

## Appendix

The appendix is designed to provide the NYLT course tools referenced in the syllabus and sample pages for use in the participant\* and/or staff notebooks. Application forms and other council-specific administrative elements are left to the individual councils to design based on their local needs.

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### **NYLT Resources**

- *Communicating Well* DVD, No. AV-02DVD20
- *National Youth Leadership Training* with DVD, No. 34490A
- NYLT ribbons (pack of 10), No. 17150
- NYLT participant belt buckle (black and silver), No. 14203
- NYLT staff belt buckle, No. 64039
- NYLT patch, No. 10003
- NYLT memory cards (pack of 100), No. 32254
- NYLT certificate, No. 32255
- NYLT Stages of Growth chart, No. 32256
- World Crest poster, No. 34337
- Historic flag set, No. 02185

### **NYLT Logos**

### **Leadership Compass**

### **NYLT Participant's Patch**

**Optional Weekend Schedule \*\* This schedule will be replaced\*\***

**Option One**

## Example Quartermaster's Duties

### Daily

- Pick up food at kitchen at 10:30 A.M.
- Pick up ice blocks (two per team, four for staff).
- Inspect campsites after lunch.
- Pick up cooler/dry box after dinner.
- Pick up trash at 7:00 P.M.
- Choose winners of cooking and campsite awards.

In addition to daily duties, the following days have special duties related to the program:

### Day One

- Make first food run.
- Set up for staff lunch.
- Distribute team staples.
- Provide materials for Orientation Trail.
- Ensure TV/DVD system is working.
- Set up for check-in.

(Dinner is on your own.)

### Day Two

- Set up for staff breakfast.
- Set up for staff lunch in staff area.
- Set up for cracker barrel (before campfire).

- Set up Course campfire.

### Day Three

- Ensure that DVD player is set up and working.

### Day Four

- Ensure that the Lego™ game is set up.

### Day Five

- Ensure that the geocache games are set up.

### Day Six

- Prepare for Outpost Hike:
  - Ensure that team campsites are marked.
  - Ensure that water and meals are provided.
- Help monitor candidates' arrival to campsites.

### Day Seven

- Set up staff breakfast.
- Set up Course lunch.
- Prepare lunch, including dessert.
- Monitor cleanup.

### Day Eight

- Set up staff breakfast.
- Monitor campsite cleanup.

## Quartermaster's Supplies/Materials List

### BSA Literature

- *Boy Scout Handbook*, No. 33105
- *Fieldbook*, No. 33104
- *Venturer/Ranger Handbook*, No. 33494
- *Backpacking* merit badge pamphlet, No. 33232A
- *First Aid* merit badge pamphlet, No. 33301B
- *Troop Program Resources*, No. 33588
- *Troop Program Features, Volume I*, No. 33110
- *Troop Program Features, Volume II*, No. 33111
- *Troop Program Features, Volume III*, No. 33112

### General

- Flip chart and markers
- American flag
- Course flag
- Historic American flags
- Baden-Powell Team award streamers
- Stages of Team Development compass boards

### Day One

- Team flag decorating material
- Who Me game board, No. 34887
- Materials teams can use in the Quest for the Meaning of Leadership challenge

### Day Two

- Anticipated supplies for the Team Lunch Planning Challenge

- Photographs of possible pioneering projects (one set for each team)
- Spars and ropes for lashing
- Figure-of-eight lashing instructions

### Day Three

- Posters of the NYLT Leadership Compass for each team
- Blindfolds and a tent for each team
- Printouts of the Solving Problems DVD slides for each team
- Various materials to be used for challenges in the Problem-Solving Round-Robin
- Menu-planning work sheet for Outpost Camp
- Materials for Day Three Course meeting's interteam activity

### Day Four

- Preopening activity sheets and materials for Course meeting
- Group equipment planning work sheet for Outpost Camp
- Materials to prepare caches for the Geocache Wide Game

### Day Five

- 4-foot lengths of rope of varying colors, diameters, and types, appropriate for knot-tying
- Posters presenting the Scout Oath, Scout Law, Venturing Oath, and the World Crest emblem.

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## Sample Menus

Day	Breakfast	Lunch	Dinner	Cracker Barrel Snack
<b>Day One</b>	Cereal, sweet rolls, milk, juice	Cheese and meat sandwiches, PBJ, fruit cocktail, punch, cookies	Beef stew, apple sauce, bread, butter, punch, cookies	Cut fruit, cheese, crackers, punch, coffee, summer sausage
<b>Day Two</b>	Donuts, sweet rolls, beef sticks, milk, juice	Ham and cheese hoagies, PBJ, fruit, punch, cookies	Chicken and dumplings, salad, pudding, punch	Cut fruit, cheese, crackers, punch, coffee, mixed nuts
<b>Day Three</b>	Oatmeal, jerky, hot chocolate, milk, fruit juice, bread, butter, jelly	Tuna salad sandwiches, PBJ, corn chips, punch, fruit	Goulash, bread, butter, jelly, salad, fruit pies, punch	Cut fruit, cheese, crackers, punch, coffee, chips and salsa
<b>Day Four</b>	Hot/cold granola, beef sticks, bread, butter, jelly, juice, milk, hot chocolate	Cheese and meat sandwiches, PBJ, fruit cocktail, punch, cookies	Hamburger helper, salad, crackers, punch, brownies	Ice cream or popsicles
<b>Day Five</b>	Cinnamon toast, Vienna sausages, fruit, milk, hot chocolate	Turkey hoagies, apple slices, PBJ, crackers, punch, cookies	Noncook meal (TBD)	
<b>Day Six</b>	Oatmeal, beef sticks, bread, butter, jelly, fruit juice, milk, hot chocolate	Hot dogs, chips, fruit, cupcakes, punch	Taco casserole, salad, cobbler, punch	
<b>Alternates</b>	Granola bars, jerky, fruit leather, orange juice	Cheese and meat sandwiches, PBJ, carrot and celery sticks, fruit cocktail, punch, cookies		

## Sample NAYLE Invitation Letter

To All NYLT Graduates:

Congratulations on completing \_\_\_\_\_ Council's National Youth Leadership Training (NYLT) course. Because of your success at NYLT, you are eligible and are invited to apply to attend the National Advanced Youth Leader Experience (NAYLE) at Philmont this summer.

So what is NAYLE? It's an opportunity to use and further develop the skills you have learned in Troop or Crew Leadership Training and in NYLT. NAYLE is a weeklong experience in Philmont's backcountry—camping and experiencing leadership with similarly qualified Scouts from all across the country.

NAYLE uses Philmont's Rocky Mountain Scout Camp as a base camp for a wide range of daily activities such as Project COPE, wilderness first aid, search and rescue, geocaching, Leave No Trace, conservation, and Philmont history. A number of the Philmont Ranger training elements are incorporated in NAYLE. As the name says, NAYLE is an experience—it is action, it's about doing . . . applying what you have learned and taught. While RMSC is used as the base camp, each day's activities will take you into different areas of Philmont, including backpacking deeper into the backcountry for an overnighiter. Throughout all these activities, the opportunity is there to live Scouting at its best and to continue your development as a servant leader.

The course dates for NAYLE are \_\_\_\_\_. More detailed information is available at <http://www.nayle.org>, including age, physical, leadership, and recommendation requirements. You can download the application form from this site. The completed application and fees should be submitted to Philmont Training Center (PTC). Once accepted, PTC will send you a packet with even more detailed information, including suggestions for travel arrangements.

If you have difficulty accessing the NAYLE Web site or have questions about NAYLE, you may contact:

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The courses are expected to fill up quickly, so I encourage you to apply early to ensure your place and selection of course week.

Yours in Scouting,

National Youth Leadership Training Chairman  
Your Council, BSA

## EDGE Connections Chart

Day One Schedule							
Activity	Notes	Responsible	Location	Be	Know	Do	Connections
<i>Registration begins</i>		Staff					
<b>Orientation Trail</b>	Camp health and safety, model campsite, Getting to Know Me game	ACD program/service	Model Campsite		X		
<i>Campsite setup</i>		Teams, team guides	Team sites			X	
<b>Opening assembly</b>	Welcome	Course Director/Course Leader	Course assembly area				
<b>Communicating Well (Part One)</b>	Builds on the communication modeled during the opening assembly.	Course Leader/Team Guide	Course site with team breakouts		X		All sessions
<b>Finding Your Vision</b>			Course site	X	X		
<i>Campfire</i>	Demonstration of campfire as a program and communication element	Staff				X	
<i>Lights out</i>							

*Course events and activities*      *Team events and activities*

**Content sessions and their connecting activities**



## EDGE Connections Chart

Day Two Schedule							
Activity	Notes	Responsible	Location	Be	Know	Do	Connections
<i>Arise, team breakfast and cleanup</i>		Duty roster	Team site				
<b>Course assembly</b>	Flag ceremony	Course Leader, staff	Course assembly area				
<b>Setting Your Goals</b>		Assigned staff	Course		X		Finding Your Vision, Preparing Your Plans
<i>Team meeting</i>		Team leader	Team breakouts at Course site				
<b>Preparing Your Plans</b>	Planning for lunch and pioneering projects	Team Guide	Team breakouts at Course site		X		Finding Your Vision, Setting Your Goals, Campfire
<b>Model Leadership Council Meeting</b>		Course Leader	Course site				
<i>Team Lunch Planning Challenge</i>	Built on the menu from the morning's planning session	Team leader	Team site		X		
<b>Model Course meeting, team corners</b>	Instructional skill relates to stoves.	Course Leader, Course Director, other assigned staff	Course site			X	
<b>Building pioneer projects</b>	Progression from the morning's planning session		Large outdoor site			X	
<i>Meal preparation</i>		Duty roster	Team site				
<i>Dinner and cleanup</i>		Team leader	Team site				
Flag ceremony		Program team	Course assembly				

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			area				
<b>Leading Yourself</b>		Experienced staff	Course site	X			Finding Your Vision, Setting Your Goals, Communicating Well, Team Development
<b>Movie Night</b> (with cracker barrel)	Fellowship and relaxation	Staff	Course site				
<i>Lights out</i>							

*Course events and activities*      *Team events and activities*

**Content sessions and their connecting activities**

## EDGE Connections Chart

Day Three Schedule							
Activity	Notes	Responsible	Location	Be	Know	Do	Connections
<i>Arise, breakfast and cleanup</i>		Duty roster	Team site				
<b>Course assembly</b>	Flag ceremony	Course Leader, staff	Course assembly area				
<b>Scouts' worship service</b>	Tied into Leading Yourself. Conducted with explanation.	Youth staff	Chapel, or a more convenient site	X			Leading Yourself
<b>Team Development</b>		Experienced youth staff	Course site		X		Leading Yourself, Communicating Well, Leading EDGE™, Teaching EDGE™, Resolving Conflict
<b>Solving Problems</b>	Presentation on problem-solving methods	Team Guides	Large outdoor area		X		Resolving Conflict, Preparing Your Plans, campfire
<b>Leadership Council meeting</b>		Course Leader	PLC site				
<i>Lunch and cleanup</i>		Duty roster	Team site				
<b>Problem-Solving Round-Robin</b>	Perhaps outdoor skills-oriented challenges	Team Guides				X	Solving problems
<b>Course meeting, team corners</b>	Instructional skill relates to the pioneering projects.	Assigned staff	Course site			X	
<b>Team games</b>	Active event. Builds on team development, problem solving.					X	Developing Your Team, Solving Problems

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<i>Clean up for departure</i>			Team site				
Flag ceremony	Departure of participants						

*Course events and activities*      *Team events and activities*

**Content sessions and their connecting activities**

## EDGE Connections Chart

Day Four Schedule							
Activity	Notes	Responsible	Location	Be	Know	Do	Connections
<i>Arrive, set up team sites</i>		Duty roster	Team site				
<i>Team meeting</i>	Quest for the Meaning of Leadership	Team leader	Team site				
<b>Resolving Conflict</b>		Team guides	Team sites		X		Problem Solving, Communicating Well (Parts One and Two), Valuing People
<b>Making Ethical Decisions</b>		Senior youth staff	Course site	X			Leading Yourself
<i>Campfire and cracker barrel</i>	Continue discussion of ethical decision making.	Team leader, team guide to facilitate	Team site		X		Making Ethical Decision
<i>Lights out</i>							

*Course events and activities      Team events and activities*

**Content sessions and their connecting activities**

## EDGE Connections Chart

Day Five Schedule							
Activity	Notes	Responsible	Location	Be	Know	Do	Connections
<i>Arise, breakfast and cleanup</i>		Duty roster	Team site				
<b>Course assembly</b>		Staff	Course assembly area				
<b>The Teaching EDGE™</b>	Use GPS skills as examples.		Course sites		X		Teaching model throughout course, opening campfire
<b>Interteam activity, snack after event</b>	Orienteering challenge	Course Leader	Course site			X	The Teaching EDGE™, Developing Your Team, Solving Problems
<b>The Leading EDGE™</b>		Team Guides	Team site		X		Leading Yourself, Communicating Well, Teaching EDGE™, Resolving Conflict, Making Ethical Decisions
<b>PLC meeting</b>		Course Leader	PLC site				
<i>Lunch and cleanup</i>							
<b>Valuing People</b>			Course site	X	X		
<b>Course meeting, team corners</b>	Prepare for campfire.	Assigned staff	Course site				
<b>Finding Your Vision (Part Two)</b>	Make it bigger. Expand on ideas of personal vision.	Senior youth staff	Course site	X	X		Developing Your Team, Leading Yourself, Setting Your Goals, Preparing Your Plans, Communicating Well

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<i>Dinner</i>			Team site				
<b>Communicating Well (Part Two)</b>	Build on the week's communication.		Course site		X		
<i>Campfire and cracker barrel</i>			Campfire site				
<i>Lights out</i>							

*Course events and activities*                      *Team events and activities*

**Content sessions and their connecting activities**

## EDGE Connections Chart

Day Six Schedule							
Activity	Notes	Responsible	Location	Be	Know	Do	Connections
<i>Arise, breakfast and cleanup</i>		Duty roster					
<i>Course assembly</i>		Course Leader, Course Director	Course assembly area				
<b>Scouts' worship service</b>		Scouts, participants	Chapel or other convenient site	X			Leading Yourself
<i>Break camp and team meeting</i>	Finalize team presentations.	Team leader	Team sites				
<b>Quest for the Meaning of Leadership</b>		Course Leader	Course site	X	X	X	
<i>Team presentations</i>			Course site			X	
<i>Lunch</i>		Quartermaster staff					
<b>Closing, Creating a Future</b>		Course Leader	Course site	X	X	X	
<i>Closing Course assembly</i>	Awards ceremony		Parade grounds				

*Course events and activities*      *Team events and activities*

**Content sessions and their connecting activities**



## How to Take Notes

### Notes Are Important

They are the only dependable way to be sure that you will remember the valuable ideas you hear and see.

### Get the Main Ideas

Write down only as much detail as you can without losing what the speaker is saying. The speaker usually will tip you off by announcing the main points: “There are three major reasons why . . .” or “The first reason is . . . .”

### Use Outline Style

Outlines show the relationship of ideas.

- I. Roman numerals represent main ideas.
  - A. Capital letters are subheads under Roman numerals.
    - 1. Arabic numerals are subheads under capital letters.
      - a. Small letters are subheads under Arabic numerals.

### Abbreviate

Use key words and partial sentences. On the other hand, don't be so sketchy that it doesn't mean anything. Brief, accurate notes are better than lengthy, confused ones.

### Use a Notebook

Random notes scribbled on loose scraps of paper are seldom satisfactory.

### This Is Important

Before those notes get cold (probably within 24 hours), take time to make sure you understand them. Then you won't be wondering several months from now what you meant by some of the abbreviations.

### Remember

*Faded ink is better than best memory.*

—Baden-Powell

## **NYLT Memory Tips**

### **Stages of Team Development**

**Forming:** High enthusiasm, low skills

**Storming:** Low enthusiasm, low skills

**Norming:** Rising enthusiasm, growing skills

**Performing:** High enthusiasm, high skills

### **Memory Mnemonics**

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

## **NYLT Course Director's Pledge**

Recognizing that NYLT training is a national program and that in accepting this nomination as Course Director of course No. \_\_\_\_\_ I will be representing the National Council, Boy Scouts of America, I enter into the following covenant:

1. I will present the content and activities in the current NYLT syllabus, No. 34490A, 2008 printing, without additions, deletions, or shortcuts.
2. I am responsible for the development of my entire training team.
3. The NYLT camping program is based on modeling a weekend camping experience using the principles of Leave No Trace. Extensive campsite improvements are thus not part of NYLT training, nor are extensive aquatic activities.
4. As set out in the regional Course Director's Conference, I will file closeout reports to BSA regional and national offices within the specified time frames.
5. My course will be conducted in accordance with the aims and methods of the Boy Scouts of America. All staff members and participants will be informed that
  - a. NYLT is a positive learning experience, and its guiding principles are the Scout Oath and Law.
  - b. We will create a positive learning environment at NYLT and provide a setting where everyone should feel physically and emotionally secure. We will accomplish this in several ways:
    - We will set the example for others and ourselves by always behaving as Scouts should. To the best of our abilities, we will live the Scout Oath and Law each moment of each day.
    - We will refuse to tolerate any kind of put-down, name-calling, or physical aggression.
    - We will communicate our acceptance of each participant and each other whenever possible through expressions of concern and by showing our appreciation.
    - We will create an environment based on learning and fun. We will seek the best from each participant and do our best to help each person achieve it.
6. I will maintain the integrity of the course content, including the staff guide, syllabus, DVD, and all supporting materials.

Accepted by:

\_\_\_\_\_ Date: \_\_\_\_\_

Course Director Nominee

\_\_\_\_\_ Date: \_\_\_\_\_

Host Council Executive

## CAMPFIRE PROGRAM

Place \_\_\_\_\_  
 Date \_\_\_\_\_  
 Time \_\_\_\_\_  
 Camp director's approval: \_\_\_\_\_  
 \_\_\_\_\_

**Campers notified** \_\_\_\_\_

**Area set up by**  
 \_\_\_\_\_

**Campfire planning meeting** \_\_\_\_\_  
 \_\_\_\_\_

<b>Spot</b>	<b>Title of Stunt, Song, or Story</b>	<b>By</b> _____	<b>Time</b>
1	<b>Opening—and firelighting</b>		
2	<b>Greeting—introduction</b>	<b>M.C.</b>	
3	<b>Sing— Yell—</b>		
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## National Youth Leadership Training

<b>21</b>			
<b>22</b>	<b>Closing</b>		



# National Youth Leadership Training

## Campfire Program Planner for NYLT Instructional Campfire

	Program Item	Staff in Charge
<b>Opening</b>	Lighting the campfire (or otherwise developing an inviting atmosphere)	
	Flag ceremony	
	Opening songs	
<b>Instructional Presentation</b> Ingredients of successful campfire programs:	Planning	
	Showmanship, songs, skits, and stories	
	Making it appropriate	
<b>Entertainment</b>	Songs	
	Skits	
	Stories	
<b>The Quest for the Meaning of Leadership</b>	Presenting the challenge to the teams	
	Staff presentation: The Quest for the Meaning of Teaching Leadership	
<b>Closing</b>	Course Director's Minute	



## Communication Skills Checklist

\_\_\_\_\_ **Neutral position.** The leader stands comfortably before the audience, hands at his sides. His posture is good.

\_\_\_\_\_ **Feet.** The leader positions himself where everyone can see and hear him without distraction. If possible, the leader moves around during the presentation.

\_\_\_\_\_ **Hands.** The leader uses his hands and arms as communicating tools, inviting the audience's participation while not distracting them with constant motion.

\_\_\_\_\_ **Mouth.** The leader communicates loudly enough for everyone to hear, and clearly enough for everyone to understand. He varies the tone of his voice as he talks.

\_\_\_\_\_ **Eyes.** The leader makes eye contact with listeners.

\_\_\_\_\_ **Ears.** The leader is aware of how listeners respond to what he says, and he adjusts his communicating to fit their needs.

# Daily Campsite Inspection Checklist

*Teams must receive a score of 90 or above to receive a daily Baden-Powell Team streamer.*

**Team Name** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Tents</b>	<b>Possible Points</b>	<b>Total</b>
Tents neat and properly pitched	5	_____
Dining fly neat and properly pitched	5	_____
<b>Tents Total</b>	<b>10</b>	_____
<b>Fire Protection</b>		
Campfire area properly cleared and secured	5	_____
Fire tools present and readily available	5	_____
Fire buckets filled and ready	5	_____
Stove fuel and firewood properly stored	5	_____
<b>Fire Protection Total</b>	<b>20</b>	_____
<b>Team and Personal Equipment</b>		
Equipment clean and properly stored	10	_____
Duty roster filled out and posted	5	_____
Personal equipment neat and properly stored	5	_____
<b>Team and Personal Equipment Total</b>	<b>20</b>	_____
<b>Health and Safety</b>		
Campsite free of litter and debris	5	_____
First-aid kit in camp and visible	5	_____
Handwashing station operational	10	_____
Dishwashing practices resulting in clean cooking gear and personal eating utensils	10	_____
Cooking equipment neatly stored off the ground	10	_____
All food items protected from spoilage, contamination, and animals	10	_____
<b>Health and Safety Total</b>	<b>50</b>	_____
<b>Grand Total</b>	<b>100</b>	_____

## Developing a Team Vision Work Sheet

*Vision* is a picture of future success. It is a picture of what success looks like. The shared vision of a team is what future success looks like for a group of people.

### **The Challenge**

As members of an NYLT team, develop one very clear shared vision of success for your week together during the course. You will use this vision throughout the course as you seek to achieve all you can as a team. At the end of the course, you will have an opportunity to measure the degree of progress you have made toward fulfilling your vision and to report that progress to the rest of the Course.

### **1. Brainstorming**

Brainstorm with your team to develop ideas that might be included in your team's vision of success by the conclusion of the course. Write your ideas down in your Participant Notebook.

### **2. Bringing It Together**

Discuss and combine the results of your brainstorming session to develop a vision of success for your team. Write down versions of your team's vision. Keep revising it until you have a vision that is clear and that all members of your team think is worthwhile.

### **3. Communicating the Shared Vision**

Write down your finalized team vision!

Success looks like: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**If we can see it, we can be it!**

## Developing Your Team Work Sheet

A team is a group of people who share a common vision. They work together to complete goals that will help them realize their shared vision. They support and depend on one another.

*The patrol method is not a way to operate a Boy Scout troop; it is the only way. Unless the patrol method is in operation, you don't really have a Boy Scout troop.*

—Baden-Powell

### Stages of Team Development

**Forming**—Low skills, high enthusiasm

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**Storming**—Low skills, low enthusiasm

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**Norming**—Growing skills, rising enthusiasm

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**Performing**—High skills, high enthusiasm

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# Leadership Compass

## Who Me Game Cards

Easier Category

Make these game cards by copying this page on blue paper and cutting along the dotted lines.

1. What is your given name, and why did your parents name you that?	6. Ask each member of the group to guess your position in the family (oldest, youngest, one of five, etc.), then tell them the answer.
2. What is your favorite food, and why?	7. What is your favorite holiday or celebration? Why?
3. What is your favorite thing to do when you have free time?	8. If you were to describe yourself as a cartoon character or superhero, which one would it be? Why?
4. Ask each member of the group to name the best movie he has ever seen.	9. Describe something that you like about where you live.
5. What is your favorite color, and why?	10. What do you listen to on the radio?
11. Do you have any pets? Why or why not?	15. Name a song that makes you happy when you sing it. Why did you choose that song?
12. Who is your favorite actor or actress? What do you like about him or her?	16. Tell a story about something that happened to you on a camping trip with your Scout troop or Venture crew.
13. If you were the president of the United States for a day, what would you do? Why?	17. What is your favorite subject in school? Why?
14. What are your favorite television programs? Why?	

## Who Me Game Cards

### More Thoughtful Category

Make these game cards by copying this page on gold paper and cutting along the dotted lines.

1. Describe the first place you remember living in.	6. Ask each member of the group to name the best sports event he has ever seen.
2. Why did you get involved with Scouting? What reasons do you have for staying in today?	7. Tell us about your best friend. Why did you pick this person?
3. Ask each member of the group: If you could be an expert in any field, what would it be?	8. If you could live somewhere else, where would it be and why?
4. Ask one member of the group to describe the best Scouting ceremony he has ever seen.	9. Of the things that you own, which ones best represent who you are? Why?
5. Who is the person you most respect in Scouting? Why?	10. Name a great leader in world history. Why did you choose that person?
11. If you could live anywhere, where would you live and why?	15. Why is Scouting important to you?
12. What have you done in your life that makes you proud? Why did you choose that answer?	16. What do people like best about you?
13. Who is one of your heroes? How did that person influence your life?	17. If you could choose only one nonliving object to take from your burning house, what would this thing be?
14. What person do you admire the most today? Why?	18. Tell about one of your favorite childhood memories.

# Who Me Game Cards

**Serious**

## Category

Make these game cards by copying this page on green paper and cutting along the dotted lines.

1. Ask the other members of the group to describe you in one word. Ask them to explain why they chose that word.	6. What is the most important thing you have learned in Scouting?
2. Describe an event in your life that helped you become the person you are today.	7. If you could change one thing in your life, what would it be?
3. What makes you truly happy?	8. What do you think is the most important issue facing young people today? Why?
4. What do you wish you had accomplished (but have not) to this point in your life?	9. How do your parents influence your life?
5. What do you plan to accomplish in the next 10 years?	10. If you had a week left to live, what would you do?
11. If you died tomorrow, how would you be remembered?	14. What is a foolish thing you have done in your life?
12. What is the worst moment you have ever had?	15. Name two very important events in your life. What made them important?
13. Talk about one of your worst habits.	

## Overview of the Week

### Day One (Sunday)

12:00 P.M.	<b>Registration begins</b>
1:00 P.M.	<b>Orientation Trail</b>
2:00 P.M.	<i>Campsite setup</i>
3:00 P.M.	<b>Opening assembly</b>
3:30 P.M.	<b>Communicating Well (Part One)</b>
4:00 P.M.	<b>Finding Your Vision (Part One)</b>
5:00 P.M.	<i>Team meal preparation, dinner, and cleanup; finish campsite setup</i>
7:15 P.M.	Flag ceremony
7:30 P.M.	<b>Who Me game and cracker barrel</b>
8:30 P.M.	<b>Opening night campfire</b>
9:30 P.M.	<i>Silent return to campsites</i>
10:00 P.M.	<i>Lights out</i>

### Day Two (Monday)

6:30 A.M.	<i>Arise; team breakfast and cleanup</i>
8:00 A.M.	<b>Course assembly</b>
8:45 A.M.	<b>Setting Your Goals</b>
9:45 A.M.	<i>Team meeting</i>
10:15 A.M.	<b>Preparing Your Plans</b>
11:30 A.M.	<b>Model Leadership Council meeting</b>
12:15 P.M.	<b>Team Lunch Planning Challenge</b>
1:30 P.M.	<b>Model Course meeting</b>

### **Course events and activities**

*Team events and activities*

### **Content sessions and their connecting activities**

3:00 P.M.	<b>Building pioneering projects</b>
5:00 P.M.	<i>Meal preparation</i>
5:30 P.M.	<i>Dinner and cleanup</i>
7:15 P.M.	Flag ceremony
7:30 P.M.	<b>Scouts' worship service</b>



## National Youth Leadership Training

8:00 P.M.

**Movie night with cracker barrel**

10:00 P.M.

*Lights out*

## National Youth Leadership Training

### Day Three (Tuesday)

6:30 A.M.	<i>Arise; breakfast and cleanup</i>
7:45 A.M.	<i>Course assembly</i>
8:00 A.M.	<b>Developing Your Team</b>
9:30 A.M.	<b>Solving Problems</b>
10:15 A.M.	<b>Problem-Solving Round-Robin</b>
11:30 A.M.	<i>Leadership council meeting</i>
12:15 A.M.	<i>Lunch and cleanup</i>
1:00 P.M.	<i>Course meeting</i>
2:30 P.M.	<b>The Leading EDGE</b>
3:30 P.M.	<b>Team Games</b>
4:00 P.M.	<i>Team meeting</i>
4:45 P.M.	<i>Meal preparation</i>
6:00 P.M.	<i>Dinner and cleanup</i>
7:15 P.M.	Flag ceremony
7:30 P.M.	<b>Lego™ Challenge/Realistic First Aid*</b>
10:00 P.M.	<i>Lights out</i>

### *Course events and activities*

*Team events and activities*

### **Content sessions and their connecting activities**

*\*Consider omitting “Realistic First Aid” from participants’ schedules.*

## National Youth Leadership Training

### Day Four (Wednesday)

6:30 A.M.	<i>Arise; breakfast and cleanup</i>
8:00 A.M.	<b>Course assembly</b>
8:45 A.M.	<b>The Teaching EDGE</b>
9:45 A.M.	<i>Team activity</i>
10:30 A.M.	<b>Resolving Conflicts</b>
11:30 A.M.	<b>Leadership Council meeting</b>
12:00 P.M.	<i>Lunch and cleanup</i>
1:00 P.M.	<i>Course meeting</i>
2:30 P.M.	<b>Geocache Wide Game</b>
4:00 P.M.	<i>Team meeting</i>
4:45 P.M.	<i>Meal preparation</i>
6:00 P.M.	<i>Dinner and cleanup</i>
7:15 P.M.	<i>Flag ceremony</i>
7:30 P.M.	<b>Making Ethical Decisions</b>
8:30 P.M.	<i>Team campfires (with cracker barrel snacks)</i>
10:00 P.M.	<i>Lights out</i>

### Day Five (Thursday)

6:30 A.M.	<i>Arise; breakfast and cleanup</i>
8:00 A.M.	<b>Course assembly</b>
9:00 A.M.	<b>Leading Yourself</b>
10:00 A.M.	<b>Leadership Council meeting</b>
10:45 A.M.	<i>Team meeting</i>
11:45 A.M.	<i>Lunch and cleanup</i>
1:00 P.M.	<b>Valuing People</b>
2:15 P.M.	<b>Course assembly to begin the Outpost Camp</b>
2:30 P.M.	<i>Outpost Camp</i>

### **Course events and activities**

*Team events and activities*

### **Content sessions and their connecting activities**

# National Youth Leadership Training

## National Youth Leadership Training

### **Day Six (Friday)**

TBD	<i>Arise; breakfast and cleanup</i>
8:15 A.M.	<i>Return from Outpost Camp</i>
8:30 A.M.	<b><i>Course assembly</i></b>
8:45 A.M.	<i>Shower and prepare for day</i>
10:00 A.M.	<b>Finding Your Vision, Part Two</b>
11:00 A.M.	<b><i>Leadership Council meeting</i></b>
11:30 A.M.	<i>Team meeting</i>
12:00 P.M.	<i>Lunch</i>
1:30 P.M.	<b>Communicating Well, Part Two</b>
2:30 P.M.	<b>Team presentations: The Quest for the Meaning of Leadership</b>
3:30 P.M.	<i>Camp breakdown/feast preparation</i>
5:30 P.M.	<b><i>Feast</i></b>
7:00 P.M.	<b>Course Closing: Creating a Future</b>

#### ***Course events and activities***

#### ***Team events and activities***

#### **Content sessions and their connecting activities**

## Team Duty Roster

*Roster may be adjusted to meet particular team needs.*

### Team Members

- A. \_\_\_\_\_
- B. \_\_\_\_\_
- C. \_\_\_\_\_
- D. \_\_\_\_\_
- E. \_\_\_\_\_
- F. \_\_\_\_\_

	<b>Team Leader (water)</b>	<b>Assistant Team Leader (stoves)</b>	<b>Cook 1</b>	<b>Cook 2</b>	<b>Cleanup 1</b>	<b>Cleanup 2</b>
<b>Day 1</b>	A	B	C	D	E	F
<b>Day 2</b>	F	A	B	C	D	E
<b>Day 3</b>	E	F	A	B	C	D
<b>Day 4</b>	D	E	F	A	B	C
<b>Day 5</b>	C	D	E	F	A	B
<b>Day 6</b>	B	C	D	E	F	A

## Sample Team Duty Roster

Rotation of duties takes place daily at the morning Course assembly.

Team \_\_\_\_\_

Names/days	Day One	Day Two	Day Three	Day Four	Day Five	Day Six	Day Seven
	Team leader	Cleanup buddies	Fire and water buddies				
	Assistant team leader						
	Cooking buddies	Team leader	Cleanup buddies				
		Assistant team leader					
	Fire and water buddies	Cooking buddies	Team leader				
			Assistant team leader				
	Cleanup buddies	Fire and water buddies	Cooking buddies				

The **team leader** leads the team; attends Leadership Council meetings; holds team meetings to keep members informed of Course plans and activities; leads the team in games, practices, and competitions; sets an example by initiative and Scouting spirit; and is responsible for keeping team activities on the camp's time/event schedule.

The **assistant team leader** leads the team in the absence of the team leader and assists the team leader as requested in the operation of the team and participation in activities.

**Note:** The team leader and assistant team leader are not scheduled for camp duties. They should be free to assist wherever and whenever needed.

## National Youth Leadership Training

**Cooking buddies** secure food supplies from the quartermaster at 4:30 P.M. and at such other times as directed; follow menus and recipes exactly after reading directions twice; serve meals on time; put away food; put cooking pots to soak; place cleanup water supply over fire before serving the meal.

**Fire and water buddies** maintain water supply; maintain supplies of tinder, kindling, and firewood protected from weather; and start fires in time for cooks to have meals ready on time.

**Cleanup buddies** set up wash and rinse water for dishwashing; clean cooking pots, utensils, and team's personal eating gear; clean up the kitchen and dining areas; store all team equipment; dispose of trash; and put out all fires after use.



## Sample Team Duty Roster (cont.)

### Latrine Cleaning Rotation Schedule

In the U.S. Navy, it's called a *head*; in the U.S. Army, a *latrine*. Rural residents might call it an *outhouse* or a *privy*. To the Japanese, it's the *benjo*. In Europe, it's the *WC*, and the British sometimes call it the *necessary*. To a Scout camper, it's the *latrine*.

Whatever it's called, when you're sharing it with another team, *somebody* has to keep it clean and in good order. That's not the best job in camp, so it is important that everybody takes turns. The teams that are sharing the latrine should get together and work out a schedule.

	SUN	MON	TUE	WED	THU	FRI	SAT
AM							
PM							

The latrine should be checked and cleaned twice a day. See that extra toilet paper is available, that the lantern is lit (or the lights are on) at dusk and extinguished in the morning, that hand-washing water is available, and that any other chores are accomplished.

## Schedule of Events for Day One (Sunday)

12:00 P.M.	<i>Registration begins</i>
1:00 P.M.	<b>Orientation Trail</b>
2:00 P.M.	<i>Campsite setup</i>
3:00 P.M.	<i>Opening assembly</i>
3:30 P.M.	<b>Communicating Well (Part One)</b>
4:00 P.M.	<b>Finding Your Version (Part One)</b>
5:00 P.M.	<i>Team meal preparation, dinner, and cleanup; finish campsite setup</i>
7:15 P.M.	Flag ceremony
7:30 P.M.	<b>Getting to Know Me game and cracker barrel</b>
8:30 P.M.	<b>Opening night campfire</b>
9:30 P.M.	<i>Silent return to campsites</i>
10:00 P.M.	<i>Lights out</i>

### *Course events and activities*

*Team events and activities*

**Content sessions and their connecting activities**

## Checklist for Ethical Decision Making

This checklist can be used to test choices when you are considering whether a decision is ethical. If you answer NO to any of the items, you may be heading in the wrong direction.

### Be Checks:

- |                              |                             |   |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Does it allow me to remain loyal to my values?        |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Does it allow me to lead myself and others correctly? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Am I being Obedient?                                  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Am I being Brave?                                     |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Am I following all the points of the Scout Law?       |

### Know Checks:

- |                              |                             |   |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Is it legal?  |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Does it conform with the Golden Rule?                               |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Will this choice help me build trust with others?                   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Does it conform with my religious beliefs?                          |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Does it allow me to use skills from the NYLT toolbox, such as ROPE? |

### Do Checks:

- |                              |                             |  |
|------------------------------|-----------------------------|--|
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Does it conform to the Scout Oath and Law and the Venturing Oath?                      |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Am I fulfilling my duty to God and my country?   |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Does this choice help me stay physically strong, mentally awake, and morally straight? |
| <input type="checkbox"/> Yes | <input type="checkbox"/> No | Does it conform to the principles of the Outdoor Code?                                 |

# Conflict Resolution Checklist

What strategies can we use to manage conflict?

1. Be aware of yourself.

2. Be aware of others.

3. Listen

- Bribery
- Concern
- Persuasion
- Interest
- Straightforwardness
- \_\_\_\_\_
- \_\_\_\_\_

4. Use your EAR

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

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**Address**—Why is that working, or why is that not working?

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**Resolve**—What ways are there to solve the problem?

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## DAY TWO COURSE MEETING PLAN

ACTIVITY	DESCRIPTION	RUN BY	TIME
<b>Preopening</b> _____ minutes			
<b>Opening Ceremony</b> _____ minutes			
<b>Skills Instruction</b> _____ minutes			
<b>Team Meetings</b> _____ minutes			
<b>Interteam Activity</b> _____ minutes			
<b>Closing</b> _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> <li>● Course Director's Minute.</li> </ul>	CD	
<b>After the Meeting</b>			

## Day Two Team Meeting Agenda

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

## Emergency Response Plan

### Team Outpost Camp

**Team Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Trip Destination and Route Description:** \_\_\_\_\_

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**Medical training level of team leader and team members:** \_\_\_\_\_

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**Group first-aid kit:** \_\_\_ Yes

**Steps to be taken in the event of an emergency:** \_\_\_\_\_

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## Figure-of-Eight Lashing Instructions

Lay three spars alongside each other, butt to butt and tip to tip. Starting at the middle of the rope, weave around the spars a few times with each rope end. Tighten with two frapping turns in the spaces between the spars. Finish with a square knot and open the tripod.

To stabilize the tripod, three more spars should be lashed across the butts a foot or so from the base.

## Historic American Flag Presentation: British Union Flag

### ***British Union Flag***

The British Union flag, sometimes called the Union Jack, was carried by the Jamestown settlers in 1607 and by the pilgrims who arrived on the *Mayflower* in 1620. Today, it is the official flag of the United Kingdom. Its design can be found in the Hawaii flag and several flags of other nations, including New Zealand and Australia.

Of special note is the fact that the British Union flag was flown upside down—usually a sign of distress—many times when forces were under siege during the Boer War. Scouts will remember one hero of the Boer War: Robert S. S. Baden-Powell, the founder of the worldwide Scouting movement.

## Historic American Flag Presentation: 46-Star Flag

### **46-Star Flag**

By 1908, the United States of America had grown to encompass states from the Atlantic to the Pacific. Nearly all of the territory in between had also been recognized with statehood. When Oklahoma joined the Union, the U.S. flag changed to include 46 stars, a design that would last for only four years and the administrations of two presidents, Theodore Roosevelt and William Taft.

For us, there is further significance. This is the flag that was flying over America in 1910 when the Boy Scouts of America had its beginnings.

Let us honor this flag with a song that also honors our nation; let us honor our nation with a song that also honors the land.

### **“God Bless America”**

God bless America, land that I love.  
Stand beside her, and guide her,  
Through the night with a light from above.

## National Youth Leadership Training

From the mountains, to the prairies,  
To the oceans, white with foam—  
God bless America! My home, sweet home.  
God bless America! My home, sweet home.



## Historic American Flag Presentation: Continental Flag

### *The Continental Flag*

A nation's flag is a stirring sight as it flies in the wind, representing a country's land, its people, its government, and its ideals. The Egyptians flew the first flaglike symbols thousands of years ago, and people have been flying them ever since.

While many flags have flown over what is now the United States of America, the first flag to represent all the colonies was the Continental Colors, also called the Cambridge Flag or the Grand Union Flag. This flag, on which the British flag appeared at the upper left, was the unofficial American flag in 1775 and 1776. On New Year's Day 1776, in Cambridge, Massachusetts, George Washington chose it to be flown to celebrate the formation of the Continental Army. Later that year, it became the first American flag to be saluted by another country—the Netherlands.

Let us honor this flag with a song that also honors America:

#### **“America the Beautiful”**

O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America!  
God shed his grace on thee  
And crown thy good with brotherhood  
From sea to shining sea!

## Historic American Flag Presentation: Flag of 1777 (Betsy Ross Flag)

### *The Flag of 1777 (Betsy Ross Flag)*

With the signing of the Declaration of Independence, the new American nation needed a flag of its own. On June 14, 1777, Congress passed this resolution:

“Resolved: That the flag of the thirteen United States be thirteen stripes alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation.”

Each star and each stripe represented one of the colonies that would become the United States. The Flag of 1777 flew over the young nation for 18 years. George Washington was the only president to serve under this banner. To this day, June 14, the birthday of our flag, is celebrated each year as Flag Day.

Let us honor this flag with a song that also honors America:

#### **“America the Beautiful”**

O beautiful for spacious skies,

## National Youth Leadership Training

For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America!  
God shed his grace on thee  
And crown thy good with brotherhood  
From sea to shining sea!

## Historic American Flag Presentation: Serapis Flag

### *The Serapis Flag*

Designed with 13 stripes alternating red, white, and blue, this flag was raised by Capt. John Paul Jones on the British frigate *Serapis* during the most famous naval battle of the Revolutionary War.

In 1779, after conducting sea raids on the coast of Britain, Jones took command of a rebuilt French merchant ship that had been renamed the *U.S.S. Bonhomme Richard* in honor of Benjamin Franklin. In September of that same year, Jones engaged the British frigate *Serapis* in the North Sea, sailing in close, lashing his vessel to the British ship, and fighting the battle at point-blank range. During the fight, two cannon burst on the *Bonhomme Richard*. The British captain asked Jones if he was ready to surrender. Jones replied, "Sir, I have not yet begun to fight!" Eventually it was the crew of the *Serapis* that surrendered, though the *Bonhomme Richard* was severely damaged. The American sailors boarded the *Serapis* and watched from the deck as the *Bonhomme Richard* sank beneath the waves.

Let us honor this flag with a song that also honors America.

### **"Columbia, the Gem of the Ocean"**

O Columbia, the gem of the ocean,  
The home of the brave and the free,  
The shrine of each patriot's devotion,  
A world offers homage to thee.  
Thy mandates make heroes assemble,  
When Liberty's form stands in view;  
Thy banners make tyranny tremble,  
When borne by the red, white, and blue!  
When borne by the red, white, and blue!  
When borne by the red, white, and blue!  
Thy banners make tyranny tremble,  
When borne by the red, white, and blue!

## Historic American Flag Presentation: Star-Spangled Banner

### *The Star-Spangled Banner*

By 1795, Vermont and Kentucky had joined the Union, bringing the number of states to 15. The new flag, featuring 15 stars and 15 stripes, flew over the nation for the next 23 years and the administrations of five presidents. It was this flag that flew over Fort McHenry the memorable night of its bombardment by the British in 1814, inspiring Francis Scott Key to write the verses of our national anthem.

The actual flag that flew over Fort McHenry that night is now preserved in the Smithsonian National Museum of American History.

Let us honor the flag by singing the first verse of the song it inspired.

### **“The Star-Spangled Banner”**

O say, can you see, by the dawn’s early light,  
What so proudly we hail’d at the twilight’s last gleaming?  
Whose broad stripes and bright stars, thro’ the perilous fight,  
O’er the ramparts we watched, were so gallantly streaming?  
And the rockets’ red glare, the bombs bursting in air,  
Gave proof thro’ the night that our flag was still there!  
O say, does that star-spangled banner yet wave  
O’er the land of the free and the home of the brave?

## Day Two Leadership Council Meeting Agenda

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. Announcements
5. Program team and service team assignments
6. Closing
7. Course Director’s observations

## Planning a Scouts' Worship Service

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

—From BSA's Charter and Bylaws

### Location

- Lends itself to the occasion and promotes reverence
- Comfortable for participants
- Has a focal point (view)

### Content

- In line with *Courtesy, Kind, and Reverent*
- Participants are active (responsive readings, singing, etc.)

### Sample Outline

#### Scouts' Worship Service

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

### A Suggested Opening

“Prepare yourself for prayer in your usual custom.”





## Sample Troop Meeting Plan Work Sheet

### TROOP MEETING PLAN

Date \_\_\_\_\_

ACTIVITY	DESCRIPTION	RUN BY	TIME
<b>Preopening</b> _____ minutes			
<b>Opening Ceremony</b> _____ minutes			
<b>Skills Instruction</b> _____ minutes			
<b>Patrol Meetings</b> _____ minutes			
<b>Interpatrol Activity</b> _____ minutes			
<b>Closing</b> _____ minutes Total 90 minutes of meeting	<ul style="list-style-type: none"> <li>● Scoutmaster's Minute.</li> </ul>	SM	
<b>After the Meeting</b>			



# National Youth Leadership Training

## Schedule of Events for Day Two (Monday)

6:30 A.M.	<i>Arise; team breakfast and cleanup</i>
8:00 A.M.	<b>Course assembly</b>
8:45 A.M.	<b>Setting Your Goals</b>
9:45 A.M.	<i>Team meeting</i>
10:15 A.M.	<b>Preparing Your Plans</b>
11:30 A.M.	<b>Model Leadership Council meeting</b>
12:15 P.M.	<b>Team Lunch Planning Challenge</b>
1:30 P.M.	<b>Model Course meeting</b>
3:00 P.M.	<b>Building pioneering projects</b>
5:00 P.M.	<i>Meal preparation</i>
5:30 P.M.	<i>Dinner and cleanup</i>
7:15 P.M.	Flag ceremony
7:30 P.M.	<b>Scouts' worship service</b>
8:00 P.M.	<b>Movie night with cracker barrel</b>
10:00 P.M.	<i>Lights out</i>

### ***Course events and activities***

### ***Team events and activities***

### ***Content sessions and their connecting activities***

## **Service and Program Team Assignments**

### **Service Team**

The service team period of service is from morning Course assembly until the duties are turned over to the new service team at the next ceremony.

Service team duties include:

- Being responsible for the general cleanliness of the camp, especially for the meeting areas and campfire circle.
- Assisting the quartermaster with Course cracker barrels.
- Laying campfires when requested and extinguishing the fires when done.
- Placing lighted latrine lanterns in appropriate places every evening and returning them to the quartermaster each morning, cleaned and filled.

### **Program Team**

The program team period of service is from the morning Course assembly until the duties are turned over to the new program team at the next ceremony.

Program team duties include:

- Hoisting the flags in the morning at Course assembly and lowering the flags in the evening as directed by the Course leader through the Leadership Council.
- Making sure that the presentation area is set up and the necessary equipment is on hand before the start of each session, as requested by the assistant course director for program.
- Giving leadership to campfire programs, as requested, and being ready at all times to introduce and lead songs when called upon.

## Setting Your Goals Work Sheet

*Goals* are the steps you complete to fulfill a vision. Goals that are *SMART* will lead you in the direction you want to go.

***Specific, Measurable, Attainable, Relevant, Timely***

***SMART Notes:***

**Specific**—Everyone needs to know exactly what’s involved.

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**Measurable**—You need a way to measure your goal so that you know when you have completed it.

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**Attainable**—You should be able to see how you can reach your goal.

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**Relevant**—If the goal is not connected to reaching the vision, why are we doing it?

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**Timely**—Do it when it’s needed.

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## SMART Goals Work Sheet

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

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

### Specific

The goal is specific in these ways:

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### Measurable

The goal is measurable in these ways:

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National Youth Leadership Training

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**Attainable**

The goal is attainable in these ways:

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**Relevant**

The goal is relevant to the vision in these ways:

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**Timely**

The goal is timely in these ways:

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## Duties of a Patrol Leader

—From the *Patrol Leader Handbook*

- Represent your patrol at all Leadership Council meetings and the annual program planning conference.
- Keep patrol members informed of decisions made by the Leadership Council.
- Take a key role in planning, leading, and encouraging patrol meetings and activities.
- Help the patrol prepare to participate in all troop activities.
- Learn about the abilities of other patrol members. Fully involve them in patrol and troop activities by assigning them specific tasks and responsibilities.
- Attend youth leader training and continue to work on advancement.
- Encourage patrol members to complete their own advancement requirements.
- Set a good example to your patrol by having a positive attitude, wearing the Scout uniform, showing patrol spirit, and expecting the best from yourself and others.
- Devote the time necessary to be an effective leader.
- Work with others in the troop to make the troop go.
- Live by the Scout Oath and Law.

## The Teaching EDGE

**Explain**—Explain what you are going to teach and why.

**Demonstrate**—Demonstrate the skill. Ensure that your audience can see and hear clearly. Go at a slow pace so that each step in the process is clearly demonstrated.

**Guide**—Provide the materials and tools needed for learners to complete the exercise. Coach/guide the learners as they go through the exercise the first time. A learner must do a new activity at least twice. That's how real learning takes place. Repetition is essential. Doing something once is not enough.

**Enable**—Evaluate the effort. Encourage the learners to keep trying until they master the skill. Only then have you enabled them to go off on their own and use that skill whenever they feel it is appropriate.

*Remember, teaching is not effective unless learning takes place!*

What would a person in each phase of learning need from a teacher?

**Forming:** \_\_\_\_\_

**Storming:** \_\_\_\_\_

**Norming:** \_\_\_\_\_

**Performing:** \_\_\_\_\_

## Troop and Crew Leadership Hints

### The Leading EDGE™

- **Shared values are a foundation of any team.** The Scout Oath and Law and Venturing Oath are expressions of the BSA's values. Rely on them as you are making ethical choices in unit leadership.
- **Offer a vision of success.** The units annual program plan is a blueprint for exciting activities and outdoor adventures. Use it to focus Scouts' energies and enthusiasm.
- **Recognize achievement differences.** Some Scouts learn and advance faster than others. Give additional assistance to Scouts taking more time to learn skills and to gain Scouting experience. Offer advanced Scouts added responsibility and leadership positions.
- **Model ideal behavior.** Demonstrate yourself the kind of behavior and achievement you expect from everyone in the troop. Be what you want them to be. Have high expectations for yourself, and expect the best in others.
- **Acknowledge differences.** Look for ways to draw on individual strengths to the advantage of the entire unit. Develop trust by keeping the interests of the unit members in mind.
- **Make meetings count.** Get outdoors and have adventures. Working through the Leadership Council or executive team, develop an exciting program, then carry it out.
- **Respect and value others.** Help each unit member feel that he has something important to contribute to the success of his patrol and troop or crew.



## Schedule of Events for Day Three (Tuesday)

6:30 A.M.	<i>Arise; breakfast and cleanup</i>
7:45 A.M.	<b>Course assembly</b>
8:00 A.M.	<b>Developing Your Team</b>
9:30 A.M.	<b>Solving Problems</b>
10:15 A.M.	<b>Problem-Solving Round-Robin</b>
11:30 A.M.	<b>Leadership Council meeting</b>
12:15 P.M.	<i>Lunch and cleanup</i>
1:00 P.M.	<b>Course meeting</b>
2:30 P.M.	<b>The Leading EDGE™</b>
3:30 P.M.	<b>Team games</b>
4:00 P.M.	<i>Team meeting</i>
4:45 P.M.	<i>Meal preparation</i>
6:00 P.M.	<i>Dinner and cleanup</i>
7:15 P.M.	Flag ceremony
7:30 P.M.	<b>Lego™ Challenge/Realistic First Aid*</b>
10:00 P.M.	<i>Lights out</i>

### **Course events and activities**

*Team events and activities*

### **Content sessions and their connecting activities**

\*Consider omitting “Realistic First Aid” from participants’ schedules.

## Conflict Resolution Checklist

1. Be aware of yourself.
2. Be aware of others.
3. Listen.
4. Use **EAR** to:  
*Express—What do you want and what are you doing to get it?*  
*Address—Why is that working or not working?*

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*Resolve—What ways are available to solve the problem?*

## Decision-Making Tools

**Brainstorming**—Allows for the free flow of ideas.

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**Consensus**—Occurs when a discussion leads to agreement without resorting to a vote.

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**Multivoting**—Allows team members to trim a list to a manageable size.

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**Parking Lot**—Helps a team hold onto fresh ideas whose time has not yet arrived.

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## Making Ethical Decisions

### Steps to Ethical Decision Making

Life is about choices. Some are big choices, some are small. Whatever the case, there are some very clear steps we can follow to make choices that are in keeping with our ethical beliefs.

#### Step One: Getting the Facts Straight

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

#### Step Two: Figure Out What Kind of Choice It Is

The categories of choices are:

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

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

## Schedule of Events for Day Four (Wednesday)

6:30 A.M.	<i>Arise; breakfast and cleanup</i>
8:00 A.M.	<b>Course assembly</b>
8:45 A.M.	<b>The Teaching EDGE™</b>
9:45 A.M.	<i>Team activity</i>
10:30 A.M.	<b>Resolving Conflict</b>
11:30 A.M.	<b>Leadership Council meeting</b>
12:00 P.M.	<i>Lunch and cleanup</i>
1:00 P.M.	<b>Course meeting</b>
2:30 P.M.	<b>Geocache Wide Game</b>
4:00 P.M.	<i>Team meeting</i>
4:45 P.M.	<i>Meal preparation</i>
6:00 P.M.	<i>Dinner and cleanup</i>
7:15 P.M.	Flag ceremony
7:30 P.M.	<b>Making Ethical Decisions</b>
8:30 P.M.	<i>Team campfires (with cracker barrel snacks)</i>
10:00 P.M.	<i>Lights out</i>

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*Course events and activities*

*Team events and activities*

**Content sessions and their connecting activities**

## Leading Yourself Work Sheet

Three questions:

1. Where am I now?

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2. Where do I want to be?

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

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### **The Foundation of Leadership**

**BE**—Who you are and how you use your strengths

**KNOW**—The skills of teaching and helping others achieve their goals

**DO**—Tools for communicating, solving problems, and resolving conflicts

## **Schedule of Events for Day Five (Thursday)**

- 6:30 A.M.     *Arise; breakfast and cleanup*
- 8:00 A.M.     ***Course assembly***
- 9:00 A.M.     **Leading Yourself**
- 10:00 A.M.    ***Leadership Council meeting***
- 10:45 A.M.    *Team meeting*
- 11:45 A.M.    *Lunch and cleanup*
- 1:00 P.M.     **Valuing People**
- 2:15 P.M.     ***Course assembly to begin the Outpost Camp***
- 2:30 P.M.     *Outpost Camp*

***Course events and activities***

*Team events and activities*

**Content sessions and their connecting activities**

## Communicating Well Work Sheet

### Aristotle's Model for Effective Communication

Message ——— Sender ——— Receiver

### Effective Communication Work Sheet

#### Checklist for Organizing the Message

Use 5WH to organize a message you want to communicate.

- Who?
- What?
- When?
- Where?
- Why?
- How?

#### Checklist for Being an Effective Sender

1. Here is the **reason** I'm asking for some of your time.
2. Here is my **idea**.
3. Let me **summarize** the situation for you. (Use 5WH.)
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.

#### Checklist for Being an Effective Listener

1. **Repeat** the message back to the speaker.
  - **Rephrase** the message. "Here's what I hear you saying."

OR

- Give your **understanding** of the message. "From what you are saying, I understand this is what you want me to do."
2. **Ask** for more information. "Tell me more about that."



## Developing a Personal Vision Work Sheet

Personal and Confidential

Name \_\_\_\_\_ Unit \_\_\_\_\_

Instructions: This personal conference goals sheet is a contract that you are being asked to make with yourself. You will share it with your Unit Leader, and together you will develop some goals to make your unit better.

During the week, you are going to learn about leadership. Using what you have learned in NYLT, you can make a real difference in your success as a youth leader. Use this space to record your feelings about leadership, especially your personal vision and goals, and how to accomplish them. Your vision and goals may concern your troop or crew (making it better) or yourself (becoming a better leader).

Record your personal vision.

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List three personal goals to ensure that your personal vision is successful.

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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## National Youth Leadership Training

List five personal plans to ensure your personal goals are met.

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5. \_\_\_\_\_  
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## Schedule of Events for Day Six (Friday)

TBD	<i>Arise; breakfast and cleanup</i>
8:15 A.M.	<i>Return from Outpost Camp</i>
8:30 A.M.	<b>Course Assembly</b>
8:45 A.M.	<i>Shower and prepare for day</i>
10:00 A.M.	<b>Finding Your Vision, Part Two</b>
11:00 A.M.	<b>Leadership Council meeting</b>
11:30 A.M.	<i>Team meeting</i>
12:00 P.M.	<i>Lunch</i>
1:30 P.M.	<b>Communicating Well, Part Two</b>
2:30 P.M.	<b>Team presentations: The Quest for the Meaning of Leadership</b>
3:30 P.M.	<i>Camp breakdown/feast preparation</i>
5:30 P.M.	<b>Feast</b>
7:00 P.M.	<b>Course Closing: Creating a Future</b>

### *Course events and activities*

#### *Team events and activities*

#### **Content sessions and their connecting activities**

## National Youth Leadership Training Recognition Request

From (Council): \_\_\_\_\_ Council Number: \_\_\_\_\_

Headquarters (City): \_\_\_\_\_ Area: \_\_\_\_\_

To (Regional Director): \_\_\_\_\_

### *Person to Be Recognized*

Name: \_\_\_\_\_ Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Please fill in the details for the recognition being requested. A copy of the application form for the council NYLT program must be attached to this submission. Recognitions are presented on behalf of the National Council, region, and local council, and cannot be made without the written approval of the region.

### Recognition Type

(Select one of the following and complete all related sections in the table.)

- 3 beads for NYLT assistant Course Director
  - Completed Wood Badge for the 21<sup>st</sup> Century and earned beads.
  - Attended Trainer’s EDGE two years or less before staffing NYLT.
  - Staffed a NYLT or NAYLE course as an assistant Course Director who provided training and oversight of youth staff. No other adult positions qualify. (Note: The quartermaster position may be classified as an assistant Course Director if providing content instruction and/or oversight for the youth staff.)
  
- 4 beads for NYLT Course Director
  - Staffed Wood Badge for the 21<sup>st</sup> Century as a troop guide.
  - Completed NYLT area/regional Course Director conference within one year prior to NYLT or NAYLE service as a Course Director, and signed Course Director’s pledge.
  - Attended Trainer’s EDGE two years or less before staffing NYLT.
  - Served as a Course Director for NYLT or NAYLE.

Item	Date (Month/Year)
Earned Wood Badge for the 21 <sup>st</sup> Century beads	
Served as Wood Badge for the 21 <sup>st</sup> Century troop guide	
Last attended Trainer’s EDGE	
Last attended area/regional NYLT conference	

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Last served as NYLT assistant Course Director	
Last served as NYLT Course Director	

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***Host Council Approval***

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Host Council Training Chair

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Host Council Scout Executive

***Area Approval***

We have reviewed this request and recommend the requested recognition. (If not approved, the area director should contact the local council.)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

NYLT Area or Regional Coordinator

***Action by Regional Service Center***

**This recognition \_\_\_\_\_ (is) \_\_\_\_\_ (is not) approved.**

(If approved, recognition items may now be ordered.)

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

For the Region

**After the request is signed and approved by the training chair and Scout executive, mail the original request to:**

## Valuing Others Work Sheet

GOALS are the steps you complete to fulfill a vision. Goals that are  
SMART will lead you in the direction you want to go.  
Specific, Measurable, Attainable, Relevant, Timely

**ROPE**—An effective approach to increasing a team’s diversity

**Reach**—Look to those who are not like you in terms of religion, race, ability, culture, and traditions.

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**Organize**—Do all you can to help deliver the promise of the Scouting program.

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**Practice**—Practice using the skills of NYLT to build on the diversity in your patrol, troop, or crew.

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**Experience**—The experiences you have as you include others in your unit can make your Scouting experience richer.

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## Credits

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