order, can help resolve conflict. What is the intent of each question? What is the power of each question?

All of the questions are focused on the person/persons experiencing a conflict. You as the person asking the questions are keeping yourself out of the debate as much as possible. You are offering others a sounding board, a fresh way of thinking about the situation, a chance to figure out answers for themselves.

Communication Skills and Conflict Resolution

DVD

USING YOUR OWN EARS

Show slide 4-14, Communication Skills.

Discuss the importance of using good communication skills while resolving conflict.

Refer to the Communication Skills Checklist. Lead the group in discussing how each item on the checklist is important for someone dealing with conflict.

DVD

Show slide 4-15, Communication Skills: Listening

Of all communication skills, the most important for conflict resolution is listening.

Use your ears much more than your mouth. Let each party express its concerns. Encourage others to talk but offer no judgments. “I got it,” is an appropriate response. Make sure you hear the message. Put it in your own words. “This is what I hear you saying”

Use **EAR—Express, Address, Resolve**—to find answers to conflict that work for everyone.

Conflict Resolution Role-Play

Two staff members play the roles of a couple of participants who are angry with each other about something—a disagreement over who is supposed to wash the

dishes, for example. (Staff may devise their own conflict, ideally one that participants will find to be realistic.) The session leader plays the role of a team leader resolving the conflict.

As the participants express their complaints and frustrations, the team leader uses the skills of good listening to acknowledge that the message is being received.

“I got it” is an appropriate response. So is “This is what I hear you saying”

Encourage the participants to keep talking, but offer no judgment or feedback. It is very likely that the participants will focus on the negative, complaining about what they don’t like. That’s fine. It is often the way people who are upset express themselves.

The team leader says, “I hear what you don’t want. Now tell me what you do want.” Then he uses EAR to help the participants resolve the conflict:

Express. What do you want, and what are you doing to get it?

Address. Why is that working or not working?

Resolve. What ways are there to solve the problem?

Encourage the participants in conflict to keep talking, but focus now on positive aspects of the situation rather than negative ones.

Help them move toward a solution that is fair and allows each party to come out ahead.

DEBRIEF THE ROLE-PLAY

Lead the group in a review of the role-play. Begin by reminding them of the four steps of every conflict resolution:

1. Be aware of yourself.
2. Be aware of others.
3. Listen.
4. Use your EAR.

How does the person attempting to resolve the role-play conflict use each of these four steps? What makes each step effective? How might the people involved in the conflict resolution improve their use of the four steps? (Guide the group in using Start, Stop, Continue as the format for evaluating the efforts of the person in the role-play attempting to resolve the conflict.)

Look Out for the Little Guys

DVD

Show slide 4-16, Look Out for the Little Guys.

A healthy unit will have youth members of a variety of ages. The youngest members are essential to bringing new energy into the unit. Older members have experience and skills they can share with younger members, and they can serve in roles of increasing leadership.

Age differences sometimes can be a source of conflict.

As leaders within their own units, NYLT participants need to be aware of the experience of younger members. Encourage them to do their best. Make it your business to help them get the most out of the Scouting program.

Speak up any time you become aware of older members picking on younger ones. The maturity you show as a leader can make it clear that yours is a place where harassment and hazing will not be tolerated.

Team Exercise in Resolving Conflict

COMPASS POINT

Teaching EDGE reminder: Up to this point, this session has *Explained* conflict resolution and *Demonstrated* it. The following exercise will allow staff to *Guide* participants through the experience of resolving conflict themselves. *Enabling* participants to use the skills of conflict resolution is a matter of much practice—both during the NYLT course and beyond.

For this exercise, participants will watch role-plays of several conflict situations. A role-play will stop at key moments to allow teams to discuss ways to address each conflict. The role-play will then resume, showing one way that a leader can help conflicting parties come to a win-win resolution of the situation.

Before the exercise begins, hand out copies of the Conflict Resolution Checklist so that every participant can refer to it during the exercise.

Present Conflict Resolution Role-Plays

During breaks in the conflict resolution role-plays, lead participants in discussions of the conflicts being presented and ways those conflicts might be resolved. Guide the discussions with references to the four steps of the Conflict Resolution Checklist. Where appropriate, point out and discuss the *Storming* stage of team development and the role it plays in a particular conflict scenario.

SCENARIO 1

Here's a situation many of you have probably experienced firsthand. The parents of a 16-year-old son set his Saturday night curfew at midnight. The first week, he comes in at 12:05. Is that OK? The parents trust him and they are so glad that he is home safe that they accept the late arrival and say nothing about it.

The next Saturday, he comes in at 12:15. The parents are again relieved that he is home and safe, and so again they say nothing.

The next week, he comes in at 12:30, and the parents freak out. They give him their very best lecture about trust and responsibility. The boy's eyes glaze over as he listens.

What time will he come in next? Probably about 12:20. He splits the difference between what he understood was OK and what he knows is not. 12:15 was OK, 12:30 was not, so the real curfew time (originally set at midnight) must actually be somewhere around 12:20.

What's the lesson here? If there are limits that you as a leader expect group members to respect, you need to be clear about what those boundaries are and then stick to them. One of the best methods of doing that is to involve the group in determining those limits. You can use the four basic questions of conflict resolution to establish standards that may deter conflict from occurring. What do you, as a leader, want? What does your group want? Where is there common ground for agreement? What are the factors that may prove nonnegotiable?

SCENARIO 2

Here's another scenario. On a hike, three or four of the older members speed ahead of the rest of the group. When they get tired, they stop and wait for the others to catch up, but as soon as the others do, the older members take off again. To make the scenario more interesting, let's have them hiking in grizzly bear country.

Are there reasons why this should concern you, the leader?

- There's a safety issue. If someone becomes injured or lost or happens upon a bear, the group is split up and will be less able to cope with the situation.
- Dividing the group like this can damage group morale and team building.
- Dividing the group makes it more difficult for adult leaders to provide appropriate leadership.

You gather the older members to discuss the situation and try to find an acceptable solution. In resolving this conflict, you can begin by encouraging a *cooperative approach*. If that fails, then you can use another leadership tool—the *directive approach*.

DVD

Bringing Others Into Conflict Resolution

Show slide 4-17, Bringing Others In.

Discuss strategies of what to do when your best efforts cannot resolve a conflict.

Problems that continue too long or that seem not to respond to your efforts at resolution should also be discussed with the team leaders' council and with adult leaders in order to draw on their suggestions and involvement.

Serious problems such as those involving drugs, alcohol, hazing, or harassment should be reported immediately to the adult leaders of your unit. In some cases, finding a satisfactory solution may require the involvement of adult leaders and the families of the members in conflict.

Summary

DVD

Show slide 4-18, Summary

Even with the best leadership, there are bound to be occasional difficulties between two people, between groups of people, or between one person and a number of others.

In considering the causes of conflict, recognize the *Storming* stage of team development (low skills, low enthusiasm, low motivation). *Storming* is an expected phase in a team's progress. By dealing with it head-on rather than ignoring it or trying to minimize the stage, a team can gain the value of the *Storming* experience and be better able to move beyond it.

When people are in disagreement with one another, you often can find a workable solution by using many of the same skills that are effective when the actions of a single person are unacceptable.

DVD

Show slide 4-19, Summary: Steps in conflict resolution

- 1. Be aware of yourself.** Stay calm and use your best communication skills.

2. **Be aware of others.** Notice body language, tone of voice, comfort levels, and other clues to what they are saying.
3. **Listen.** Hear what each person wants and what he is willing to do to get there. Then clarify that the solution lies with all of the parties involved.
4. **Use the conflict resolution *EAR*—Express, Address, Resolve.**

DVD

Show slide 4-20, Summary: Encourage each person

Finally, encourage each person to see the situation from other points of view, then enlist the aid of all parties working together to find a solution that is acceptable to everyone.

Day Four: Leadership Council Meeting

Time Allowed	30 minutes
Responsible	Course Leader
Location	Leadership Council site
Learning Objectives	<p>By the end of this session, participants will</p> <ul style="list-style-type: none">■ Be able to discuss how to run an efficient, well-planned meeting.■ Be empowered with the resources and guidance to help them lead their teams.■ Report on patrol progress on their presentation for the Quest for the Meaning of Leadership.■ Experience representational leadership as leaders representing their teams.■ Know what teams are responsible for upcoming assignments.■ Use <i>Start, Stop, Continue</i> to evaluate patrol performance.■ Practice good communication skills.
Materials Needed	<ul style="list-style-type: none">■ NYLT Participant Notebooks.■ Preopening activity guidelines for the program team. (The team should be provided with a printed sheet of instructions for organizing and conducting the preopening activity. If materials are needed, the quartermaster should make those available.)
Delivery Method	<ul style="list-style-type: none">■ The Leadership Council meeting is conducted by the Course Leader, who will model appropriate leadership behavior within the setting of the meeting.■ As with the Day Three Leadership Council meeting, the Leadership Council meeting on Day Four is attended by the Course Leader, Assistant Course Directors, the team leaders of the day, and the Course Director.

Leadership Council Meeting Agenda

Day Four

1. Welcome and introductions
2. Purpose of the meeting—what we need to accomplish
3. Reports on the progress being made by each team
4. Assignments for the upcoming course meeting (continuing team planning for the Outpost Camp)
5. Announcements (Include a reminder that there will be evening team campfires with follow-up discussions on Making Ethical Decisions.)
6. Program team and service team assignments
7. Closing

8. Course Director's observations

Presentation Procedure

Pre-Meeting Discussion

The Course Director and the Course Leader often visit for a few minutes before the beginning of a LC meeting. They go over the agenda and make sure everything is in order. The Course Director confirms that the Course Leader understands the vision of what the meeting will accomplish, and makes sure that he or she is ready to run the meeting.

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 a youth-led unit, the youth staff are in charge.

At the end of the pre-meeting discussion, the Course Leader calls the team leaders' council to order and begins the LC meeting.

COMPASS POINT

The pre-meeting discussion between the Course Director and Course Leader takes place within view and hearing of all the participants of the LC meeting. The Course Director should model good coaching and mentoring. Participants will see that the Course Leader gains a great deal from the Course Director's involvement and is better prepared to lead the LC meeting.

Welcome and Introductions

The course leader takes charge of the meeting, introduces those persons attending the team leaders' council meeting, and welcomes everyone.

Purpose of the Meeting

Direct the attention of the Leadership Council to the written agenda. Note that the purpose of this meeting will be to

- Receive reports on the progress being made by each team.
- Make assignments for the upcoming course meeting (leading team planning for the Outpost Camp).
- Make program team and service team assignments.

Throughout the meeting, participants will use good communication skills to share ideas.

Reports on the Progress of Each Team

The Course Leader asks each team leader to report on his team's progress so far. Encourage team leaders to make their reports as constructive evaluations using SSC:

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

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

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

Encourage each team leader to use his Leadership Compass to determine the current stage of development of his team (*Forming, Storming, Norming, Performing*).

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 continuing to work on the presentation throughout the course.

Assignments for the Upcoming Course Meeting

The team meetings that take place during the Day Four course meeting will focus on planning for the Outpost Camp. The course leader will give each team leader a checklist of things to be done before the teams set out for the Outpost Camp.

COMPASS POINT

The checklist will vary, depending on the nature of the Outpost Camp. (On Day Four, teams will plan the group and personal gear for the Outpost Camp. Teams should have planned the menus on Day Three.)

During the team meetings, each team leader will lead his team in using the What, How, When, Who Planning Tool to determine how the team will reach the goal of being ready for the Outpost Camp.

In general, the checklist can include these items to be planned:

- Menu planning—Knowing what provisions are available, the team can decide what meals to prepare, how to fix them, and what ingredients are required. Planning should include how ingredients will be repackaged, carried, and stored.
- Personal equipment—A list of what each person will need.
- Group equipment—A list of gear the team will carry.

Teams will have Day Four to get everything planned and done before setting out for the Outpost Camp. The process will also reinforce the use of the skills covered in the sessions on planning and problem solving.

COMPASS POINT

Team leaders will receive information about the planning of personal and group equipment during the Day Four Leadership Council meeting and then will lead their teams in using the checklists to complete the planning during the course meeting.

Announcements

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 team leaders' council.

Inform team leaders that there will be evening team campfires with follow-up discussions on Making Ethical Decisions.

Note the time and location for the next meeting of the team leaders' council.

Program Team and Service Team Assignments

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

National Youth Leadership Training

The Assistant Course Director program reminds leaders of the 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. Use Start, Stop, Continue for any evaluations.

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 quartermaster should make those available.)

Service Team (sample assignments)

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

STAFF SERVICE TEAM

The Assistant Course Director service will again make it clear to the LC that staff members have the responsibility of cleaning staff latrines/showers, staff campsites, and other areas for staff use. Staff members set a good example by rolling up their sleeves and taking care of their own areas rather than expecting someone else to do it for them.

Closing

The Course Leader summarizes the key points covered during the meeting, addresses any questions the team leaders might have, and stresses the importance of performing at the highest levels, using the Scout Oath and Law as their guides.

Course Director's Observations

The Course Director thanks all present for their participation and encourages them to continue performing at the highest levels.

The Course Leader adjourns the meeting, but invites the group to stay a moment to observe the post-meeting debriefing with the Course Director.

After the Meeting

The Course Director and Course Leader meet for a couple of minutes to review the meeting. Using Start, Stop, Continue, they discuss what went well during the meeting and what can be improved the next time the Leadership Council gathers.

Day Four: Course Meeting

Time Allowed	90 minutes
Format	The NYLT syllabus is structured to represent the experience of a unit moving through a month of meetings and activities. The meetings that occur during the first three days of the course are similar to those a typical unit would schedule over a longer time period leading up to their big event. The big event that participants embark upon in their home unit correlates to 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	Staff
Location	Course assembly area
Learning Objectives	<p>By the end of this session, participants will</p> <ul style="list-style-type: none">■ Be able to conduct a well-prepared troop meeting built on the seven-step unit meeting plan.■ Build and/or practice skills needed for the upcoming Outpost Camp.■ Continue preparations, as a team, for the Outpost Camp.■ Practice good communication skills.■ Practice SSC as part of the seven-step unit meeting plan (LC only).■ Have fun.
Presentation Procedure	<p><i>Preopening</i></p> <p>Ask the team leaders, Team Guides, Course Director, and Assistant Course Directors to join you for the preopening.</p>

Day Four
COURSE MEETING PLAN

ACTIVITY	DESCRIPTION	RUN BY	TIME	TOTAL TIME
Preopening		Leadership Council	5 min.	5 min.
Opening ceremony	Boy Scout Oath and Law, Venture Oath & Code or Outdoor Code	Program team	5 min.	10 min.
Skills instruction	Leave No Trace and gear packing	Team Guides	25 min.	35 min.
Team meetings	Equipment planning for Outpost Camp	Team leaders	20 min.	55 min.
Inter-team activity	Backpack loading challenge	Team Guides	25 min.	80 min.
Closing	Course Director's Minute	Course Director	5 min.	85 min.
After the meeting	Debrief; planning ahead	Course Leader and Course Director		

Check in with the team leaders and 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 inter-team activity.

Ask if everyone has the resources needed to carry out his portion of the meeting.

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

Opening

The Course Leader invites course members to make the appropriate Scout sign and recite the Scout Oath and Law, Venture Oath & Code, or the Outdoor Code.

Ask if there are announcements or other contributions from participants and staff.

Skills Instruction

The Course Leader asks the Team Guides and/or other skills instructors to conduct the skills instruction portion of the course meeting.

Skills instruction for the Day Four course meeting will involve preparing and packing personal and group gear for the Outpost Camp. This is also an opportunity for Team Guides to model the Teaching EDGE.

COMPASS POINT

Notes on Skills Instruction

1. These skills will be used during the inter-team activity of this course meeting. They also will be needed during the hike to the Outpost Camp on Day Five.
2. The instructors for this portion of the course meeting can be the course guides assigned to each team or can be other youth staff fully versed in the principles of Leave No Trace and able to teach others how to use them.
3. As they prepare to teach this skills session, instructors can refer to the *Boy Scout Handbook*, *Fieldbook*, *Venturing Handbook* and *Leave No Trace* literature.
4. Instructors should also review the NYLT presentation on the Teaching EDGE and use the methods described in that session as their approach to meeting skills instruction. At the conclusion of this meeting, all NYLT participants will take part in the Teaching EDGE presentation. Instructors of that session will refer to the teaching that occurred during the course meeting as a model of a way that the Teaching EDGE can be used.
5. If instructors discover that some of the NYLT participants are well-informed about the skills being taught, those participants can be encouraged to help less-knowledgeable team members to master the skills. In most cases, though, instructors will probably find that everyone can benefit from a well-presented review of the skills.

PREPARATIONS

Each Team Guide will need the following:

- A backpack of the sort to be used on the Outpost Camp
- Personal and group equipment to be carried by one person on the Outpost Camp
- A nylon sack or other container stuffed to represent one person's share of team provisions for the Outpost Camp

COMPASS POINT

Team Guides should practice together ahead of time to be sure that

- They can neatly organize everything and correctly load a backpack.
- They can use the Teaching EDGE to share with others the skill of packing a backpack.

- They understand and can explain the role that choosing gear and food plays in a Leave No Trace camping trip.

Leave No Trace Outdoor Ethics

- Plan ahead and prepare.
- Travel and camp on durable surfaces.
- Dispose of waste properly.
- Leave what you find.
- Minimize campfire impacts.
- Respect wildlife.
- Be considerate of other visitors.

PROCEDURE

Using the Teaching EDGE™, the Team Guide *Explains* how to organize, repackage, and pack one team member's personal gear, group equipment, and provisions for a campout, then *Demonstrates* those skills. Next, he *Guides* team members in preparing and packing the gear and provisions themselves. The goal is that each person will be *Enabled* to pack his own backpack correctly for the Outpost Camp.

Areas instructors can cover include:

- Adjusting shoulder straps and hip straps
- Lining the sleeping bag stuff sack with a plastic trash bag to protect the sleeping bag from rain
- Stowing clothing in a stuff sack or plastic trash bag
- Placing water bottles and fuel bottles in outside pockets of the pack to make them accessible and keep them away from foodstuffs
- If items are tied onto the outside of the bag, making them secure so they won't swing about or fall off while you are hiking
- Carrying a large cook pot by slipping it over the end of a sleeping bag before lashing the bag to the pack
- Striving toward the goal of having a neatly loaded backpack and nothing in your hands

(For more on packing up for a campout, see the *Boy Scout Handbook*, *Fieldbook*, *Venturing Handbook* and *Backpacking* merit badge pamphlet.)

Team Meetings

The Course Leader asks the team leaders to take charge of their teams. The team meeting should cover planning personal and group equipment for the Outpost Camp.

Equipment planning can draw on the skills developed during the Day Two session on Preparing Your Plans.

The course quartermaster can prepare a group equipment planning work sheet that explains what group gear is available for Outpost Camp. With the work

sheet for guidance, teams can develop their group equipment list for the Outpost. Using their Outpost Camp menus developed at the Day Three troop meeting, members of each team also can make a list of the group cooking gear they will need to prepare their meals. The quartermaster can clarify where and how teams can get the gear they need for the Outpost Camp.

COMPASS POINT

At the Day Three and Day Four meetings of the leadership council, team leaders are given checklists to guide their planning for the Outpost Camp. They are directed to use the checklists and the What, How, When, Who Planning Tool to lead their teams in making their Outpost Camp plans.

Checklists will vary from one NYLT course to another, depending upon the nature of the Outpost Camp. Sample checklists will include:

- Personal equipment
- Group equipment
- Menu planning
- Food procurement and repackaging

If the checklists are detailed in what must be accomplished, teams will have Day Three to plan menus and Day Four to plan their personal and group equipment and to get everything ready for the Outpost Camp. The exercise also will reinforce the use of the skills covered in the Making Your Plans and Solving Problems sessions.

COMPASS POINT

The Team Guide stays on the sidelines of the team meeting. He is ready to support the team leader and coach him if he needs it, but otherwise is not involved in the meeting.

Inter-team Activity

MATERIALS NEEDED

For each team:

- One backpack
- Gear for one person for a campout
- Group equipment to be carried by one person on a campout

COMPASS POINT

The challenge for teams will be increased if the packs and gear presented to them are different than those they used during the course meeting skills instruction. A simple way to accomplish this is to shuffle the gear and pack used by one team during the skills instruction to another team for the inter-team activity.

The challenge to the teams can be made more difficult by adding an odd-sized item such as an axe (correctly sheathed) or an oversized sleeping bag to the gear pile. If the solution will involve

strapping the item to the outside of the pack, there should be lashing straps or cord on hand.

The Course Leader explains and conducts the inter-team activity.

The challenge for each team is to correctly pack a backpack.

1. At the signal to start, each team will come to an empty backpack and a pile of personal and group gear.
2. Before touching the pack or gear, they will have three minutes to use the What, How, When, Who Planning Tool to decide how best to proceed. (A second signal will be given at the end of the three minutes.)
3. At the sound of the second signal, each team will have 10 minutes to follow its plan to pack the personal and group gear into a backpack.
4. A third signal will end the time available for packing. Each team will present its pack to rest of the course and explain their use of the What, How, When, Who Planning Tool.

Teams will be judged both for the way they have packed the gear and for their use of the What, How, When, Who Planning Tool.

COMPASS POINT

As variations on this challenge, teams can make a pack out of a pair of pants or can form an old-style horseshoe pack by rolling their gear inside a blanket and then draping the load over one shoulder. For more information about pants packs and horseshoe packs, see the *Boy Scout Handbook, 10th edition (1990)*.

Closing—Course Director’s Minute

The Course Director offers a Course Director’s Minute.

“There’s a well-known story about a man walking down a beach covered with starfish stranded by the receding tide. It was a hot day and the starfish were dying in the heat of the sun.

“The man came upon a boy who was carrying starfish down to the surf and easing them back into the water.

““There are millions of starfish dying on the beach,” the man told the boy. “What makes you think you can make a difference by tossing a few back in the ocean?”

““Well,” said the boy, “I’m making a difference for those few, aren’t I?”

“Leave No Trace is like that. The habits we develop to minimize our impact on the land may seem like very small gestures when you consider the size of the planet. But those small efforts add up. They make a real difference to that one trail we hike, that one campsite we use, that next camper that follows us.

“*Be, Know, Do.* Who we are is measured by what we do. When we use our knowledge—what we know—to care for our part of the world, we are being the best people we can be. The tides will take care of the rest.”

After the Meeting

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At the conclusion of the Course Director's Minute, the Course Director reminds the participants that the seventh step of a successful unit meeting is after the meeting.

The Course Director then invites the members of the Leadership Council to join him for the stand-up Leadership Council meeting. In this case, the Leadership Council will comprise the Course Leader, Assistant Course Directors program/service, the troop's team leaders, and the Team Guides assigned to the teams.

The Course Leader leads the Leadership Council in reviewing the just-concluded meeting, using Start, Stop, Continue to evaluate the proceedings.

Thank the group for a job well-done, and adjourn.

Day Four: Geocaching Game

Time Allowed	90 minutes
Responsible	Team leaders
Location	Selected area
Learning Objectives	By playing this combination scavenger hunt, orienteering course, and wide game with their teams, participants will <ul style="list-style-type: none">■ Apply many of the skills learned during the NYLT program.■ Practice finding their way with GPS receivers.
Materials Needed	■ GPS receivers for each team

Presentation Procedure

Geocaching is an activity finding great popularity among Scouting groups and the general public. It combines the delight of orienteering with puzzle solving and outdoor explorations.

Here's how it works in its non-Scouting form:

1. Players log onto Internet Web sites featuring geocache locations. They narrow their search to geocache locations in their hometown. For example, there might be a listing that says:

On My Honor

N 32° 53.113, W 096° 58.280

Find the bronze fellow who can show you the way.

The date at his feet

Will help you complete

Your Good Turn quest for today.

They enter those coordinates into their GPS receivers and use the receivers to guide them to the one spot on Earth (the *waypoint*) indicated by that listing of latitude and longitude. (GPS receivers are accurate enough to pinpoint a location within a radius of about 50 feet or less.)

Once the players reach the waypoint, they refer to the rest of the clues to find the cache. In this case, the waypoint is the statue of a Scout standing outside the entrance to the BSA's national office in Irving, Texas. The puzzle refers to the date etched near the shoes of the Scout. The geocache instructions then ask that geocachers use the final digit of the date to complete the coordinates for a second waypoint—this one, the front door of the National Scouting Museum just next door to the national office.

The final waypoint of a geocache challenge will often have a plastic container hidden nearby. Inside the container will be a notebook where the players can write down their names and the hour and date they found the cache. There might also be a number of trinkets—cheap toys, key chains, small plastic figurines. The players take one of them and can leave a trinket of their own so that the number of trinkets in the jar remains the same. (Some trinkets are known as “geotravelers”—items that geocachers move from one geocache to the next.)

Finally, geocachers close up the plastic container and put it back in its hiding place. When they get home, they can log back onto the geocache Web site and, if they wish, report their success in finding the cache and leaving it hidden for other geocache players to discover.

COMPASS POINT

For more information on geocaching, visit <http://www.geocaching.com>.

NYLT and Geocaching

The NYLT course has adapted geocaching as the heart of the Day Four Geocaching Game. Working together, members of each team use skills they have learned during NYLT to locate hidden caches and then to solve problems posed to them by the contents of the caches.

COMPASS POINT

Incorporating GPS receivers into the NYLT course is a means of introducing this technology to participants and instilling the NYLT course with an added spark.

PREPARATIONS

Setting up an effective course for the Geocaching Game will require careful planning by NYLT staff, ideally completed before the NYLT course begins. The basic tasks to be completed are these:

1. Determine the coordinates for six geocache hiding sites. The geocaches should be located far enough apart so that teams finding them will be out of sight of one another. A cache requiring five minutes to reach and locate is about right. Double-check each waypoint to ensure accuracy and timing.

COMPASS POINT

Allowing 15 minutes per cache will allow each team to seek out six caches during the 90 minutes allotted to this activity. Staff members should test each waypoint to ensure teams will be able to find each cache location, complete what is asked of them, and return to the starting point within the allotted time.

2. Write down the coordinates for each waypoint on a sheet of paper. Include close-in clues teams will need to find each cache.
3. Prepare each cache. (Information on what to include in each cache can be found later in this session description.)
4. Youth staff should rehearse their roles for the Geocaching Game before the NYLT course begins. That will permit them to operate the game smoothly and will allow them to double-check coordinates, waypoints, and cache contents.

PLAYING THE GEOCACHING GAME

All the teams begin at a central point where the Course Leader explains the rules of the game. Each team leader is given the GPS coordinates for its first waypoint and close-in clues to find the location of the first geocache. Teams should be informed that they must find a cache, complete the challenge, and return to the starting point within a set amount of time. With the same number of caches as there are teams, every team can set off in search of a different cache.

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Each team is accompanied by its Team Guide. The Team Guides serve as referees for the game. At some caches, they will have active roles to play in presenting challenges to participants. Otherwise, they should allow the teams to operate on their own, stepping in only if the teams need coaching and support in the use of GPS receivers or if they have become completely stumped and need an additional clue to find a particular cache.

Each team follows its GPS reading. That should get the members of each team close to their first geocache. The close-in clues will take them the rest of the way to the cache. (“Look behind the big oak tree growing beside the fence,” for example.) The combination of GPS readings and close-in clues should make each geocache easy to find if patrol members use their orienteering tools with care and pay attention to their surroundings.

Each team will find one piece of a scavenger hunt—an object, a challenge, a question from their Team Guide—something that must be done, gathered, answered, or completed—and a means for the team to prove they reached the spot and fulfilled what was asked of them.

When a team has found its first geocache and completed the challenge, they are to leave the geocache as they originally found it and return to the starting point. A staff member at the starting point can acknowledge the success of each team by giving it some token of its progress.

COMPASS POINT

One possibility for token rewards for each successful challenge is that for each geocache it finds, a team will receive one piece of an NYLT emblem:

- Shield
- Scout emblem outline
- *BE* bar
- *KNOW* bar
- *DO* bar
- NYLT compass

Completing the full geocache challenge will allow members of a team to assemble the entire emblem and exchange it for a streamer to display on the flagstaff along with their team flag.

Each team then receives the coordinates that will lead it to its next geocache. At the start of the second 15-minute segment of the game, all the teams set off to find their second caches. The process repeats until every team has had a chance to find all the geocaches.

COMPASS POINT

In order to manage the flow of people going to each location, teams must return to the starting area and must not proceed to the next waypoint until given permission by the staff managing the starting area. That will ensure sufficient time at each geocache location for teams to complete the challenges in a way that leads to good learning.

The Cache Challenges

Upon locating a cache, team members will discover inside a challenge of some sort, ideally relating to some aspect of the NYLT course. Listed below are potential geocache challenges.

VISION—GOALS—PLANNING: CREATING A POSITIVE FUTURE

In a variation on a Project COPE game, each team must get everyone from point A to point B without touching the ground. The area has been prepared before the Geocaching Game. The destination has signs that read:

“Vision—A picture of what future success looks like.”

“If you can see it, you can be it.”

Team members form behind a starting line a convenient distance from the destination (perhaps 25 feet). They are given four pieces of plywood, each 1 foot square. The word “Goals” is written on each square of plywood. The challenge is for everyone in the teams to get from the starting point to the destination, stepping only on the squares of plywood. Plywood squares may not be thrown. Any movement of the squares must be done by passing them hand-to-hand.

Before they begin, the team should take a few moments to *Plan* their course of action. Then they can put their *Plan* in motion, using the *Goals* to reach their *Vision*.

The Team Guide will referee the way the team copes with the challenge.

Upon completing the challenge, the team will put everything back the way they found it. The Team Guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

ASSESSMENT TOOL: SSC—START, STOP, CONTINUE

The cache will instruct the team to turn to their Team Guide for challenges on the SSC assessment tool:

1. “What do the letters SSC stand for?” (If team members get stuck on this one, they can refer to the backs of their NYLT Leadership Compasses.)
2. “Use SSC to evaluate the way your team worked together to locate this geocache.” (The Team Guide may need to coach the team on being thorough in their use of SSC to conduct their evaluation.)

Upon completing the challenge, the team will put everything back the way they found it. The Team Guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

TEACHING EDGE—EXPLAIN, DEMONSTRATE, GUIDE, ENABLE

In the cache, the team members will find a two-part challenge:

1. Pair up and use the Teaching EDGE to teach each other how to tie a square knot.
2. As you are doing the teaching, point out to the Team Guide the steps of *Explain, Demonstrate, Guide, Enable* as you use them.

When the team is done, the Team Guide can use SSC to make a brief evaluation how effectively team members applied the Teaching EDGE to teach a skill.

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Upon completing the challenge, the team will put everything back the way they found it. The Team Guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

SMART GOALS—SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT, TIMELY

In the cache, the team members will find a ring-toss challenge.

The area will be set up with a starting line and five pegs set at varying distances. Each peg has a card nearby indicating one quality of a SMART Goal—*Specific, Measurable, Attainable, Relevant, Timely*.

1. The Team Guide will give team members some rings. Standing behind the starting line, they are to toss the rings until they get one onto one of the pegs. When they accomplish that task, they are to take a moment to define for the Team Guide the meaning of that term as it applies to SMART Goals. (That is, “What does it mean for a goal to be *Measurable*?”)
2. When the Team Guide is satisfied with the definition, the team can continue tossing rings until they have succeeded in hitting each of the pegs and providing appropriate definitions for the terms.

There may be interesting variations on the ring toss theme—hoops hung from tree branches, for example, set so that team members can toss flying discs or balls or bean bags through them.

Upon completing the challenge, the team will put everything back the way they found it. The Team Guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

STAGES OF TEAM DEVELOPMENT AND THE LEADING EDGE

In the cache, team members find a challenge to make order out of team development. They will find a pile of large cards, each with a term written on it. (A piece of poster board for each term would be ideal.) Team members are to unscramble the cards, laying them on the ground in the correct order to show the stages of team development and the Leading EDGE leadership style to use with each stage.

When properly arranged, the cards will be in this pattern:

Forming	Storming	Norming	Performing
Low skill	Low skill	Rising skill	High skill
High enthusiasm	Low enthusiasm	Growing enthusiasm	High enthusiasm
Explaining	Demonstrating	Guiding	Enabling

Upon completing the challenge, the team will put everything back the way they found it. The Team Guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

CONFLICT RESOLUTION TOOL: EAR—EXPRESS, ADDRESS, RESOLVE

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In the cache, team members find a challenge to use the conflict resolution tool to resolve a conflict.

As they complete the reading of the challenge, the team members turn to see the Team Guide and another youth staff member (or two youth staff members other than the Team Guide) engaged in an argument. The issue should be realistic—an argument over which one of them is supposed to pick up all the materials from the geocache sites at the end of the game, for example.

Team members can take a moment to plan their approach. Then they are to use EAR—*Express, Address, Resolve*—as a means of helping the youth staff members resolve their conflict. When they are done, the Team Guide can use SSC to evaluate their conflict resolution efforts.

Upon completing the challenge, the team will put everything back the way they found it. The Team Guide will give them the token for completing that portion of the Geocaching Game, and everyone will return to the starting point.

Day Four: Team Meeting

Time Allowed	45 minutes
Format	Team presentation
Responsible	Team leaders
Location	Team campsite or some other location where the session of one team will not interfere with the activities of other teams.
Learning Objectives	<p>By the end of this session, participants should be able to</p> <ul style="list-style-type: none">■ Describe the purpose of the team meeting.■ Describe how a team meeting should be run.■ Know what the team leader is responsible for doing and what team members are responsible for doing.■ Use Start, Stop, Continue to evaluate team performance.

COMPASS POINT

As with meetings of the NYLT course and the Leadership Council, every team meeting during a 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.

Materials Needed	Team meeting agenda. Each patrol 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 his team.
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

Model Team Meeting Agenda

Day Four

- Welcome—Team leader
- Meeting agenda— Team leader
- Evaluate team progress using 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 a strength and is working well that we want to continue doing?"

(Include evaluation of the team's progress with the Daily Campsite Inspection Checklist and the duty roster.)

- Using the NYLT Leadership Compass, determine the team's current stage of development (*Forming, Storming, Norming, Performing*). Discuss ways the team can move ahead toward the next development stage.
- Continue work on the team's Quest for the Meaning of Leadership presentation.
- Plan the team campfire for the evening of Day Four.
- Adjourn.

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

Day Four: Making Ethical Decisions

Time Allowed	60 minutes
Format	Course presentation with team breakout discussions
Responsible	Course Director, assigned staff
Location	Course assembly site
Learning Objectives	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ Give a definition for “ethics” and discuss the importance of ethical decision making.■ Describe three kinds of decisions:<ul style="list-style-type: none">—<i>Right vs. Wrong</i>—<i>Right vs. Right</i>—<i>Trivial</i>■ For each kind of decision, explain one approach to making an ethical choice.■ Use the Checklist for Ethical Decision Making to test at least one choice involving a right vs. right situation.
Materials Needed	<ul style="list-style-type: none">■ Checklist for Ethical Decision Making handout for each participant (appendix, Participant Notebooks)■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen■ Flip chart and markers
Presentation Procedure	<p><i>Opening Discussion</i></p> <p>Present participants with one of the following situations, then lead a brief discussion about the situation. Encourage them to share the decisions they would make and, more importantly, the means they used to arrive at those decisions.</p> <p>SCENARIO 1</p> <p>Your team has gotten permission to build a hiking trail on private property. As you are digging into the soil, you uncover a beautiful piece of Indian pottery that looks very old. You are the only person who sees it.</p> <p>You know from your work on the Archaeology merit badge that it might be a good idea to leave the piece where it is and report your find when you get home to archaeologists at a nearby college.</p> <p>You know that the owner of the private property collects Indian artifacts and would be delighted to put the piece in his pottery collection.</p> <p>You know you would like to keep the pottery yourself and start a collection of your own.</p> <p>Give participants these choices:</p>

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1. “If you would leave the piece where it is and report it to archaeologists, please step over to the right side of the meeting area.” (Or to some other convenient spot determined by the session leader.)
2. “If you would give the piece to the owner of the property, please step over to the left side of the meeting area.” (Or to some other convenient spot determined by the session leader.)
3. “If you would keep the pottery yourself, please step to the center of the meeting area.” (Or to some other convenient spot determined by the session leader.)

SCENARIO 2

You are coach of a Little League baseball team about to play in a championship game. Team rules say that anyone who misses a practice without a good excuse can't play in the next game. Your star pitcher has missed the last two practices and won't tell you why. The team's catcher tells you there are rumors that the pitcher is embarrassed because his dad was drinking and couldn't drive him to practice, but the catcher isn't sure if the rumors are true.

You know that according to team rules, you should bench the pitcher.

You also know that without your best pitcher in the lineup, the team has no chance of doing well in the championship game.

Give participants these choices:

1. “If you would stick with the team rules and bench the pitcher even though you don't know the reason for his absences, step to the right of the meeting area.”
2. “If you assume the rumors are true and so you will let the pitcher play, step to the middle of the meeting area.”
3. “If you do what's best for the greatest number by letting the pitcher play and help the entire team succeed, step to the left of the meeting area.”

SCENARIO DISCUSSION

Ask those in each group to discuss why they made the decision they did. Entertain their answers. If they don't bring it up, ask them if any of them were influenced to decide as they did because they saw others in their group moving to one part of the meeting area.

Note: The point of this discussion is not to decide the right answer to the situation in question (in fact, each situation may have a variety of “right” answers), but rather to get participants thinking about HOW they arrive at ethical decisions.

Ask participants to return to their seats.

Explaining Ethical Decision Making

Show slide 4-21, Making Ethical Decisions.

Ask participants if any of them can tell you the BSA Mission Statement.

If someone can recite it, write it on the flip chart. If not, write it on the flip chart anyway or show the DVD slide.

DVD

DVD

Show slide 4-22, Decision Making.

The mission of the Boy Scouts of America is to prepare young people to make ethical and moral choices over their lifetimes by instilling in them the values of the Scout Oath and Law, the Venture Oath and Code, and The Outdoor Code.

A mission statement is the primary objective of an organization.

DVD

Show slide 4-23, Mission Statement.

If a key element of the BSA Mission Statement is “make ethical . . . choices,” that must be mighty important—so important that we want to spend plenty of time exploring what it means.

DEFINING THE MISSION STATEMENT

If we are going to be able to make ethical choices, we should at least understand what the words mean.

Choices. What does that mean? (That there are several ways to do something, several answers to a question, and we need to select one of them.)

What about *ethical*? (From the word “ethics.”)

What are *ethics*?

Lead the group in coming up with a working definition of the word “ethics.” As they offer ideas, write them on the flip chart.

Two answers to draw out or to present yourself are these:

DVD

Show slide 4-24, Ethics.

- We can think of ethics as an understanding of what is right and wrong for an individual and for groups of people.
- Ethics are the standards by which we act, both when we are around others and when we are alone.

Where Do Ethics Come From?

Ask the group for their ideas about where ethics come from. Write their answers on the flip chart.

DVD

Show slide 4-25, Source of Ethics.

An important idea to draw out or present yourself is that ethics develop, in large part, as a result of the values a person gains from family and society.

AN EXAMPLE OF ETHICS

Ask the group if they recognize these words:

“We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness”

Answer: The second paragraph of the Declaration of Independence.

For most people who live in the United States, we accept these ideas as obvious values. As Americans, this is part of our shared ethic.

DVD

CODES OF CONDUCT

Show slide 4-26, Codes of Conduct.

Ask if any participants attend a school that has a code of conduct. If so, ask them to describe briefly the codes of their schools, the reasons the codes are in place, and what makes those codes effective or ineffective.

Use their comments to explore the general idea of codes of conduct—that they are agreements among people as to generally accepted standards of behavior. Specific items in codes of behavior may be included to make it possible for people to live and work together effectively.

Some say that ethics are determined largely by what most people believe to be appropriate decision-making behavior. Without generally accepted standards, we would have trouble coming to agreement on much of anything. It would be much more difficult to function as a society.

COMPASS POINT

If no participants offer school codes of conduct, offer the example of military codes of conduct intended to guide decision-making by everyone in uniform. Invite participants to suggest why the armed services would benefit from having a code of conduct.

The BSA and Ethics

DVD

Show slide 4-27, The BSA and Ethics.

Old *Boy Scout Handbooks* talked about knights and chivalry. The knights swore themselves to live by a code of ethics that pledged them to help others, to do good, to defend those who needed it.

The *Handbooks* went on to discuss the code of conduct that Boy Scouts pledge themselves to use in guiding the decisions they make—the Scout Oath, Law, slogan, and motto. Similarly, Venturers pledge themselves to use the Venture Oath and Code, and all of the various Scouting program participants pledge themselves to adhere to The Outdoor Code.

DVD

Show slide 4-28, Scout Code of Conduct.

There aren't any knights in armor around today. Unlike the early days of Scouting, much of our communication occurs over the Internet. But log onto the Web site of the BSA National Council and you can read this:

The ideals of Boy Scouting are spelled out in the Scout Oath, the Scout Law, the Scout motto, and the Scout slogan. The Boy Scout measures himself against these ideals and continually tries to improve. The goals are high, and as he reaches for them, he has some control over what and who he becomes.

It's the same message nearly a hundred years after Scouting's founders first wrote it down.

ASK AND DISCUSS

Why should people be ethical? (A contrasting question would be, "What would happen if people were not?")

Possible answers include:

- To develop trust
- To show mutual respect for others
- To create a just and fair society

ASK AND DISCUSS

Why would anybody NOT follow a code of ethics?

Possible answers include:

- I'm just one person, so it doesn't really matter what I do.
- If I stand up for a belief, people won't like me.
- The chance to do something went by really fast.
- It would cost too much to do the right thing.
- Sometimes I don't know what I should do.

Steps to Ethical Decision Making

Life is about choices. Some are big choices, some are small. Let's take a look at a few decisions people have faced.

DVD

Show video clip 4-29, Making Ethical Decisions (Part One), which begins with "Everyone in this room has choices . . ." Continue through the interactive exercises that begin with slide 4-30, Making Ethical Decisions.

DVD

Show slide 4-31, Steps of Ethical Decision Making.

There are some very clear steps we can follow to make choices that are in keeping with our ethical beliefs. Let's look at them.

STEP ONE: GETTING THE FACTS STRAIGHT

Any attempt to make a good decision has to begin with getting the facts of the situation straight. In some cases that seem at first quite difficult, additional facts are enough to make the correct course of action apparent.

If, for example, we wish to decide how much of our forests should be cut down now, and how much left for future generations, we first need to establish some facts about the rate at which forests regenerate. These facts might be ascertained through science, or just through the experiences of people who have observed forests over long periods of time.

STEP TWO: FIGURE OUT WHAT KIND OF CHOICE IT IS

The categories of choices are:

- Those that are *Trivial*
- Those that are *Right vs. Wrong*
- Those that are *Right vs. Right*

Trivial Decisions. Why did you choose the seat you took when you came to this session? Is it a decision that really matters? Probably not. What about this choice: You can watch television or you can do your homework. Or this one: You can set your alarm and get up on time or you can sleep in and be late for school. What would you do?

These are decisions that do not require much thought.

If you don't do your homework because you choose to watch television, you will have to complete your schoolwork later. Your grades might suffer. You won't feel very good about yourself.

If you sleep in rather than getting to class on time, you might have to stay after school. Your grades might suffer. You'll miss being with your friends.

Decisions like this are usually very clear. They don't require deep ethical thinking to figure them out. "If I do this, then this will be the result."

Right vs. Wrong Decisions. Consider this choice: The clerk at a store has left the building and you are alone. Nobody would ever know if you slipped a candy bar into your pocket and left without paying. Or this one: A friend tells you he has a copy of the answers to a difficult math test you are to take tomorrow and that you can look at it if you want.

What would you do? Would you take the candy bar? Would you borrow the test answers?

These are *right vs. wrong* choices. There is a clear right course of action and a clear wrong course. These are no-brainers—you don't need to have serious ethical decision-making debates with yourself to know that you shouldn't steal the candy or look at the test. Whenever we know that one choice is the right one and another is the wrong one, we all know that *the right thing* is the thing to do.

If it's so easy to tell right from wrong, why do we ever choose to do the wrong thing (i.e., steal the candy bar or look at the test answers)?

Right vs. Right Decisions. In the video, a Scout had promised his parents he would be home by a certain time. On his way, he sees a person who has dropped groceries in a parking lot and is having a difficult time. If he helps her, he will get home late. If he ignores her and hurries home, he'll arrive on time but will not have helped a person in need.

It's sometimes hard to know which decision to make when it is a right vs. right decision. If you had been that Scout, what would you have done? Why?

DISCUSS THE CHECKLIST FOR ETHICAL DECISION MAKING

DVD

Show slides 4-32, 4-33, and 4-34, which explain the *Be, Know, and Do* checks of the Ethical Decisions Checklist.

Give each participant a copy of the Checklist for Ethical Decision Making and discuss the checklist with the group. Encourage them to consider how the various Yes or No questions can help them clarify choices and determine appropriate decisions.

Dealing With Peer Pressure

A Scoutmaster once said, "What you do speaks so loudly I can't hear what you are saying." That's a good way of saying that our actions speak louder than our words.

But what about the words of our friends? What happens to ethical decision making when there is peer pressure?

Let's take a look:

DVD

Show video clip 4-35, Making Ethical Decisions (Part Two), which begins with "Sometimes making an ethical decision and following the Scout Law is the hard choice"

Remind participants that at one point the narrator said, “Take a minute to write down the values you would like other people to see in you. You don’t have to share the list with anyone but yourself. Behavior is not ‘Do I THINK the right thing?’ but ‘Do I DO the right thing?’”

Encourage participants to think about that assignment during the rest of the course and write some notes to themselves about their own values. Of course, the key then is that WHAT THEY DO is a clear reflection of WHAT THEY THINK.

PRACTICE USING THE CHECKLIST

Return to the scenarios used to open this session and lead the participants through the exercise of testing the choices they made by using the Checklist for Ethical Decision Making.

COMPASS POINT

As with the discussions that opened the session, the point of this exercise is not to judge some choices as being better than others, but rather for participants to gain experience applying the checklist and deciding for themselves if their choices were the best that could have been made.

Summary

DVD

Show slide 4-36, Summary.

Ethical decision making is at the heart of the Boy Scouts of America. It is also a true measure of each person’s character.

The first step in ethical decision making is to get the facts of the situation straight.

Trivial choices don’t require much consideration. Simply do the right thing.

If there is a right vs. wrong choice, the action is the same. Simply do what you know is right.

When a choice must be made between options that are right vs. right, the Checklist for Ethical Decision Making can help lead you to the correct decision.

Our personal values are reflected in our behaviors. Behavior is not, “Do I think the right thing?” but rather “Do I DO the right thing?”

Team Campfire Assignments

Explain that the team campfires following this session will continue the exploration of ethical decision making. The Team Guide of each team will offer some scenarios to spark discussion of choosing the right course of action. Team members also will have opportunities to bring up and discuss ethical situations they have witnessed or experienced.

COMPASS POINT

Adult NYLT staff do not attend the team campfires. The discussions about ethics that take place among team members can take on a different and often more open tone when youth are discussing issues among themselves without adults listening in. Team Guides will represent the NYLT staff at the campfires.

Day Four: Team Campfires

Time Allowed	60 minutes
Format	Campfire at the team campsite
Responsible	Team leader and Team Guide
Location	Team site
Learning Objectives	<p>This session will</p> <ul style="list-style-type: none">■ Provide an opportunity for teams to enjoy the fellowship and team building of a team campfire.■ Encourage continued discussion of issues raised during the session on Making Ethical Decisions.
Materials Needed	Discussion scenarios prepared by the NYLT youth staff as discussed below
Presentation Procedure	<p>Team campfires should be relaxed opportunities for team members and their Team Guides to enjoy an evening of their own making that also includes talking about issues of importance to youth.</p> <p>As a participant in the campfire, the Team Guide for each team will lead the discussion toward discussions of several situations involving ethical decision making. The scenarios will have been prepared before the course by the NYLT youth staff. The Team Guide will invite team members to explore the scenarios and apply the tools for making ethical decisions.</p> <p>The topics laid out by the Team Guide can be fully formed scenarios that lay out situations where ethical decision making is needed, or they may be presented as direct questions:</p> <ul style="list-style-type: none">■ <i>In my school, here's a situation that comes up a lot. (Describe the situation.) What's the ethical thing to do?</i>■ <i>I knew a guy who was confronted with this ethical decision. (Describe the decision.) What should he have done?</i> <p>Team Guides should also encourage team members to offer situations from their own experience that have demanded ethical decision making. As much as possible, the Team Guides should be supportive of the comments of team members, and encourage a frank and open discussion of ethical situations.</p>

COMPASS POINT

Adult NYLT staff do not attend the team campfires. The discussions about ethics that take place among team members can take on a different and often more open tone when youth are discussing issues among themselves without adults listening in. Team guides will represent the NYLT staff at the campfires.