

Schedule for Day Five (Thursday)

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	Flag ceremony	Staff	Course assembly area
9:00 A.M.	Leading Yourself		Team guides	Team site or course site
10:00 A.M.	Leadership council meeting	Final plans for Outpost Camp	Course Leader	Leadership Council site
10:45 A.M.	<i>Team meeting</i>	Outpost Camp preparations	Team leader	Team site
11:45 A.M.	<i>Lunch and cleanup</i>		Duty roster	Team site
1:00 P.M.	Valuing People		Assigned staff	Course site
2:15 P.M.	Course assembly to begin the Outpost Camp	Meet briefly to launch teams on their way	Course Leader and Course Director	Course assembly area
2:30 P.M.	Outpost Camp	Schedule of events determined by each team	Team leader	Assigned

Course events and activities

Team events and activities

Content sessions and their connecting activities

Day Five: 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 Five breakfast:

- How did you sleep?
- Has anything unexpected happened since yesterday?
- Tomorrow you'll make your presentation of your team's Quest for the Meaning of Leadership. Tell me about the NYLT leadership skills that will be part of your meaning of leadership.
- When you go back to your home units, how can you use the Teaching EDGE to help others learn skills?
- What does *Enabling* mean? (Lead the discussion toward the idea that *Enabling* means "creating an environment for success and continued growth.")

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 team's learning curve are encouraged.

Day Five: Course Assembly

Time Allowed	60 minutes
Responsible	Staff
Location	Course assembly area
Learning Objectives	<p>By the end of this session, participants will</p> <ul style="list-style-type: none">■ Have gathered for Day Five of the NYLT course.■ Feel welcomed and valued (staff too).■ Reaffirm that the NYLT course operates according to the Scout Oath and Law, the Outdoor Code and the Venturing Oath■ Have viewed or participated in a flag ceremony presented by the program team.■ Participate in 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.
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 stands with floor stands or can be displayed on a wall.)
Presentation Procedure	<p><i>Opening</i></p> <p>The team leaders lead their teams to the assembly area and arrange them in an appropriate formation.</p> <p>The Course Leader takes charge of the meeting, using the Scout sign to bring the assembly to order. He welcomes participants to Day Five of NYLT and expresses pleasure in having everyone there.</p> <p>Explain that Day Five is the day that we will actually do the activity that we have been planning all week. It corresponds to the fourth week in a Boy Scout Troop, or the big activity in a Venturing Crew, when we get to enjoy the fruits of planning: experiencing the adventure. . There will also be a variety of presentations and activities during the day, as well as a course meeting.</p> <p><i>Flag Ceremony</i></p> <p>Instruct NYLT course members to use the appropriate Scout salute while the flag is being raised. Ask the program team of the day to present the colors and raise the American flag, then invite the program team to display the historic flag for the day and explain its significance.</p>

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 for Day Two.

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

Ask the course members to make the Scout sign and recite the Scout Oath and Law.

Dismiss the color guard.

Announcements

Offer any announcements important for conducting the day's sessions and events.

New Team Leader and Assistant Team Leader Installation

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

COMPASS POINT

Note: 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 his team leader's right shoulder.
- Instruct them all to give the Scout sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my team and course and in the world brotherhood of Scouting."
- Welcome them as the course's new team leaders and assistant team leaders.

Program and Service Team Emblem Exchange

The assistant Course Leaders briefly reviews 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)

- Set up the course assembly and flag ceremony.
- Prepare the course meeting area.

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- Perform other duties as assigned at the Leadership Council meeting.

Service Team (sample assignments)

- Put the course meeting area in order after meetings. (NYLT is a Leave No Trace program.)
- Maintain the participant latrines and showers.
- Perform other duties as assigned at the Leadership 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.

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 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 teams to compete against a standard that all can achieve (in this case the standard of the Daily Campsite Inspection Checklist) rather than against one another. When it comes to the Baden-Powell Team 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 Leader in charge of the service teams 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 presents his Course Director's Minute for Day Five:

"We've talked a lot during this course about astronauts setting off for the moon. We've considered mountain climbers trying for the summit of Mount Everest.

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We've looked at the visions of people who set off to go around the world in a balloon or climbed on a bicycle and set out to win the Tour de France.

“Talking is good. Sorting out ideas is fine. But the real test of whether we've learned something comes when we set out to do it. Today you are setting off as teams for your Outpost Camp. It's a chance to use all you've learned so far at NYLT to make your team a success. No doubt there will be some challenges along the way that will test you. You have the knowledge to respond well to those challenges, both as individuals and as a team.

“An Outpost Camp isn't a trip to the moon, or to the summit of Everest, or to the winner's podium of the Tour de France. But it is a step toward realizing an even greater vision—that of making the most of all the opportunities and challenges that come your way.”

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

Day Five: Leading Yourself

Time Allowed	60 minutes
Format	Course presentation
Responsible	Team guides
Location	Team sites
Learning Objectives	<p>By the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ Discuss the importance of having a personal vision.■ Recognize at least one new way of thinking about himself.■ Describe the phases a person experiences while moving toward a goal or learning a new skill.■ Recognize the phases a person may experience as they progress through learning/achieving situations.■ Have fun.
Materials Needed	<ul style="list-style-type: none">■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen■ National Youth Leadership Training Leadership Compass poster (in full view at the front of the meeting area)
Presentation Procedure	<p><i>Opening Activity</i></p> <p>THE IDENTITY GAME—HAWK, SNAKE, COYOTE</p> <p>Play the Identity Game in an open area, perhaps the course assembly area. Prepare the area by stretching a rope on the ground to separate the area into two equal parts. Mark the back boundaries of the two parts about 50 feet behind, and parallel to, the center rope.</p> <div data-bbox="310 1325 1495 1444" style="border: 1px solid black; padding: 5px;"><p>COMPASS POINT Limit the time for this game to eight minutes. To make the game go faster, it can be played by individual teams rather than the entire course, or by one team starting against another.</p></div> <p>Divide the course into two teams (perhaps Red, Blue, and Green teams as a team, Yellow, Orange, and Maroon teams as the other team). Each team huddles, and members decide whether they will all be hawks, snakes, or coyotes.</p> <p>The teams face each other across the center line. At the game leader's signal, members of each team assume the sign of the animal decided upon by their team:</p> <ul style="list-style-type: none">■ Hawks—Arms outstretched as wings■ Coyotes—Hands cupped against the head as ears■ Snakes—Palms held together and the hands making a slithering motion <p>The key to the game is this:</p> <ul style="list-style-type: none">■ <i>Hawks get snakes.</i>

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- *Snakes get coyotes.*
- *Coyotes get hawks.*

Thus, if team A has chosen to be hawks and team B shows the sign for snakes, the snakes must run to the safety of their back line before being tagged by the hawks. Likewise, if team A shows the sign for coyotes and team B shows the sign for snakes, the coyotes must run for safety or be tagged by the snakes.

Each person who is tagged becomes a member of the other team for the next round of the game. The game continues for eight to 10 rounds. The numbers on each team will ebb and flow as participants are tagged and change sides. At the end of the game, participants rejoin their teams and make themselves comfortable in the course presentation area.

Introduction

DVD

Show slide 5-1, Leading Yourself.

Ask participants what they liked about the game. (It was fun, active, different . . .)

Ask what they learned about playing the game successfully. Bring out this idea: You've got to know whether you're a hawk, a snake, or a coyote. Once you know that, then you can use what you know about yourself to decide what you're going to do—whether you're going to run for safety or try to tag the other team.

Apply that idea to leading yourself: Being a hawk, a coyote, or a snake is the simplest of qualities to know about yourselves. We all have our own sets of strengths and ways of doing things. We each have experiences that helped make us be who we are today and are influenced by our parents, teachers, religious leaders, friends, and neighbors. We also have the freedom to choose much of who we will be, what guidelines we choose to follow. For example, everyone here pledges himself to follow the Venturing Oath or the Scout Oath and Law.

Understanding as much as we can about who we are is a basic part of leadership.

Who we are is the **BE** of *Be, Know, Do*.

DVD

Show slide 5-2, Be, Know, Do.

Understanding something about ourselves is the **KNOW** of *Be, Know, Do*.

Using our personal strengths to improve our abilities to lead is the **DO** of *Be, Know, Do*.

What does it mean to lead yourself?

We often think of a leader as the person out front—the patrol leader; the crew president; the guide showing people the way.

DVD

Show slide 5-3, Leading Yourself.

In leading others, we have a greater responsibility than just to ourselves. But before we can lead others well, we need to be able to lead ourselves. For now, let's boil down leading ourselves to answering three questions:

1. Where am I now?
2. Where do I want to be?
3. How do I close the gap between where I am now and where I want to be?

Give a simple example:

DVD

Show slide 5-4, Leading Yourself: I'm at the base of the mountain.

1. I'm a person at the base of a mountain. (*Where I am now*)
2. I want to be a person standing at the top of the mountain. (*Where I want to be*)
3. In order to close that gap between the trailhead and the top of the peak, what do I need to do? (*How do I close the gap?*) Well, I need to organize my group, plan an itinerary, get the food ready, load my pack

Ask participants for a few more examples. Encourage them to think about situations in school, in sports, or in Scouting where they figure out where they are now, where they want to go, and at least a general idea of how to close the gap between the two.

Transition to Vision: Where I am now is pretty easy to figure out. But how do you figure out where you want to go? Does that sound familiar to anything we've discussed so far?

Vision. That's what future success looks like. That's where we want to go.

On videos during this course, we've seen some examples of personal vision. Can you tell me what Lance Armstrong's vision was? Steve Fossett's?

DVD

Show slide 5-5, Vision—Goals—Planning.

- *Vision* is what success looks like. Vision is the elephant.
- *Goals* are the steps to fulfilling that vision. Goals are the bites of the elephant.
- *Planning* is the way to figure out how to reach your goals. Planning is figuring out where you'll get the fork, the cook pot, and the elephant recipe book.

The Vision Challenge

DVD

Show slide 5-6, The Vision Challenge.

Later in this NYLT course, we'll guide each of you through the process of developing a personal vision. For now, start thinking about where you are and where you want to be.

Think big. Where do you want to be in 10 years? In 25 years? Dream a little. What profession most appeals to you? What kind of adult life? Think about that for the next couple of days, and then we'll start figuring out how you can close the gap between where you are now and where you want to be.

Summarize This Section

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Show slide 5-7, Leading Yourself: You are

When it comes to leadership, the person you lead the most and the person over whom you can have the greatest influence is yourself.

DVD

Show slide 5-8, Leading Yourself: To lead yourself

To lead ourselves, we need to figure out where we are, where we want to be, and how to close the gap in between. That means having a vision, setting goals to fulfill that vision, and then planning ways to reach those goals.

Each of us also needs to be responsible for himself—doing what we need to do to close the gap between where we are and where we want to be.

DVD

Show slide 5-9, Leading Yourself: You need to be . . .

There are lots of people to whom we can turn for support and whom we can draw upon for help.

Knowing Yourself

THE CROSSED-ARMS EXERCISE

Have everyone cross their arms, then recross them the opposite way. Discuss comfort level with difference and the fact that there is no right way. For some people, right over left feels more natural, for others it's left over right.

Ask all right-handed participants to raise their hands, then ask a show of hands of those who are left-handed.

Ask a show of hands of people with blue eyes, then of those whose eyes are brown.

Some traits (like which way we feel better crossing our arms) may have no clear explanation, but they are still part of who we are.

DVD

Show slide 5-10, Knowing Yourself.

Emphasize the fact that *to lead yourself well, you need to know as much about yourself as you can*. Who you are is not just whether you are a coyote, a hawk, or a snake. Who you are is not just how tall you are or the color of your eyes or what kind of music you like, but also how you make decisions when you are with other people and how you make decisions when you are alone.

The Self-Leadership Compass

DVD

Show slide 5-11, The Self-Leadership Compass

While we are all unique in many ways, something most of us have in common is the path we take as we are moving toward a goal or learning a new skill. They happen to be the same stages that teams experience as they are working toward a goal or learning new skills:

- *Forming*
- *Storming*
- *Norming*
- *Performing*

Whenever we begin to learn a new skill or begin making our way toward a new goal, we have lots of enthusiasm but we probably also have lots to learn before we can get very far. When we begin any new skill or goal, we will always be back at *Forming*.

The same is true when using a real compass. If you want to head out in a new direction, you need to point your direction-of-travel arrow toward your destination and begin working your way through the phases again.

Self-Leadership Measurement Activity

Encourage participants to use their NYLT compasses to chart their individual progress as they learn new skills and work toward personal goals during the NYLT course. This is a private activity for each of them. Every Scout can consider

his level of skill and level of enthusiasm and motivation. By understanding their stages of development, they can move ahead more effectively.

DVD

Show video clip 5-12, *Leading Yourself (Part One)*, which begins with “Whether you have a strong personal vision or one that involves others” Add these thoughts to the video presentation:

- To move toward more advanced stages of self-leadership, it’s important to reevaluate your goals. Are they getting you closer to realizing your vision of success?
- You can recast your goals. You can refine them to make them more powerful.
- You can also seek the help of others. Find people who can help you set your goals, teach you skills, and evaluate your performance.

DVD

Continue through the interactive scenarios at slide 5-13, *Leading Yourself*, and video clip 5-14, *Leading Yourself (Part Two)*, to the *Be, Know, Do* summary.

Summary

The foundation of leadership is *Be, Know, Do*:

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Show slide 5-15, Summary.

- The **BE** of leadership—Who you are and how you use your strengths
- The **KNOW** of leadership—The skills of teaching and helping others achieve their goals
- The **DO** of leadership—Tools for communicating, solving problems, and resolving conflict

We each have responsibility for figuring out where we are, where we want to be, and how to close the gap in between—in other words, to develop a personal vision, determine the goals to fulfill that vision, and make plans for reaching our goals.

Knowing about ourselves will help us understand why we are where we are now, where we want to be, and how to close the gap between our present situation and what success looks like.

DVD

Show slide 5-16, Summary: The stages

Understanding the stages we go through as we learn a new skill or work toward a goal can help us better understand the process and get through difficult times more efficiently.

Day Five: Leadership Council Meeting

Time Allowed	45 minutes
Responsible	Course Leader
Location	Leadership Council site
Learning Objectives	<p>By the end of this session, team leaders will</p> <ul style="list-style-type: none">■ Be able to discuss how to run an efficient, well-planned meeting.■ Have the resources and guidance to help them lead their teams.■ Experience representational leadership as team leaders representing their teams.■ Report on team’s progress on their presentations for the Quest for the Meaning of Leadership.■ Know which teams are responsible for upcoming course assignments.■ Prepare for the Outpost Camp (emergency response plan).■ Use SSC to evaluate team performance.■ Practice good communication skills.
Materials Needed	<ul style="list-style-type: none">■ Participant Notebooks. Each NYLT participant and staff member will have a notebook containing core information that will be useful throughout the course—blank duty rosters, equipment lists, daily schedules, meeting agendas, etc. Blank pages in the notebooks provide space for team leaders to write down ideas from meetings.
Delivery Method	<ul style="list-style-type: none">■ Emergency Response Plan work sheets (appendix) <p>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 Four Leadership Council meeting, the Leadership Council meeting on Day Five is attended by the Course Leader, assistant Course Leader, the team leaders of the day, and the Course Director.</p>

Presentation Procedure

Leadership council Meeting Agenda

Day Five

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. Review plans for the Outpost Camp
5. Review the emergency response plan for the Outpost Camp
6. Announcements, including a reminder that it is time for teams to finalize their Quest presentations
7. Program team and service team assignments
8. Closing

Pre-Meeting Discussion

The Course Director and Course Leader often visit for a few minutes before the beginning of a Leadership Council meeting. They go over the agenda and make sure everything is in order. The Course Director confirms that the Course Leader understands the vision of what the meeting will accomplish, and makes sure the Course Leader 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 course, the youth staff are in charge.

At the end of the pre-meeting discussion, the Course Leader calls the Leadership Council to order and begins the Leadership Council meeting.

Welcome and Introductions

The Course Leader takes charge of the meeting, introduces those persons attending the Leadership 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

- Make reports on the progress being made by each team.
- Make final preparations for the Outpost Camp (review plans, go over the emergency response plan).
- 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

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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.

Review Plans for the Outpost Camp

Give an overview of the Outpost Camp plan. Discuss the schedule and destination for each team.

Explain that the teams are to be packed up and ready to depart by the end of the Day Five team meeting. (It may even be appropriate for them to bring their packs and form pack lines outside the course assembly area prior to the session on Valuing People. That way they will be ready to depart for their Outpost Camps immediately following that session.)

Review the checklists teams have used on days Three and Four. The checklists might vary, depending on the nature of the Outpost Camp. In general, the checklist can include these items to be planned:

- Menu planning (covered during the Day Three Leadership Council meeting and course meeting)
- Personal equipment (covered during the Day Four Leadership Council meeting and course meeting)
- Group equipment (covered during the Day Four Leadership Council meeting and course meeting)

Review the Emergency Response Plan

Guide each team leader in filling out a copy of the plan that can then be shared with his team.

COMPASS POINT

Before the course begins, NYLT adult staff will carefully consider the locations of Outpost Camps and determine the most appropriate emergency response plans to provide teams.

Adult staff should develop team emergency response plans to address worst-case scenarios.

Adult staff should use the emergency response plans to determine the appropriateness of Outpost Camp locations and communications. For example, a team with minimal first-aid skills should not be sent to an Outpost campsite a long distance from persons with the first-aid training and leadership skill to manage medical emergencies. The Course Director should also consider the locations of co-ed teams relative to locations of responsible adult staff. See Outpost Camp section on page xx for more detail on this point.

Announcements

The Course Leader makes any announcements relevant to the group.

Remind team leaders that it is time for teams to finalize their Quest presentations. If they have not done so already, they should spend time during the Outpost Camp completing their presentation plans and rehearsing what they will do to represent their Quest for the Meaning of Leadership.

Explain that team leaders have a responsibility to convey to their teams information from the meetings of the Leadership Council.

Note the time and location for the next meeting of the Leadership Council.

Program Team and Service Team Assignments

The Course Leader asks the assistant Course Directors to take the floor.

The assistant Course Directors reminds those leaders of the Day Five 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.

Service Team (sample assignments)

- Maintain participant latrines and showers.

STAFF SERVICE TEAM

The assistant Course Leader will again make it clear to the Leadership Council that staff members have the responsibility of cleaning staff latrines/showers, staff campsites, and other areas for staff use and add any other tasks of the day.

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 debrief 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 Five: Team Meeting

Time Allowed	60 minutes
Responsible	Team leaders
Location	Team site 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	<p>As with meetings of the NYLT course and the Leadership Council, every team meeting during an NYLT course should be organized in a manner that provides an ideal example of such a session. Participants should be able to take the models of the team meetings they see at NYLT and use them to organize effective patrol or crew meetings in their home units.</p>
Materials Needed	Team meeting agenda. Each team meeting should follow a written agenda. Building on the presented 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.
Recommended Facility Layout	The team guide will determine the location of the first team meeting. The team will decide where subsequent team meetings will occur. In most cases, team meetings will take place in or near the team's campsite.
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

Model Team Meeting Agenda

Day Five

1. Welcome—Team leader
2. Meeting Agenda— Team leader
3. 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.)

4. 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.
5. Continue work on the team’s Quest for the Meaning of Leadership presentation.
6. Complete team preparations for the Outpost Camp.
7. Adjourn.

COMPASS POINT

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

Day Five: Valuing People

Time Allowed	50 minutes
Format	Course presentation
Responsible	Assigned staff (preferably the Course Leader backed up by an adult leader to provide diversity in knowledge, viewpoints, experience, and age)
Location	Course site
Learning Objectives	<p>As a result of this session, participants will be able to</p> <ul style="list-style-type: none">■ Understand that the Scout Oath and Law guide us in valuing other people.■ Recognize that both the similarities we share with others and our differences can help groups be stronger.■ See that we have a responsibility to act in an ethical manner in our dealings with people whose core values differ from our own.■ Use ROPE principles to strengthen their home unit programs.
Materials Needed	<ul style="list-style-type: none">■ 4-foot lengths of rope, one for each participant, presenter, and team guide. They should be of differing colors, diameters, and types. Each rope should be appropriate for learning knot-tying (that is, no bailing twine or string).■ Posters presenting the Scout Oath, Law, Venturing Oath and the World Crest emblem (at left). Display the posters at the front of the presentation area in view of all participants.■ Checklist for Ethical Decision Making (appendix, Participant Notebooks)■ Flip chart and markers
Presentation Procedure	<p><i>Opening Exercise</i></p> <p>Provide each participant with a 4-foot length of knot-tying rope.</p> <p>Tell participants that there are lots of great trick knots. A challenging one is the <i>toss knot</i>. It's tied by spinning a loop into a rope, then tossing through one end as if it were a dart.</p> <p>Show participants how to tie the toss knot. (These instructions are for a right-handed person. Participants who are left-handed should reverse the hand orientation.)</p> <p>Step 1 — While standing, grasp the rope with one end in each hand. Hold the end in your right hand as if it were a dart. There should be about 2 inches of the end of the rope pointing away from you—the point of the dart. The body of the rope should be hanging down in front of you.</p> <p>Step 2 — With your right hand, flip the body of the rope to the left and over itself to form a loop. The loop will be rotating counterclockwise as you look down at it.</p> <p>Step 3 — Keeping a tight grip on the rope with your left hand, toss the end in your right hand (the dart) through the loop. Since the loop is in motion, the challenge is to toss the dart at just the right time.</p>

Step 4 — If the dart goes through the loop as it is first forming, it will create an overhand knot. If the loop has spun further before the dart goes through, the knot will be a figure-eight knot.

Team guides can help members of their teams practice the toss knot, explaining that a lot can be done with a single rope. It's the same with people. One person alone can accomplish a great deal.

Ask participants: *Most of you probably know the joining knot. Remember? It's a square knot.*

Have participants tie a square knot with their rope as you describe the architecture of the square knot—that is, what makes it a good knot for joining together two rope ends.

The square knot is actually two bends, one in each rope end, that are intertwined.

Each end of the rope brings strength to the knot. When they work together, the contributions of the two ends makes possible a knot that could not exist if there were but one end.

Tell participants: Now I'd like each of you to tie one end of your rope to the end of the rope of another member of your team. Use a square knot. If everyone ties the knot one time, all the ropes should be linked into a circle.

(Team guides can *Guide* participants if they need help tying the knots or sorting out which ends should be joined to make the circle.)

Look at the strength formed by all these different kinds of rope joined together. When you learned to tie the joining knot, it didn't just symbolize you as one person joining a troop. It also symbolized all the members of a troop joining together to make the strongest possible team.

Just as these ropes are both the same and different from one another, members of teams and other teams draw strength from the ways they are similar and ways they are different.

One of the ways all of us here are similar is that we can all tie a square knot. That shared ability allows us to join together in ways that wouldn't be possible if we shared nothing in common.

The Scout Oath, the Venturing Oath and the Scout Law

Ask: *Why did you become members of the Boy Scouts of America? Probably for more reasons than just to tie a square knot.*

Entertain some answers. Among them might be "Because my friends had joined," or "My parents wanted me to."

Lead participants toward this answer: "People in my troop or crew are interested in doing the same kinds of things I like to do."

All of us here are part of Scouting because we share a common belief in taking part in outdoor adventures. We all share something else, too—a belief in the Scout Oath, Venturing Oath and Scout Law.

COMPASS POINT

The session leader may ask participants to recite with him the Scout and Venturing Oath and Law or can simply point out the Oath and Law on the posters at the front of the presentation area.

Since the beginning of the BSA, the Oath and Law have expressed the values of the Scouting movement.

Being with others who have the same values we do can provide a strong sense of belonging and understanding. We don't have to explain ourselves to one another. We like to do the same things together. We all have the same foundation in our lives.

Being with people who are a lot like us is often easier than getting to know those who aren't. But, think about what it would be like if everyone around us was just like you.

It's also clear that there is a strength in having common values and common interests. Values are the glue that holds a group together and helps give the group its identity.

But if everyone in a group were exactly alike, fresh ideas would be rare. Nobody would be asking the sorts of questions that lead to better programs and more interesting adventures. There would be little to learn from one another.

While common values are essential for successful teams, diversity fuels change, growth, and progress. Let's talk about some of the strengths that come to a team through diversity of its members.

What Is Diversity?

COMPASS POINT

Help participants begin exploring their understanding of diversity and the role it has played in enriching their lives. Encourage them to take part in the discussion but don't put people on the spot in front of the group. Help them to work their way into the subject at their own pace.

Ask participants: The first night of NYLT, you all took part in the Getting to Know Me game. You probably came up with lots of ways that you are similar to others in your team, and some ways that you are unique. I'm sure you found lots of similarities with others in your team. What are some of those similarities?

(Invite answers and write them on a flip chart.)

The Who Me game probably brought out some differences that team members have, too. What are some of those differences? (Some differences may be simple—"We live in different towns." "I like to play soccer and everybody else is into football." Some may be more complicated—"My religious beliefs are different than the rest of the group." "I was born in a different nation than everybody else.")

There are lots of differences even in an NYLT Scout course with members who have much in common. Those differences are the *diversity* we share.

Keep the discussion lively and moving along by asking participants to suggest kinds of diversity they witness in their schools, communities, and nation. Write down their answers on the flip chart.

Encourage participants to think about some of these areas of diversity and to give examples from their own experience of the differences:

- Gender
- Race
- Age
- Geographic location
- Occupation
- Language

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- Physical appearance
- Health
- Education
- Family structure
- Friendships
- Heritage
- Belief systems
- Religion
- Traditions

Other questions that can help participants think about the nature of diversity:

- At some time, each of us has felt different from other people. What are some of your experiences of times when you realized you were different from other people?
- What were the consequences of being different? What were your feelings about it?

Shared values are the glue that holds a group together. For the Boy Scouts of America, those shared values are found in the Scout Oath and Law.

Each of us also has characteristics that make us unique. We all have knowledge and experiences that set us apart from other people. We can each contribute something special to the teams to which we belong.

Throughout life, experiencing different cultures and ways of doing things helps us learn about the world around us. Often the more we explore differences, the more we discover we have in common with other people.

Ask participants:

- How can diversity strengthen a team? (Among the possible answers: “Each of us has traits that make us unique and each of us has knowledge that we can use to add to our experiences and the experiences of others.”)
- Can diversity ever be a problem for a team? (Among the possible answers: “We can never agree on what we want to do.” “Some of our guys have religious responsibilities on days we want to go camping.” “We have a guy in our home troop with dietary restrictions, and that makes it hard for us to plan the menus the rest of us want.”)

Diversity brings opportunities and challenges to a team. Differences can be good—bringing fresh ideas to a group, challenging everyone to find new solutions.

Groups work best when everyone in the group shares the same basic values. In Scouting those shared values are best expressed in the Scout Oath, the Scout Law and the Venturing Oath. A big challenge for Scouts is knowing how to respond to people who do not share those same basic values.

How Do We Respond to People Whose Values Are Not the Same as Ours?

Valuing others and embracing diversity helps us make the most of the talents of everyone in a group.

Everyone is different. All of us share some common values. However, there are many people who do not share all of our values.

There may be many things about each one of them that we can appreciate, value, and respect.

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Ask participants: But how should we treat people who do not share all of our core values? What do the Scout Oaths and Law tell us about how we should act toward other people? They remind us that we should respect each individual, for each one of us is a special person.

Each of us can enrich the life experience of ourselves and others by helping each other appreciate the fun times and get through the tough times.

The answer can be found in the Scout Law: *A Scout is Friendly. A Scout is Courteous. A Scout is Cheerful. A Scout is Kind.*

By abiding by the Scout Law, we can value others and, at the same time, continue to serve as examples of the core values we cherish.

You can also use the tools for making ethical decisions. At its heart, the way we respond to people whose values are not the same as ours is an ethical decision. You can use the Checklist for Ethical Decision Making.

Of all of the checks in the checklist, perhaps the clearest when deciding how to respond to others is the Golden Rule: Treat others as you would have them treat you.

How Can You Use Diversity to Strengthen the Scouting Program?

Point out the poster with the World Crest logo.

Tell participants: We've talked about diversity and valuing people as an important part of building strong teams. Now let's talk about ways to put those ideas into action.

A good place to practice these ideas is with our home Scout troops.

An effective approach to increasing the diversity of a team is *ROPE*:

- *Reach Out*
- *Organize*
- *Practice*
- *Experience*

REACH OUT

Many people who aren't Scouts would like to join if someone would just tell them about all the great activities of a troop. You can be the ones to invite them to join.

Look to those who are not like you in terms of religion, race, ability, culture, and traditions. Keep asking. One by one, one member at a time, you can help build a stronger troop.

ORGANIZE

Once people have joined your troop, do all you can to help deliver the promise of the Scouting program. Help new members feel they are welcome and that they can make real contributions. There is strength in differences. Make diversity work for your team.

PRACTICE

Practice using the skills of NYLT to build on the diversity in your team and troop. A shared vision of what you want to achieve is a powerful way to bring people together. The Leading EDGE™ and the Teaching EDGE™ go a long way to helping everyone feel involved.

EXPERIENCE

Experience is a terrific teacher. The experiences you have as you include others in your troop can make your Scouting experience richer and can help you learn ways to invite even more people into the BSA.

ROPE

Reach out, **O**rganize, **P**ractice, **E**xperience . . . The first letters spell the word ROPE. Valuing others helps us tie together a team, making it strong and lively. Diversity gives energy to our culture and our nation.

Break into teams and brainstorm ideas for using these steps to build stronger, more interesting, and fun programs. After seven minutes, have each team share their results with the rest of the group.

GROUP ACTIVITY

Ask NYLT participants to join with everyone in the course and to tie their ropes together to form a coursewide circle.

Explain that there has been a lot of talk about vision this week. Baden-Powell, the founder of the Scouting movement, had a vision of a world brotherhood of Scouting. He believed that the shared values of Scouting could help young people around the world see beyond their differences and build upon the strength of their diversity.

Show the poster featuring the World Crest.

We can see lots of diversity within Scouting. In many nations, it is a coed program—both boys and girls sharing Scouting adventures. The age requirements differ from one nation to another, and so do uniforms, literature, and activities.

Scouting worldwide is for everyone. It has something to offer all people who join, regardless of the diversity they bring with them.

The power of Scouting's values and our willingness to build on the power of diversity helps make the Scouting movement a success. Our rope circle symbolizes that. It is a circle that expands worldwide to encompass all who build their lives on the foundation of the Scout Oath and law.

Summary

The Scout Oath and Law define our common values.

People are different. Everyone is an individual who brings something special to a team. We value these differences and seek the best from each other.

Diversity is a strength for building a group, holding its interest, getting things done, and having fun and adventure.

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Lastly, challenge each Scout to use the materials learned in this session to help build stronger troops and make Scouting available to more of the youth in their communities.

Day Five: Outpost Camp Departure Course Assembly

Time Allowed	15 minutes
Responsible	Course Leader and Course Director
Location	Course assembly area
Learning Objectives	<p>By the end of this session, participants will</p> <ul style="list-style-type: none">■ Launch their Outpost Camp experience.■ Reaffirm that during the Outpost Camp, just as during other portions of the NYLT course, the NYLT course operates according to the Scout Oath and Law.■ Reaffirm the importance of conducting Outpost Camp activities in ways that maintain the safety of team members and that allow each Scout to have a quality experience.
Presentation Procedure	<p>The Course Leader greets the teams.</p> <p>Provide the Outpost Camp challenge by reminding Scouts that the Outpost Camp experience is an opportunity for members of each team to put their plans to the test.</p> <p>The NYLT course has provided participants with all the leadership and team development skills they need to make the Outpost Camp a great success. If teams run into difficulties, they can rely on what they have learned in recent days to find solutions that will see them through.</p> <p>Throughout the Outpost Camp experience, teams should keep in mind two guiding principles:</p> <ol style="list-style-type: none">1. The safety of everyone. Safety can be enhanced by Scouts taking responsibility for their own safety and by watching out for one another.2. The quality of the experience for each team member. The quality of experience for each person will be greatest when all teams operate according to the guidelines of our foundational principles. <p><i>Outpost Campsite Orienteering Challenge</i></p> <p>An effective way to incorporate a number of Scouting skills is to provide each team with a list of waypoints they can use with their GPS receivers to find their campsites.</p> <p>Match the number of waypoints to the number of members of a team. In the instructions to finding their campsites, encourage teams to have each member use the GPS receiver to find the waypoint and to lead the team on that leg of the journey.</p> <p>Staying out of sight, team guides should shadow their teams from a distance as they make their way to their campsites. If a team becomes completely confused and shows no sign of working its way through its geographical difficulties, the team guide can approach and provide enough help that team members can continue on their way.</p>

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COMPASS POINT

The team guide should keep in mind the Teaching EDGE (*Explain, Demonstrate, Guide, Enable*) and remember that any help he provides should be *Guiding* in nature.

The Course Director adds support to the words of the Course Leader and sends the teams off with a sense of anticipation for the great Outpost Camp adventure about to begin.

Emphasize the importance of each team using the Scout Oath, the Venturing Oath and the Scout Law to guide its actions as a group and as the way in which individuals treat one another.

Encourage them all to have a remarkable time.

Day Five: Outpost Camp

The Outpost Camp is an opportunity for members of each team to organize and carry out their plans for an overnight campout. It is intended as a means for teams to practice the leadership skills they have learned during the NYLT course and to enjoy the spirit of Scouting as members of an NYLT team.

During preparations for the NYLT course, staff should give careful consideration to the locations of the team Outpost Camp campsites and the instructions teams will be given before they set off.

While developing plans for the Outpost Camp experience, staff should keep in mind two guiding principles:

- The safety of participants
- The quality of the experience for each Scout

Safety can be enhanced by using the team emergency response plan as guide for thinking through risk management situations and determining the best ways to minimize risk.

The quality of a Scout's experience will be heightened by providing an effective NYLT course leading up to the Outpost Camp, and then allowing teams to use the team development and leadership skills they have learned.

(For more on the team emergency response plan, see the Day Four team leaders' council meeting.)

COMPASS POINT

There are several points to be kept in mind with respect to co-ed teams on the outpost hike. First, the the Course Leader and Course Director must set clearly set the expectation that each team is responsible for the safety and well being of each of its members. In addition:

Team campsites should be separated so that each team has the experience of an independent adventure, depending on the resources and layout of the course location.

Male and female tenting areas may be separated within the team campsite, or there may be a separate female tenting area for females from all teams. In the second case, all members will hike and eat together, but retire to separate areas to sleep.

Adult staff should be out of sight, but strategically placed so as to ensure the health and safety of all participants. Ideally, teams will not need to know that the adults are even there.