

Schedule for Day Six (Friday)

Time	Activity	Notes	Responsible	Location
*	<i>Arise, breakfast, and cleanup.</i>	*Timing determined by each team	Duty roster	Outpost camps
8:15 A.M.	<i>Return from Outpost Camp</i>			
8:30 A.M.	Course Assembly	Welcome back. Focus participants on upcoming events of the day.	Course Leader and Course Director	Course assembly area
8:45 A.M.	<i>Shower and prepare for day.</i>		Participants	
9:30 A.M.	Finding Your Vision (Part Two)	Expand on ideas of personal vision—make it bigger.	Course Director or other assigned staff	Course site
11:00 A.M.	Team Leaders' council meeting	Prepare for the remainder of Day Six.		Leadership Council site
11:30 P.M.	<i>Team meeting</i>	Work on presentation, feast plans, camp breakdown.	team Leader	Team site
Noon	<i>Lunch</i>		Duty roster	
1:30 P.M.	Communicating Well (Part Two)	Build on the week's communications, adding theory to the practice.		Course site
3:00 P.M.	Team presentations: The Quest for the Meaning of Leadership		Course Leader	Course site
4:00 P.M.	<i>Camp breakdown/feast preparation</i>		Team Leader, team members	Team site
5:30 P.M.	Feast			Course dining area
7:00 P.M.	Course Closing: Creating a Future		Program Team, Course Leader, Course Director, assigned youth staff	Campfire site

Course events and activities

Team events and activities

Content sessions and their connecting activities

Day Six: Outpost Camp Morning and Return

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 Participants to practice the Leadership skills they have learned during the National Youth Leadership Training course, and to enjoy the spirit of Scouting as members of an NYLT team.

From the time they leave for the Outpost Camp on the afternoon of Day Five until they return on the morning of Day Six, each team will determine its own activities and schedule.

Teams should conduct their activities on the morning of Day Six so that they arrive back at the main NYLT camp by 8:15 A.M.

Day Six: 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">■ Have gathered for Day Six of the NYLT course.■ Feel welcomed and valued (staff too).■ Reaffirm that the NYLT course operates according to the Scout Oath, Venturing Oath, and Scout Law.■ Have viewed or participated 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 Unit 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 staffs with floor stands or can be displayed on a wall.)
Presentation Procedure	<p>Opening</p> <p>The team Leaders lead their team to the assembly area and arrange them in an appropriate formation.</p> <p>The Course team Leader takes charge of the meeting, using the Scout or Venturing sign to bring the assembly to order. They welcome participants back from their Outpost Camp.</p> <p>Flag Ceremony</p> <p>Instruct NYLT course members to use the Scout or Venturing 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. The Course Leader invites Venturers to stand respectfully while Boy Scouts make the Scout sign and recite the Scout Oath. The Course Leader invites Boy Scouts to stand respectfully while Venturers make the Venturing sign and recite the Venturing Oath. The

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Course Leader invites all participants to make their program's sign and recite the Scout Law.

Dismiss the color guard.

Announcements

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

New Team Leader/Assistant Team Leader Installation

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

Note: As introductions are being made, the Course Leader can provide positive reinforcement by commenting on one or two communications 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 team Leader begins the installation. They should

- Invite the new team Leaders and assistant team Leaders to come forward to be installed.
- Ask the new team Leaders to gather around the course flagpole, placing their left hands on the pole. New assistant team Leaders stand behind their team Leaders, each placing a left hand on the team Leader's right shoulder.
- Instruct them all to give the Scout or Venturing sign and repeat, "I promise to do my best to be worthy of this office for the sake of my fellow Scouts in my team and course and in the world brotherhood of Scouting."
- Welcome them as the course's new team Leaders and assistant team Leaders.

Program and Service Team Emblem Exchange

The assistant Course Directors of program and service briefly 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)

- Prepare the 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)

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

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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 team 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 the duties of the day.

Baden-Powell Patrol Streamer Presentations

The Course team 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 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 their guide, the assistant Course team Leader 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.

Personal Vision Challenge

The Course Leader explains that later in the morning the Finding Your Vision (Part Two) session will ask each person to write a newspaper story. It's 25 years in the future and the story is about who you are and what you have done with your life up to that point. There will be a photograph of you along with the story.

Encourage participants to give some thought to what they will write in the story and what they see in the photograph. They can think about it while they are cleaning up and getting ready for the rest of the day. That way they'll be ready to write the story when the time comes.

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Course Director's Minute

The Course Director should personalize this Course Director's Minute by drawing on conditions or events occurring during the Outpost Camp and using them to illustrate the importance of *Be, Know, Do*. For example:

“You’ve just returned from your Outpost Camp and we are very pleased to see each one of you. We understand there were some great adventures happening out there.” (Refer to some of the positive events of the Outpost Camp.)

“There were also some challenges to be overcome (rain, heat, mosquitoes, etc.).

“We all enjoy having a good time, and we’re always pleased when things go well. But how we respond to adversity is even more important. It’s easy to be cheerful on a sunny day, but it can take energy to keep your spirits high when it is raining. When things go wrong, it can take willpower to focus your efforts on making things right rather than simply giving up and feeling sorry for yourself.

“During the Outpost Camp, each of you had moments when the *Be, Know, Do* of Scouting shone through. For each of you, Outpost Camp challenges brought out the *BE* (who you are), the *KNOW* (the skills in your head and hands), and the *DO* (your willingness to act on behalf of others and yourselves).

“The commitment for you to make now is to apply *Be, Know, Do* to all the challenges of life, both within Venturing and Scouting and in all the Outposts beyond.”

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

Day Six: Finding Your Vision (Part Two)

Time Allowed	60 minutes
Format	Course presentation with individual activities
Responsible	Course Director or other assigned staff
Location	Course site
Learning Objectives	<p>By the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ Explain that vision is what future success looks like.■ Discuss how their NYLT patrol's team vision for the NYLT course is being realized.■ Prepare and communicate a personal vision.■ Identify at least one goal leading toward realization of that personal vision.
Materials Needed	<ul style="list-style-type: none">■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen■ SMART Goals Work Sheet (appendix, Participant Notebooks)■ Planning Tool Work Sheet (appendix, Participant Notebooks)■ Developing a Personal Vision Work Sheet (appendix)■ Pens, colored pencils, crayons, and sheets of flip chart paper for each team■ Flip chart or other means for presenters to capture ideas generated by participants and staff
Presentation Procedure	<p><i>Preparation</i></p> <p>The NYLT Course Leader and one team guide should each prepare their own personal vision of success, then identify the goals that will lead to realizing the vision. These visions and the accompanying goals should be written on flip chart pages, posters, or some other form that can be displayed and discussed during the session as examples of fully formed visions and the steps to realize those visions.</p> <p>Other staff members involved in this session should also prepare and write down their own personal visions of success and identify several goals that lead to realizing that vision.</p> <p><i>Opening Discussion</i></p> <p>Show slide 6-1, Finding Your Vision (Part Two).</p> <p>The presenter reminds participants that early in the NYLT course, the group enjoyed some elephant jokes. Here's another one:</p> <p><i>Q: How can you tell if there's been an elephant in your refrigerator?</i></p> <p><i>A: Footprints in the butter.</i></p> <p>Elephants. They're big. You can't ignore them. If you're in a room with an elephant, you're going to know. If there's an elephant in your life, you can't ignore it.</p>

DVD

Vision

DVD

Show slide 6-2, Vision.

We began this week of National Youth Leader Training by exploring having a vision.

Vision is what future success looks like.

Let's put it another way:

If you can see it, you can be it.

It doesn't say, "I *want* to do something," or "I'd *like* to do something." A vision says "In the future, *I clearly see myself in this picture of success.*"

There is a place for dreaming when you are developing a vision for yourself or your team. You are imagining a future that is brighter and more productive than if you didn't give thought to what is to come. Nothing happens without a vision, or at least nothing as positive as what can occur when you put your mind to it.

DVD

Show slide 6-3, Vision: Developing

A vision gives you an anchor in the future. It is a magnet that pulls you along. It is a belay point, a touchstone, a clear overview of life beyond the current moment. It's not a road map showing small steps—that's the role of goals. Vision is big. It is a clear picture of the future. It's elephant-sized.

NYLT Team Visions

DVD

Show slide 6-4, Team Visions.

On Day One of NYLT, each team developed a team vision for itself. The challenge was to develop a clear picture of your team.

Ask each team to present their team vision from Day One. How did it pull them along through the week? Was the picture of themselves that they imagined five days ago what they look like today?

Personal Vision

DVD

Show slide 6-5, Personal Vision.

A *team vision* can help a team (a Scout patrol or Venturing Crew, for example) progress toward future success.

A *personal vision* can show you who you can become. When you see a picture of yourself in the future, you can take steps to make that picture come true.

If you can see it, you can be it.

DVD

Show video clip 6-6, Finding Your Vision (Part Two), which begins with "What does your vision look like?"

Discuss the personal visions illustrated in the video. Highlight the personal vision of each individual and what makes that person's vision a *true vision*—that is, a picture of future success.

On the flip chart, write down the personal vision of the people in the video. (Post that vision where the participants can see it as the discussion continues.)

COMPASS POINT

Personal visions shared by the Course Leader and one of the team guides will help participants see that developing and sharing visions can be done by people their age, not just by the well-known people in the video.

Staff presenting their visions should take this opportunity seriously. The visions should be real, meaningful, and worthwhile.

Participants need to see that having a clear vision is important to staff members and that it has a real impact on the lives of those staff members.

The Course Leader discusses their personal vision.

Explain how you came to have this vision and what makes it a true vision (a picture of future success). Post your written vision where the participants can see it throughout the remainder of the session.

The team guide discusses their personal vision.

Explain how you came to have this vision and what makes it a true vision (a picture of future success). Post your written vision where the troop can see it throughout the remainder of the session.

COMPASS POINT

Later in the session, the Course Leader and the team guide will return to explain some of the goals that will help them realize their visions. Their goals will be written on flip chart pages that can be posted alongside the displays of their personal visions.

News Story Challenge

The presenter explains the News Story Challenge to participants:

1. Write a news story about yourself as you will be when you are 30 years old. Tell who you are and what you have been doing. Describe how your strengths and your interests as a youth have developed as you have become an adult. (For example, how hobbies you had as a Scout helped lead to who you have become as an adult.)
2. The article will have a photograph with it to illustrate who you are at age 30. Write a description or draw a sketch of what you see in the photograph.

Give the participants time to write and draw their responses to the News Story Challenge.

PERSONAL VISION CHALLENGE

Vision is a picture of what future success looks like. Challenge NYLT participants to look into the future and see themselves in a picture of what future success looks like for each of them.

To develop a personal vision, participants can scribble down ideas, make sketches, and do whatever else helps them dream and imagine.

Some questions that can help guide each participant in shaping their vision include:

- What will be a measure of success for me in five years, 10 years, 20 years?
- What is it that already makes me unique? What do I like to do? What makes me happy? How can I build on that strength? (Think back to the Getting to Know Me game played on the evening of Day One.)
- What can I take from the News Story Challenge to help shape my vision?

Think of the personal visions of the people in the video. Each of them thought big. They had a big elephant showing them the way into the future. It was a clear target and big enough that it couldn't be missed.

Encourage each participant to make their initial vision bigger. "Grow your elephant. Make it fill the room. Don't be shy. Don't hold back because a vision seems unreachable. Dream big."

A vision should touch your heart, mind, and spirit.

WRITE AND DRAW YOUR VISION

An important step in making a vision real is getting it down on paper. Ask each participant to use words to paint a picture of what their future success looks like.

Create an ideal picture of where you want to be in the future.

Your statement of vision should be clear, simple, short, and easy to understand. It should be action-packed (with what you will be doing or have done, just like the news story).

Draw your picture of future success. Do your best, but make it as detailed as you can.

Your vision should inspire you; you must believe in it. You *want* this picture of success to become real. *If you can see it, you can be it.*

It doesn't have to be perfect, but you must be willing to commit to your vision.

Can you make it bigger?

COMMUNICATE YOUR VISION

Offer NYLT participants the opportunity to share their written and drawn visions with the rest of the participants. Earlier in the session they watched as the Course Leader and a team guide presented their visions. Now it is the course participants' turn to share theirs.

The session presenter should make it clear that this is a voluntary exercise. Some participants might feel uneasy about sharing their visions publicly.

Staff members who have not shared their visions previously in this session can add to the presentation by describing their own visions.

Goals

DVD

Show slide 6-7, Goals.

The presenter asks participants: *Remember this elephant joke from Day One?*

Q: "How can you eat an elephant?"

A: "One bite at a time!"

Vision. It's the elephant. It's big. It's the picture out there of who we want to be.

How do you achieve a big vision? One bite at a time. That's how you put yourself into that picture of your future success.

If vision is the elephant, the bite-sized pieces are goals. They are the steps for realizing a vision.

SMART Goals

DVD

Show slide 6-8, SMART Goals.

You want to have goals that get you closer to your vision. The test of good goals is the tool we call SMART Goals. Ask participants for the meaning of the letters S.M.A.R.T.

- Specific
- Measurable
- Attainable

- Relevant
- Timely

Briefly discuss those terms and their importance to setting and reaching goals.

SMART GOAL DEMONSTRATION AND CHALLENGE

The Course Leader and the team guide who had shared their visions earlier in the session to return and describe several of the goals they have determined will help them realize their visions. (Include in the goals at least one relating to school work.)

Have the goals written on flip chart pages or other media that can be posted next to the original visions and viewed by participants for the remainder of the session.

The presenter explains how each of the goals fulfills the requirements of being a SMART Goal.

Ask each participant to think of one goal to be reached as a step toward realizing their own personal vision. Have them write down that goal and test it with the SMART Goals tool.

Ask for volunteers to share the goals they have written and to explain how each fulfills the requirements of being a SMART Goal. Use the SMART Goals Work Sheet.

Planning

DVD

Show slide 6-9, Planning.

The presenter explains that big goals can require that lots of things get done. Planning helps you make sure you haven't forgotten any tasks and that everything is completed in an efficient manner.

PLANNING DEMONSTRATION AND CHALLENGE

The Course Leader and the team guide shared their visions earlier in the session. They also explained several of the goals they have that will help them realize their visions.

Now they can each revisit one of their goals and, using the What, How, When, Who Planning Tool, demonstrate the planning that goes into achieving goals.

Ask for volunteers to share one of their SMART Goals and to use the planning tool to figure out some of the steps that will help fulfill those goals.

Summing Up Vision, Goals, and Planning

DVD

Show slide 6-10, Summary.

The presenter summarizes the key points of this session:

- Personal Vision—The picture of what future success looks like
- Goals—The steps to fulfill that vision
- Planning—The tool for efficiently achieving goals

Finding the Next Elephant

DVD

Show slide 6-11, Your Next Vision.

Discuss what happens when goals have been reached and a vision achieved. What do you do when you've reached all your goals? For example, you've earned your Eagle Scout

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award or Sliver award, been to Seabase, Canoebase, and Philmont, and now you're feeling bored.

That's when it's time to find a fresh vision, set new goals, and begin pursuing the next, bigger elephant. In Scouting and Venturing, that may be greater Leadership positions, bigger adventures, or a stronger role in helping younger members succeed.

A Final Thought: Vision and Scouting and Venturing

DVD

Show slide 6-12, Vision and Scouting. MODIFY SLIDE

Leave participants with a final vision challenge:

What is your vision of future success as a Leader in your unit?

What goals will it take to realize that vision?

An important part of realizing that vision will be communicating it with your adult Leaders.

DVD

Show slide 6-13, Vision and Your Future.

We'll talk about effective ways to do that later today in the Communicating Well (Part Two) session.

Day Six: Team Leaders' Council Meeting

Time Allowed 30 minutes

Location Team Leaders' council site

Learning Objectives The team Leaders' council meeting on Day Six will

- Model ways to run an efficient, well-planned meeting.
- Empower team Leaders with the resources and guidance to help them lead their teams.
- Prepare team Leaders for their roles through the rest of Day Six.
- Remind teams to complete their presentations for the Quest for the Meaning of Leadership.

Materials Needed 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 The team Leaders' council meeting is conducted by the Course team Leader, who will model appropriate Leadership behavior within the setting of the meeting.

As with the previous Leadership council meetings, the TLC meeting on Day Six is attended by the Course Leader, one youth assistant Course Director, the team Leaders of the day, and the Course Director.

Presentation Procedure

Leadership Council Meeting Agenda

Day Six

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 remainder of Day Six (camp breakdown, feast preparation)
5. Program team and service team assignments
6. Announcements
7. Closing
8. Course Director's observations

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

- Hear reports on the progress being made by each team.
- Make assignments for the remainder of Day Six.
- 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 team s?

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 the Leadership Compass to determine the current stage of development of their 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 Remainder of Day Six

The team meetings that take place during the Day Six course meeting will focus on preparations for the feast and on breaking down camp. The Course Leader can give each team Leader a checklist of things to be done in order for the teams to break camp and make their feast preparations.

During the team meetings, each team Leader will lead his or her team in using the What, How, When, Who Planning Tool to determine how the team will reach the goals of breaking camp and being ready for the feast.

COMPASS POINT

The checklist will vary, depending on the nature of the breakdown procedures and feast plans.

Sample Checklist

Campsite Breakdown

___ Tents cleaned out and stowed in stuff sacks

___ Dining fly taken down and neatly folded

- Cooking gear cleaned (except for pots and utensils needed for feast preparations)
- Personal gear packed
- Team campsite policed
- Course guide approves all campsite breakdown and cleanup
- Tents, dining flies, and group gear returned to the quartermaster hut

Program Team and Service Team Assignments

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

The assistant Course Leader reminds those Leaders of the Day Six 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)

- Since there was no flag ceremony for the Day Six program team, that team might be asked to be involved in the closing ceremonies of the course.
- Prepare the meeting area for the Quest for the Meaning of Leadership presentations.

Service Team (sample assignments)

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

Announcements

The Course Leader makes any announcements relevant to the group.

Explain that team Leaders have a responsibility to share with their teams information from the meetings of the team Leaders' council. Inform patrol Leaders of any other matters of Day Six importance to the teams.

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 and Venturing Oaths and Scout 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 through the remainder of Day Six of the NYLT course.

Day Six: Team Meeting

Time Allowed	30 minutes
Responsible	Team Leader
Location	Team site or some other location where the session of one team will not interfere with the activities of other patrols.

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.
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COMPASS POINT

As with meetings of the NYLT course and the team Leaders' 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 meetings in their home units.

Materials Needed	Team meeting agenda. Each team meeting should follow a written agenda. Building on the following model, the agenda for today's team meeting can be adjusted by the team Leader prior to the meeting to fulfill the needs of their team.
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Recommended Facility Layout	In most cases, team meetings will take place in or near the team's campsite.
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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.
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Presentation Procedure

Model Team Meeting Agenda

Day Six

1. Welcome—Team Leader
2. Meeting Agenda—Team Leader
3. Evaluate team progress using *Start, Stop, Continue*. (Include evaluation of the team's progress with the Daily Campsite Inspection Checklist and the duty roster.)
4. Complete any remaining work on the team's Quest for the Meaning of Leadership presentation.
5. Use the What, How, When, Who Planning Tool and any checklists from the Leadership Council meeting to plan campsite breakdown and feast preparations.
6. Use the remaining team meeting time to put the team plan into action.
7. Adjourn.

Day Six: Communicating Well (Part Two)

Time Allowed	60 minutes
Format	Course presentation
Location	Course site
Learning Objectives	At the end of this session, each participant should be able to <ul style="list-style-type: none">■ Describe Aristotle’s model for effective communicating.■ Use tools for effective communication.■ Use tools for effective listening.■ Practice communicating a message to use after the NYLT course.

COMPASS POINT

This session is an opportunity to further the discussion of using good communication skills that was begun during the Day One session on Communicating Well. It is also a chance to review the core information from the sessions on the Teaching EDGE, the Leading EDGE, and Resolving Conflicts.

The other content session of Day Six, Finding Your Vision (Part Two), advances the subject of developing a personal vision and also reviews the key points of the sessions Finding Your Vision, Setting Your Goals, and Preparing Your Plans.

Materials Needed	■ National Youth Leadership Training DVD, DVD player or computer with DVD capability, projector, and screen
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Presentation Procedure

Attention-Getting Communication Device

When the group has gathered for the session but has not yet come to order, say in a normal speaking voice, “If you can hear my voice, clap once.”

Wait a moment, then say, “If you can hear my voice clap twice.” And then, “If you can hear my voice, clap three times.”

(Typically it takes no more than three claps for all persons in the group to have noticed the clapping and turned their attention to the presenter.)

DVD

Show slide 6-14, Communicating Well, Part Two.

Explain that you’ve just used a means of communication that is a bit unusual but very effective. Communicating effectively has been of great importance throughout the NYLT course, and it is a subject worthy of revisiting as the course comes to a close.

Now make the Scout or Venturing sign. Explain that in Scouting, the sign is the universal signal for a group to come to order. It is as simple as any message a person can send, and is always understood by those who are ready to receive it.

Opening Discussion

Welcome NYLT participants to the session. Let them know that this is the last teaching session of the NYLT course. Remind the group that the first teaching session of NYLT was also about Communicating Well.

DVD

Show slide 6-15, Communicating Well.

Ask participants: *Why would a course on Leadership begin and end with sessions on communicating?*

Entertain answers. An obvious one is that almost every part of Leadership involves sharing ideas with other people—in short, communicating.

ARISTOTLE’S MODEL

The Greek philosopher Aristotle studied communication and devised a model that still stands today. That was more than 3,000 years ago.

Aristotle’s model tells us that all communication has three parts—a message, a sender, and a receiver.

DVD

Show slide 6-16, Aristotle’s Model.

(Draw the Aristotle model on a flip chart or show it on a poster.)

We like to be a bit more up-to-date, so we call this the MaSeR Communication Model. (Write MaSeR on the flip chart.) Ask participants: What do you think the M stands for? (Message) The S? (Sender) And the R? (Receiver) A laser sends light, a maser sends microwaves, and a MaSeR Communication Model sends messages.

Communication always involves a message, a sender, and a receiver.

Examples:

1. Hand-clapping attention-getting device used at the opening of this session:
 - What was the message? (Give me your attention.)
 - Who was the sender? (The person clapping his hands.)
 - Who were the receivers? (The people hearing and seeing the clapping.)
2. This discussion on Aristotle:
 - What is the message? (Communication always involves a message, a sender, and a receiver.)
 - Who was the sender? (“I am,” says the session presenter.)
 - Who were the receivers? (“We are,” say the patrol members.)
3. What about the comments of you and the team members, as you share your answers to these very questions?
 - What is the message? (We have ideas, too.)
 - Who was the sender? (“We are,” say the team members.)
 - Who is the receiver? (“I am,” says the session presenter.)

Messages flow both ways—from sender to receiver, from receiver to sender.

DVD

Show slide 6-17, Aristotle’s Model: Messages Flow.

Receivers and senders both have responsibilities for making good communication possible.

Activity—The Message Toss Game

MATERIALS

One tennis ball, orange, or other tossable item (ball) per team member.

PROCEDURE

Each team forms a circle. The team Leader tosses (sends) one ball to Participant B, who receives it and then tosses (sends) it to Participant C, etc., until the ball has been touched once by every individual. The last to touch it sends it back to the team Leader.

Toss the ball around the circuit several more times until everyone is accustomed to receiving from and sending to the same individuals every time.

The team Leader tosses the ball to Participant B again to start it on another trip around the circle. When that ball is midway through the participants, the course guide hands the team Leader a second ball which he or she then tosses to Participant B, Participant B to Participant C, and so on. There are now two balls being sent and received around the circle. As long as everyone receives from the same person and sends to the same participant each time, the balls will continue to move smoothly through the system.

The course guide gradually hands the team Leader more balls, timing their introduction into the circle to keep the balls moving until all the balls are in play.

DEBRIEF THE MESSAGE TOSS GAME

- What was the message? (The ball.)
- Who was the sender? (The person tossing the ball.)
- Who was the receiver? (The person catching it.)
- What happened when more balls were introduced?
- When did your team start dropping balls?
- What does a dropped ball represent in our communication model? (An incomplete message.)
- What are the causes of dropped balls or missed/distorted communication? Among answers that can be explored:
 - Too many balls/too much information.
 - Delivery is too fast. Receiver not ready to catch/listen.
 - Sender watching incoming balls/messages rather than concentrating on the message he is sending.
 - Ball tossed too high or low—in other words, inappropriate communication for the receiver’s level of experience or expertise.

Effective Communication

DVD

Show slide 6-18, Effective Listening.

Out of respect for listeners, a speaker will make sure he sends the message as well as he can. Out of respect for the speaker, listeners should make sure they understand.

You can see it as a matter of following the Scout Law. *Helpful, Friendly, Courteous, Kind*. . . .

Something a speaker can do to help the listener receive a communication is to *package the message* so it is easy to hear and to remember.

Packaging the Message

DVD

Show slide 6-19, Packaging the Message.

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The balls in the Message Toss Game were easy to toss and to catch. Why? (Good size. Not too heavy. Shaped right for catching.)

Instead of balls, what if each team had tossed a 50-pound bag of sand? (Would have had to repackage the contents before tossing. Put the sand into smaller bags, for example, that can be tossed.)

A sender needs to package a message in a way that it can be easily tossed to the receiver, and easily caught.

Newspaper reporters and others in the news field use the five W's and an H to package a story. (Note: Write these on the flip chart.)

DVD

Show slide 6-20, Packaging the Message: Journalists use 5WH.

5WH—Who, What, When, Where, Why, How

For example, if we were to write a newspaper story about the Message Toss game that was just played, what would we plug into each W and the H?

- ***Who***—Each team
- ***What***—Played the Message Toss Game
- ***When***—During the NYLT session on Communicating Well
- ***Where***—The session meeting area
- ***Why***—To experience Aristotle's communication model of a message, a sender, and a receiver
- ***How***—The team passed a ball in a pattern that included each member once. The course guide gradually added more balls until there were as many balls being passed around as there were team members.

Discuss the fact that this NYLT session on communicating is, itself, an example of using 5WH:

- ***Who***—NYLT participants
- ***What***—To explore the importance of effective communication and understand some important tools for communicating well
- ***When***—On the last day of the NYLT course
- ***Where***—The session meeting area
- ***Why***—To provide participants with ways to communicate effectively for the rest of the NYLT course and when they return to their homes
- ***How***—The staff instructor leads discussions, demonstrations, and activities to highlight information about effective communicating and to help participants master the material

Packaging the NYLT Leadership Message

DVD

Show slide 6-21, Packaging the Leadership Message.

We've packaged the NYLT Leadership message for you and placed the package on the back of the NYLT Leadership Compass card you have been carrying with you. That's a way to make the message as easy to remember as possible.

For example, we've given you a message packaged as the Teaching EDGE. What do the letters in EDGE stand for? (*Explain, Demonstrate, Guide, Enable*)

DVD

Show slide 6-22, The Teaching EDGE.

We've talked about the four stages of team development and the fact that Leaders can adjust their Leadership styles to match them. What are the stages of team development? (*Forming, Storming, Norming, Performing*)

What's a good model to help you in a conflict situation? (*EAR: Express, Address, Resolve*)

DVD

Show slide 6-23, The Leading EDGE.

We've packaged a message and we've sent it. According to the Aristotle model, is communication complete?

So if we've packaged the message and sent it, is the communication complete? (No. In addition to a message and a sender, there also needs to be a receiver.)

Let's talk about the *listening* part of communication for a few minutes. If you were the NYLT staff, how would you know if you—NYLT participants—were "catching" our messages? (Accept various answers.)

Tools for Effective Listening

DVD

Show slide 6-24, Effective Listening.

Effective listening encourages listeners to repeat the message back to the speaker by either:

- Rephrasing the message. "Here's what I hear you saying"

OR

- Giving your understanding of the message. "From what I hear, I understand that this is what you want me to do"

Ask participants for more information: *Tell me more about that.*

By rephrasing the information and bouncing it back to the speaker, the listeners are making sure they are hearing what the speakers have to say and they are letting the speakers know that their messages are getting through.

Ask a volunteer to bounce that last bit of information back to you. You can help them get started by offering the phrase, "What I understand you to be saying is this" and then encouraging them to put the message into their own words.

COMPASS POINT

The point of this mini-exercise is to get participants to engage their brains in the listening process. What they offer back as their understanding of the message is less important than the fact that they are offering back.

DVD

Effective Presentation

Show slide 6-25, The Leading EDGE

Much of communication is conveyed by body language such as nodding your head to show you are receiving the message, smiling and frowning, leaning forward to show interest. It's important that your body language supports the message you are attempting to communicate.

DVD

THE LANGUAGE OF BODY LANGUAGE

Show slide 6-26, Tools for Effective Listening.

In the Message Toss game, what are some of the ways a sender can let the receiver know the ball is on its way? (Discuss verbal cues—"Hey! Here comes the ball!"—and body language—*waving arms, eye contact, motioning toward a receiver*—a sender might use.)

What are some of the ways a receiver can let the sender know he's ready to catch the ball? (Discuss verbal cues—"Here! Throw it here!"—and body language—*eye contact, holding hands in a catching position*—a receiver might use.)

A person who is speaking should also be aware of his own body language.

DVD

Show slide 6-27, Body Language.

It also means paying attention to the body language of the people the speaker is addressing. In short, what is the listener (or listeners) doing, and how can you adjust the message to get your meaning across?

Paired Communication Activity

PREPARATION

Each NYLT participant will soon be back in their home unit. Based on what they have learned in NYLT, many of them will want to improve their units, and will have many ideas to share with the Leaders and other members.

This activity will encourage participants to practice sharing one or more of those ideas using the skills of effective communicating.

PROCEDURE

Ask each participant to take a couple of minutes to write down an improvement they want to make in their home unit based on what they have learned this week. Encourage them to organize their thoughts by using the format ***Who, What, When, Where, Why, How.***

Pair up the participants. One person in each pair plays the role of the home unit member. The other acts as themselves discussing their ideas for changes in the unit with their friend.

After the first person has had a chance to present their ideas, the pair switches the roles of the friend and Participant so that the second participant has a chance to present his ideas.

The person who is listening to the presentation can use the Communication Skills Checklist and Start, Stop, Continue to evaluate the speaker's communication skills—how they use their body, tone of voice, whether they make eye contact, etc.

Allow four minutes for rewriting and three minutes for each presentation and feedback, for a total of 10 minutes.

COMPASS POINT

This exercise can have a variety of positive results:

- Each participant will have the chance to organize and practice delivering a message that has real meaning from the NYLT course.
- Every participant will practice effective listening.
- Where points are weak, as discovered through effective listening, the communicator can strengthen the presentation of their message before conveying it to their home unit.
- The activity encourages the use of the same skills that participants can use as they get ready for their presentations of the Quest for the Meaning of Leadership.

DEBRIEF THE GROUP ACTIVITY

Ask participants to share some of their experiences from their practice of presenting ideas to their home unit friend. What went well? What was not effective? How can they use the skills of effective communications to better share their ideas?

Explain that you will provide one last set of communication tools, then they can try revise their communication and see if the last tool makes a difference in how well the message is received.

REVIEW THE CHECKLIST

Communication Skills Checklist

- Neutral Position.** The speaker stands comfortably before the patrol, hands at their sides.
- Feet.** The speaker positions themselves where everyone can see and hear them. If possible, the speaker moves around during the presentation.
- Hands.** The speaker uses their hands as communication tools.
- Mouth.** The speaker communicates loudly enough for everyone to hear, and clearly enough for everyone to understand. They vary the tone of their voice as they talk.
- Eyes.** The speaker makes eye contact with listeners.
- Ears.** The speaker is aware of their audience.

Ask participants to use the checklist and give you feedback on your body language. Encourage them to frame their evaluation as an SSC—Start, Stop, Continue. What can you start doing to improve your body language? What should you stop doing? What is a strength and is working well that you should continue to do?

DVD

Show slide 6-28, Audience Body Language.

As a tool of communication, a presenter should observe the body language of an audience—be it one person or many. Knowing how an audience is responding can allow a presenter to change his means of presentation to get his message across.

Among the most important things to look for in an audience are these:

- Are people paying attention?
- Are they making eye contact with you?
- Are they nodding their heads now and then?
- Is their body position open or closed? (Arms and legs crossed may indicate an unwillingness to hear what you are saying.)

Effective Communication With Adults

Ask participants to describe some of their experiences in communicating with adults. In what ways is it different than communicating with their peers?

DVD

Show slide 6-29, Communicating With Adults.

The same tools that work well for communicating with peers are also effective when communicating with adults. Perhaps they are even more important.

Communicating well with adults may mean getting rid of bad-habit words: “Like.” “You know.”

Consider how this sounds: “*So I was all, like, you know, on my honor and, like, do your best and, like, do your, like, duty, you know, to God and my, like, country . . .*”

“*Like*” and “*You know.*” They are part of a language of many youth, but they get in the way of communicating well with anyone except your close friends.

COMPASS POINT

If local language usage is highlighted by other habits of word choice that are barriers to good communication, make those the focus of this discussion.

GUIDE

Let’s say you go home after this course full of great ideas for making your unit better. You want to talk with your Leader about changes you want to help make in the unit.

No matter what message you want to share, and no matter who your audience, a five-step process is almost certain to succeed:

DVD

Show slide 6-30, Communicating With Adults: Five-step process.

1. Here is the reason I am asking for some of your time.
2. Let me share an idea with you.
3. Let me summarize the situation for you. (Put your idea in the context of *who, what, where, when, why, and how.*)
4. Reinforce the benefits.
 - “Here’s why it makes sense.”
 - “Here’s how it helps us reach our goals.”
 - “Here’s how it helps us complete an action plan.”
 - “Here’s what’s in it for you.”
5. Let’s discuss the steps to turn this idea into action.

EXERCISE IN COMMUNICATING WITH ADULTS

Repeat the paired communication activity above, but this time have the participants reorganize their message using the five steps just discussed. The listener will pretend they are the Adult Leader of the sender’s home unit.

Allow four minutes for rewriting and three minutes for each presentation and feedback, for a total of 10 minutes.

What If Your Leader Isn’t Enthused?

Your best efforts to bring a new idea to your home unit may not get very far. But you will make some changes, even if just in the way others think about what’s possible.

You may not be able to achieve everything at first, but you can start achieving something. You can build on what was done by those who came before you, and leave more done for those who come after.

If you can take only one bite of the elephant, take it. That’s the way to achieve a vision—one goal at a time.

Group Activity

Repeat the group activity using the five-step process for communicating with adults.

PROCEDURE

1. Ask each participant to take a couple of minutes to write down an improvement they want to make in their home unit. Encourage them to organize their thoughts by using the format:
Who, What, When, Where, Why, How
2. Pair up the participants. One participant in each pair plays the role of the home unit adult Leader. The other acts as themselves discussing with the Leader their ideas for changes in the unit.
3. After the first participant has had a chance to present their ideas, the pair of participants switch roles so that the second participant has a chance to present their ideas.
4. Participants should use the tools of effective communication and should organize their ideas with these guidelines:
 - Here is the reason I am asking for some of your time.
 - Let me share an idea with you.
 - Let me summarize the situation for you. (Put your idea in the context of *who, what, where, when, why, and how.*)
 - Reinforce the benefits.
 - Discuss steps to turn the idea into action.
5. The participant who is listening to the presentation can use Start, Stop, Continue to evaluate the speaker's communication skills—how they use their body, tone of voice, whether they makes eye contact, etc.

This exercise can have a variety of positive results:

- Each participant will have the chance to organize and practice delivering a message that has real meaning from the NYLT course.
- Every participant will practice effective listening.
- Where points are weak, as discovered through effective listening, the communicator can strengthen their presentation and message before conveying it to their home unit.
- The activity encourages the use of the same skills that participants can use as they prepare for their presentations of the Quest for the Meaning of Leadership.

Debrief the Group Activity:

Ask participants to share some of their experiences from their practice of presenting ideas to the adult Leaders of their home units. What went well? What was not effective? How can they use the skills of effective communication to better share their ideas?

Conclusion

Without warning, toss a tennis ball to someone in the group. Then, without saying anything, let someone else know you're going to toss a ball to them. (Use your eyes, hand gestures, and body language.) Toss the ball.

DVD

Show slide 6-31, Summary.

Remind the group that effective communication has three parts—

- *A message*
- *A sender*

■ *A receiver*

Each of the three plays a role in communication. The message needs to be packaged well. The sender needs to be effective in presenting the message. The receiver must do his part to gather in the message.

The skills of effective communication we've practiced all week—everything from eye contact to hand gestures to skillful listening—can help you improve the quality of all three—your message, the way you send it, and the way in which you receive information from others.

Show the “Communicating Well” video on the NYLT DVD.

COMPASS POINT

This version of the video has discussion breaks for brief discussion to confirm learning.

Day Six: Team Presentations—The Quest for the Meaning of Leadership

Time Allowed	60 minutes
Format	With the entire course as an audience, each team makes its presentation of The Quest for the Meaning of Leadership.
Responsible	Course Leader
Location	Course site
Learning Objectives	<p>By the end of this session, each participant will have</p> <ul style="list-style-type: none">■ Played a role in presenting their team’s Quest for the Meaning of Leadership.■ Used good communication skills.■ Experienced the satisfaction of envisioning, planning, and completing a presentation with their team.■ Given thought to their own meaning of Leadership.
Presentation Procedure	<p>Serving as master of ceremonies, the Course Leader can introduce each team and then offer support, encouragement, and a debriefing of the team’s presentation. If necessary, the Course Leader can manage the behavior of those observing the presentations to create an atmosphere appropriate to this session.</p> <p>As part of the debriefing, the Course Leader may wish to ask the team to explain how its presentation illustrates certain key messages of the NYLT course.</p> <p>The debriefing can also serve as a means of highlighting and reviewing some of the most important elements of Leadership.</p> <p>The team presentations can be a session full of good fun, high spirits, and valuable learning experiences. Staff involved must remember that this session is for and about the participants, and they should do all they can to encourage and promote the efforts of each team.</p>

COMPASS POINT

While the Course Leader facilitates this session, the Course Director should stand by to offer coaching and guidance. Where appropriate during the debriefings, they can also help the Course Leader draw out the important messages of Leadership presented by the teams.

Day Six: Camp Breakdown/Feast Preparation

Time Allowed 120 minutes

Format During the Day Six team Leaders' council meeting and the Day Six team meetings, the teams were encouraged to use the What, How, When, Who Planning Tool to organize campsite breakdown and feast preparations.

This block of time can be used by teams to continue carrying out the plans they formulated during those meetings. Ideally, they should use the skills of Leadership they have learned during the NYLT course and, as a team, should be experiencing the *Norming* and even *Performing* stages of team development.

Day Six: Feast

Time Allowed

60 minutes

Format

The nature of the NYLT feast will vary from one course to the next, depending on local traditions and conditions. In some cases, adult staff will prepare the feast while teams are dismantling their camps. At other courses, youth staff and team members will play a significant role in cooking and presenting the meal.

Whatever the case, the feast should be a time of fellowship and celebration as the NYLT course comes to a close. Everyone has been through a challenging and rewarding time together. The feast is a chance for members of teams to mingle with one another and to join the NYLT youth staff and adult staff as equal veterans of an NYLT course. The Course Leader and adult staff can help set the tone of the feast through their encouragement and support of everyone in attendance.

Location

Course dining area

Learning Objectives

As a result of the NYLT feast, each participant will enjoy good fellowship, a celebration of accomplishment, and a tasty, well-prepared meal.

Day Six: Closing Campfire—Creating a Future

Time Allowed	60 minutes
Format	Course presentation in a campfire setting. The event is intended to be simple and meaningful as it brings closure to the course.
Responsible	The closing campfire is conducted by the Course Leader and three other youth staff members who are especially skilled at delivering a session of this nature. The Course Director has a concluding message.
Learning Objectives	<p>At the end of this session, each participant should be able to</p> <ul style="list-style-type: none">■ Feel welcomed, appreciated, and valued.■ Appreciate a strong sense of closure to the NYLT course.■ Realize the larger importance of his NYLT experience.■ Renew their commitment to the values of the Scout Oath and Law.
Recommended Facility Layout	<p>The closing campfire can be conducted at the NYLT course campfire area used for the instructional campfire on Day One of the course, or it can utilize a campfire area set aside especially for this event. The fire should be small, and there is no need for seating—facts that should make it possible to have the campfire in a clearing that participants reach after walking for several minutes in silence.</p> <p>The route should be familiar to the team guides. The pathway can be marked with placards displaying the points of the Scout Law, with candles, or with other lighting and decorations appropriate to the event.</p> <p>The American flag and NYLT course flag can be displayed on staffs behind and on either side of the campfire. No other presentation materials are required.</p>
Delivery Method	Following the feast, participants will gather by teams at an assembly area. After a brief welcome from the Course Leader, the teams will follow the team guides to the campfire area for the closing presentation.
Presentation Procedure	<p><i>Assembly</i></p> <p>The Course Leader welcomes everyone to the beginning of the last event of the NYLT course. Put them at ease with a few comments on the feast.</p> <p>Explain that each team will follow its course guide to the location of the closing campfire. Ask that participants and staff remain silent as they travel and upon reaching the campfire area. Encourage them to use the time they are walking to think about the NYLT course they have just completed and what they will take away with them as they return to their homes.</p> <p>The team guides silently lead the teams to the campfire area. There, the teams will find the youth and adult NYLT staff standing behind the campfire ring.</p> <p>Arrange the teams in a horseshoe facing the staff.</p>

COMPASS POINT

The campfire can already be burning when the participants arrive, or the lighting of the fire can be incorporated into the introduction of the campfire program. The fire should be kept small and simple. If it will be lit while the participants watch, the staff members laying the fire should be certain it has enough dry tinder and kindling for the flames to catch without difficulty or delay.

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The Course Leader greets the participants. Let them know that the Course has gathered for a final time. This will be an opportunity to look back on the NYLT course everyone has shared and to look ahead at the challenges to come.

Briefly talk about the fellowship of the NYLT course.

Participants from many home units have come together to share their skills, their enthusiasm, and their interests. There have been some great adventures—pioneering projects, realistic first aid, the Outpost Camp And there have been the beginnings of lots of friendships that will last long after the conclusion of the course.

Remind participants that the slogan for the NYLT course has been *Be, Know, Do*.

Through the week we have explored:

*The **BE** of Leadership*—finding your vision, setting goals, making ethical decisions, leading yourself, and leading others.

*The **KNOW** of Leadership*—the skills of teaching and leading to help groups achieve their goals.

*The **DO** of Leadership*—a toolbox of methods for communicating effectively, solving problems, and resolving conflicts.

Explain that *Be, Know, Do* has been the NYLT course slogan, but that two larger concepts have been the foundation of the course—the Scout and Venturing Oaths and Scout Law.

The second youth staff presenter continues:

BE—The Scout Law

- *BE, KNOW, DO*—that’s the slogan of NYLT.
- We’ve seen that the Scout Oath is built on DO—our pledge to DO.
- The Scout Law is built on BE.
- A Scout IS trustworthy A Scout IS loyal etc.
- *IS* . . . it’s a form of the verb *TO BE*. The points of the Scout Law tell us what each of us will BE:
 - I will BE Trustworthy. *I will BE truthful. I will BE honest and keep my promises. People can depend on me.*
 - I will BE Loyal. *I will BE true to my family, friends, Leaders, school, and nation.*
 - I will BE Helpful. *I will BE considerate of others. I will BE there to help others without expecting payment or reward.*
 - I will BE Friendly. *I will BE a friend to all and a brother to other Scouts. I will offer my friendship to people of all races and nations, and BE respectful of them even if their beliefs and customs are different from my own.*
 - I will BE Courteous. *I will BE polite to everyone regardless of age or position.*
 - I will BE Kind. *I will BE one who treats others as I want to be treated.*
 - I will BE Obedient. *I will BE a person who follows the rules of my family, school, and unit, and the laws of my community and country. If I think these rules and laws are unfair, I will BE willing to have them changed in an orderly manner rather than disobeying them.*
 - I will BE Cheerful. *I will BE a person who looks for the bright side of life no matter what challenges come my way.*

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- I will BE Thrifty. *I will BE mindful of wastefulness and will use my resources responsibly. I will BE willing to conserve and protect natural resources.*
- I will BE Brave. *I will BE ready to face danger although I might be afraid. I will BE able to stand for what I know is right even if others laugh at me or threaten me.*
- I will BE Clean. *I will BE fit in both body and mind. I will BE with people who live by high standards. I will BE there to help keep my home and community clean.*
- I will BE Reverent. *I will BE reverent toward God and faithful in my religious duties. I will BE respectful of the beliefs of others.*

The Course Leader makes the transition:

The NYLT slogan is *BE, KNOW, DO*. The Scout Law tells us what we should strive to BE. The Scout and Venturing Oaths tells us what we should strive to DO.

The third youth staff presenter explains:

DO—The Oaths

The Venturing and Scout Oaths are short—only 25 and 40 words. The key verb is DO—I will DO my best. I will DO my duty. You could say the oaths are built on the DO of *BE, KNOW, DO*.

“On my honor . . .” “...I promise...”

- *Honor means worth. I’m pledging my worth as a person to DO certain things.*

“I will do my best . . .”

- *We each promise to DO this—our best. We can ask no more of ourselves than that we always put forward our best effort. We can ask no less, either.*

“... to do my duty to God . . .”

- *DOING our duty to God is more than just saying grace at a meal. It is an awareness that our religious beliefs are at the core of who we are, and that what we DO is a reflection of those beliefs.*

“... and my country . . .”

- *The presentations of the historic American flags during this NYLT course have reminded us of the sacrifices made by generations before us to secure our nation for all of us to live and thrive as we choose. Now it is our turn to DO whatever we can to maintain the noble promise of America and to deliver it to generations of Americans to come.*

“... And to obey the Scout Law . . .”

- *We pledge ourselves to DO this, too...obey the Scout Law. As a clear guide for the small and large decisions that we face, there is no better compass than the points of the Scout Law.*

“... To help others . . .”

- *What a remarkable world we would have if everyone decided to DO just this.*

“To keep myself physically strong, mentally awake, and morally straight.” “To seek truth, fairness, and adventure...”

- *These are all things we can DO. We can take care of our bodies through good diet, exercise, healthy habits. We can stay sharp mentally by working hard at school, reading, learning, and exploring the world around us. We can make the decisions we know are ethical and right.*

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The Course Leader makes the transition:

The NYLT slogan is *BE, KNOW, DO*. The Scout Law shows us what we can *BE*. The Venturing and Scout Oaths explain what we can *DO*. Where do we turn for the *KNOW* of *BE, KNOW, DO*? The answer to that can be found in everything else that has happened during this course.

The fourth youth staff presenter explains:

KNOW—The NYLT Course

What you *KNOW* depends a lot on you. You made the decision to *KNOW* more about Leadership, and so you signed up for this course.

A thirst for knowledge—and the willingness to work hard to get it—fill out the middle of *BE, KNOW, DO*. The more you *KNOW*, the more effectively you can *BE* and *DO*.

During this course, we've used memory tips to help you remember key learning points we want you to *KNOW*. Vision—Goals—Planning, Teaching EDGE™, Leading EDGE™, SMART Goals

What you have learned this week will help you *KNOW* how to be a better Leader. You may not be able to list every memory tip, but the basic ideas of self-Leadership and of leading others are in your minds now, and they will serve you well.

Conclusion

The Course Director closes the campfire with a few words:

BE, KNOW, DO. It's been the slogan of our NYLT course. It's a memory tip, a way of keeping an important idea in mind.

But the most important message of this week needs no memory tip. It is this:

The Venturing or Scout Oath and Scout Law provide a compass that will always show you the right way.

Like me, each of you has chosen to live your life by the Oath and Law. You can recite the Oath and Law any time, any place. You know these words, and you know what they mean. You can always rely on the guidance of the Oath and Law to see you through.

On Day One we learned that a vision is a picture of what future success looks like. As we leave this camp, I challenge each of you to create one more vision for yourselves. In your mind, create a picture of future success in which you are using the NYLT skills to lead yourself and to lead others. Make it as real as you can—exciting and filled with possibilities.

Finally, make it a picture of a future that you have built on the foundation of the Scout Oath or Venturing Oath and Scout Law.

If you can see it, you can be it.

As you return to your homes, keep your NYLT compasses with you. Look at it now and then to remind yourself of the memory tips from our course. Keep making your vision bigger, and work toward the goals that will make that vision a reality.

Most of all, know that you always have the compass of the Venturing and Scout Oath and Scout Law to show you the way.

Departure

National Youth Leadership Training

The Course Leader asks the course guides to lead the teams past the campfire and staff and back to the main course area. Staff should arrange themselves in a line so that they can shake hands with participants as they pass by. During the shaking of hands, staff can offer words of congratulation, support, and encouragement.

COMPASS POINT

The traditions of some NYLT courses include inviting each participant to toss an evergreen sprig into the campfire as a sign of rededication to the guidance of the Oath and Law. Where this is the case, the sprigs can be provided by team guides during the initial assembly for the closing campfire and can be tossed into the fire as participants move past the fire during the departure.