

# Troop Junior Leader Training

A variation of Section II of the standard Boy Scout Junior Leader Training



Modified by:  
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## Troop Junior Leader Training

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### Section II Troop Junior Leader Training: Building the Team

After you have taken each of your new junior leaders through the introduction to leadership, it is time to get them acquainted with some basic leadership skills and to begin building a team that can effectively run their troop.

This training program is unlike any other Boy Scout training. It will involve some new techniques and terminology. It is very important that you, as the leader of this experience, carefully review this written manual and the supporting video before attempting to present this program to your junior leaders.

#### The Scoutmaster's Role:

The first portion of the video contains instructions for use by the Scoutmaster only. (This should not be shared with junior leaders.) Please view this portion of the video now.

#### View the first segment of the video.

You should now understand how this part of junior leader training will work. Here is a summary of the key ideas, just in case you missed a point. If you don't feel comfortable with this yet, review the first part of the video again.

#### An Agenda for the Day

Time (Minutes)	Activity	Video
	Warmup Games	Moonball, Yurt Circle, Zulu Toss, Everybody Up, Hog Call
	Purpose and schedule for the day	
	Show video segment on leadership.	
	Conduct activity 1A or 1B	1A "Blind Square" 1B "Front End Alignment A"
	Reflection on activity 1A or 2A	
	Conduct activity 2A or 2B	2A "Blind Equilateral Triangle" 2B "Front End Alignment B"
	Reflection on activity 2A or 2B	
	Talk	"Identifying Traits of a Good Leader"
	Show video segment on cooperation	
	Conduct Activity 3A or 3B: <i>Similarities and Differences.</i>	3A: "My Friend the Potato" 3B: "Characteristics"
	Reflection on activity 3A or 3B	

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Time (Minutes)	Activity	Video
	Conduct activity 4A or 4B <i>Cooperation</i>	4A: Lunch preparation 4B: Stranded game
	Reflection on activity 4A or 4B	
	Show first video segment on problem solving	
	Conduct activity 5A or 5B	5A: "Tent Scene." 5B: "The Incident"
	Show second video segment on problem solving	
	Conduct activity 6A or 6B	6A: "Nine Magazines, The Original" 6B: "Nine Magazines, Version 2"
	Show third video segment on problem solving	
	Conduct activity 7A or 7B	7A: "Scene with Tommy and Sam." 7B: "Scoutmasters Choice"
	Reflection on activity 7	
	Show video segment on team building	
	Conduct activity 8A, 8B, or 8C	8A: "Willow in the Wind" 8B: "Human Ladder" 8C: "Monster"
	Conduct activity 9A or 9B	9A: "Trust Fall" 9B: "The Great Centipede"
	Reflection on activities 8 and 9	
	Final reflection and goal setting	

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### How to Conduct Activities

Be prepared.

**Familiarize yourself with the activity.** Know how the game is played, what the objectives are, and how its parts lead to the learning objective.

**Plan a strategy** ahead of time so you can help your Scouts if they get into trouble with the game.

**Check out space and equipment requirements.** Plan ahead to avoid last-minute snags.

**Review the questions** you will use in reflecting following the activity. You may want to jot down some notes while the activity is in progress. If you are so tied up in the nuts and bolts of making the activity work, you'll miss many important interactions. The key to good listening is the development of empathy, where the critical eye and ear are connected to a sense of caring. Take time to prepare in terms of the youth involved.

### Present the Game

**Make the rules clear.** Be sure the Scouts understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be **no put-downs or harassment** during the activity.

**Stand back.** Let the Scouts solve the problem themselves. Even though you may know a better solution, let them figure it out for themselves. They will learn the most from an experience they've worked through on their own. During some of the activities, you may be an active participant. This gives you an opportunity to get on common ground with your youth leaders, to be able to lead and to participate at the same time. There doesn't have to be a loss of credibility or authority. You are the leader, but can still convey the message that you're part of the group.

### Leading the Reflection

**Lay the ground rules for discussion.** Have Scouts sit so they can see each other and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

**Facilitate the discussion.** As a leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the Scouts say to avoid criticizing them. Help the discussion get going, then let the Scouts take over with limited guidance from you. Avoid the temptation to jump in with both feet. Often we are so excited about the insight we've developed that we can't stop ourselves from sharing our wisdom. Give the group the opportunity to come up with it. Often, a well-placed question can crack a deadlock

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and get the juices flowing better than any enlightened monologue would have. Remember that the group thinks of you as the expert. They don't have to think if you step in. If you describe what you saw, be sure that your comments don't stop the boys from adding their own thoughts. Above all, be positive. Have fun with the activity and the reflection.

**Discuss what happened.** Direct open-ended questions toward specific incidents. For example, you might ask, "Who took leadership?" "What did they do that made them a leader?" "How did decisions get made?"

**Make a judgment.** Ask the group to decide if what happened is good or bad. Try to focus on the good things first. Direct their attention toward specific skills. For example, you could ask, "What was good about the way decisions were made?" Then you could ask, "What didn't work so well about the way you made decisions?"

**Generalize the experience** We want to try to get them to see the connection between the game and regular troop experiences. You could ask, "How could we use the ideas we learned today in our troop?" Or you can be more specific. "How can we use what we learned about decision making on our camp out?"

**Set goals.** Begin with the positive. Ask them what skills they used today that they would like to keep doing. Then ask what things they need to change in order to better work together. Reflecting on an activity should take no more than 10 to 15 minutes. The more you do it, the easier it becomes for both you and your Scouts. Remember that the real answers often lie beneath the surface. Reflection helps you ensure that these values come through to your Scouts.

### **Review the rest of the video and the workbook.**

Now is a good time to review the remainder of the video and this workbook. Take your time to make sure you understand each activity and what the outcome is to be. Carefully review the suggested questions. Add some of your own. Remember that close observation of the group may even bring others to mind. Once you have completed the video and workbook, it is time to start planning the big day.

### **Preparing for the Big Day**

The next step you need to take is to set a date, time, and location for your team-building workshop. The only requirement for a location is the availability of electricity, a videocassette recorder (VCR), and a monitor. You should schedule a full day for this experience, even though it may take less. There is no hard-and-fast schedule. This gives you more flexibility in developing each activity and the reflecting periods. Give your Scouts plenty of time, but when action or discussion lags, it is time to move on.

This training can be conducted entirely indoors, but it also lends the option of outdoor activities. Associating a "fun" activity after this training might be an excellent way to

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recognize your new “trained” junior leaders.

There is a limited amount of “training aids” you will need to conduct this training. A complete list is covered below.

<b>Quantity</b>	<b>Number</b>	<b>Item</b>
1 per participant	No. 3500	<i>Junior Leader Handbook</i>
	No. 3422	<i>Scoutmaster's Junior Leader Planning Kit</i>
1 per participant	No. 3767A	Training certificate
1 per participant	No. 280	Trained leader emblem
1		Flip chart, or chalkboard
1		VHS video player and monitor
1	Moon Ball	Beach ball
1	For 1A, 2A	50-foot length of rope
1 per participant	For 1A, 2A	Strips of cloth for blindfolds
9	For 6A, 6B	Magazines
½ # boys	For 8B	Scout Stave
1	For 6A, 6B	Magic Pointer (Scout stave)
1	For 9A	Platform, ladder, or stump (approximately 5 feet in height)
1 per scout	Zulu Toss	Ball: tennis, golf or similar
1 per patrol	For 1B	pie tin
3 per participant	For 1B	hard candy
1 per participant	For 3A	Baking potato
1 per participant	For 4B	Pencils & copy of items
Determined by group size	For 4A	Lunch ingredients
		Jelly
		Bread
		Napkins
		Milk (half-pints)
		Soft drinks
		Cupcakes (variety)
		Paper cups
		Forks and knives
		Paper towels
		Paper plates

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### **WHO SHOULD ATTEND?**

This training experience is designed to build your key players into a team. The workshop is designed to work best for 10 or more people. Priority should be given to elected troop leaders (senior patrol leader, assistant senior patrol leader, troop guide, patrol leaders, Varsity team captain, Venture crew chief). Appointed leaders could be added if there are fewer than 10 members.

### **THE BIG DAY**

Well, here we are. You and your junior leaders are in a room looking at each other. What now? Let's play some games. This will help everyone start to relax and have fun. You don't have to play all of the games we have suggested. When you think the group is ready, move on to the next phase.

### **WARMUP GAMES**

#### **Moon Ball**

This is a good game that develops coordination, fast reactions, and unselfconscious participation. There is no individual competition, but the group does compete to better its record.

Equipment:

1 well-inflated beach ball

How to play the game

Spread your group around a basketball court or open field. Use a well-inflated beach ball. The objective is to hit the ball aloft as many times as possible before the ball strikes the ground. Set an objective before beginning the game to give the group something to shoot for. The only rule is that a player cannot hit the ball twice in succession.

Variation

Try this after the group becomes proficient in the basic game. Ask the group to see how many times they can strike the ball in sequence to all players without letting the ball hit the ground or missing a sequenced player.

#### **Yurt Circle**

Equipment:

None

How to play the game

Ask everyone to join hands and expand the circle outward until everyone feels some pull on their arms from each side. Ask the group to spread their feet to shoulder width and in line with the circumference of the circle. Now ask the group to count off by twos. Now ask all of the "ones" to lean in toward the center of the circle, and all of the "twos" to lean out (without bending at the waist). This should be done slowly. If the group works with one another, each person can accomplish a remarkable forward or backward lean. Now ask the group to reverse positions. There will be some difficulty, but keep trying.

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### Zulu Toss Game

#### Materials

One tennis ball, Orange, or other tossable item (ball) per patrol member

#### Procedure

Each patrol forms a circle. The patrol leader (Participant A) 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 patrol leader. Toss the ball around the circle several more times until everyone is accustomed to receiving from and sending to the same individuals every time.

The patrol 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 troop guide hands the patrol 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 troop guide gradually hands the patrol leader more balls. Timing their introduction into the circle to keep the balls moving, until all the balls are in play.

### Everybody up

This activity is a good way to introduce the concept of group cooperation.

#### Equipment:

None

#### How to play the game

Ask two people of approximately the same size to sit on the floor or ground facing one another with the bottoms of their feet opposite, knees bent, and their hands tightly grasped. From this position, ask the duo to try to pull themselves into an upright standing position. Once they are successful, add two more people, and continue until all of the group is included.

### Hog Call

This is a good first-day game when Scouts do not know each other very well

#### Materials:

Blindfolds

#### Procedure:

Ask each group member to pair up with someone they do not know very well. Give each pair time to talk and find out about the other person. Pairs are then asked to choose a matching set of words, e.g., salt-pepper, black-white, etc. Split the pairs, asking each member to walk to opposite ends of a field. When in place, Scouts are instructed to put on blindfolds. On signal, they are to try to find their partner by shouting their matching words. Leaders should protect individuals from running into each other or wandering off.

#### Rules:

Keep your blindfold on until your partner is found.

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# LEADERSHIP STYLES

### **PURPOSE OF THE WORKSHOP** *Why are we here today?*

1. We are going to learn about a leadership style that works great in Scouting.
2. We are going to learn how to work together to accomplish a common goal.
3. We are going to learn how to deal with problems that you will likely encounter as a leader in Scouting.

The program will involve viewing a videotape and then playing games or solving problems. At the end of each of these games or problems, we are going to stop for a minute and think about what happened and then try to make sense of it.

### **SHOW THE VIDEO SEGMENT, “Leadership Styles.”**

#### **Do Activity 1A or 1B:**

##### **Activity 1A: “Blind Square”**

This activity will be used to demonstrate the 'big boss' style of leadership. **The Scoutmaster will be the only one allowed to communicate.**

##### Equipment:

- 1 50-foot length of rope
- Strips of cloth for blindfolds

##### How to play

Form the group in a circle Ask each person to blindfold himself. They should then reach down and grasp the rope with both hands. The objective of this activity is to form a square, using the rope to establish the boundaries.

##### Rules

1. No one may let the rope leave his hands for more than 5 seconds at a time.
2. Only the Scoutmaster may speak. The Scoutmaster may number the other people in the group if desired.
3. The Scoutmaster decides when the square is formed.

##### **Activity 1B: “Front-End Alignment Game”**

##### **Equipment:**

Pie tins (1 per group); 3 pieces of hard candy per scout. Duct tape.

##### **How to Play:**

##### Leadership Style 'A'

You are the boss. You are in charge. You know what is best for your team and for each player. You must take control of your team to lead it to victory. You believe that

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information is power and that you must maintain power to maintain control. Therefore, give out little information, answer few questions, and maintain strict discipline. Strictly enforce the rules and the time limits.

You will give your team orders on how to complete the game. You will not reveal the rules to them. You will tell each person where to stand, both in practice and in the scoring round. Do not give in to complaints or whining from, members of your patrol. “Let me do it my way” or “Let me decide” are demands that indicate a desire by someone to take over your control. You know the rules; therefore, you know the best way to win. What you say, goes.

Now read the rules, implement them, and lead your team to victory!

### The Rules

1. The object of the game is to score as many points as possible while staying within the rules. At the end of the game, the patrol with the most points wins.
2. The challenge is to stand somewhere on the marked tape and successfully toss pieces of candy into the container. The piece must come to rest in the container (a HIT). If the piece misses the container or bounces out, it is a MISS and no points are scored.
3. One point is scored for each HIT.
4. Distance bonus points are possible with each HIT. One bonus point is awarded for each foot of distance the player stands from the container while scoring a HIT. No distance bonus points are awarded for a MISS.
5. Each player gets three pieces of candy.
6. One practice round is allowed for scoring begins. Each player is allowed three practice tosses in the practice round. (Points will be deducted if participants practice beyond the rules.)
7. Once scoring begins, each player may toss each piece of candy one time- a total of three tosses per participant.
8. The observer does the scoring.
9. The patrol leader is in charge at all times.
10. The patrol must complete the practice round and scoring round in no more than 10 minutes.
11. These are the rules. The observer will remain silent throughout the game and will not reveal your score until the game is over.

**NOTE:** The scouts can use anything in the room as long as they follow the rules listed above.

### Reflection on Activity 1

(Ask the group to sit where they are for this discussion.) This may be the toughest reflection that you do. First of all, it is the first one you will do. Secondly, you may receive criticism. You have purposely played the role of “big boss” which probably is a role these Scouts see their parents play every day. They may be hostile to this type of leadership. If they confront their parents, they often meet resistance and punishment.

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Your job is to help them see the role of the Scoutmaster as an adviser, but not as the “big boss.” Here are some sample questions you might ask.

1. Who took a leadership role in solving this problem? (What happened?)
2. How did decisions get made? (What happened?)
3. What kind of leader did I portray? (Make a judgment.)
4. What didn't you like about this style of leader? (Make a judgment.)
5. How often do leaders act like “big bosses?” (Generalize.)
6. How does it feel to be lead by a “big boss?” (Generalize.)
7. How often does the “big boss” style happen in Scouting? (Generalize.)
8. How could this game be played to eliminate the “big boss?” (Set goals.)

### **Activity 2A “Blind Equilateral Triangle”**

We just completed an activity to make a square out of a piece of rope. We did it with only one leader. This time our objective is to form an equilateral triangle (three equal sides). Everyone is blindfolded, but all can speak.

### **Activity 2B: “Front-End Alignment Game”**

#### **Rules and Equipment:**

See Activity 1B

#### **How to Play**

##### **Leadership Style “B”**

You believe in sharing decision-making with members of your team. You feel that the best way to achieve high performance and creative results is to take advantage of the full talents of everyone on your team. You want to draw on their ideas and experience, and their knowledge of their own skills and ways of finding solutions. You think that solutions to problems can emerge from an environment that is rich in information, even if that seems chaotic.

You share all the information you have with your team. You will tell them the rules of the game, its objectives, and the way it will be scored. Seek the ideas and creativity of the team in planning the best ways to win. Take part in discussions to overcome problems. Help the team stay within the rules and the time limits. Allow players to assess their own skill and comfort level in determining their individual scoring strategies. Be a cheerleader. Participate with your team. Have fun. Celebrate positive results.

Now, good luck and enjoy the game!

#### **Rules:**

See Front End Alignment rules 1 through 11.

### **Reflection on Activity 2**

(Ask everyone to sit in a circle for discussion.)

The purpose of the reflection this time is to show the “sharing” style of leadership. Use

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some of these questions to get you started.

1. Who assumed leadership roles during the activity? (What happened?)
2. Did the leadership role shift during the activity? Who thought they were taking the leadership role? How did they do it? (What happened?)
3. Did you follow the leader even though you weren't sure that the idea would work? (What happened?) Why? (What happened?)
4. What did you like about this leadership style? (Make a judgment.)
5. What didn't you like about the "big boss?" (Make a judgment.)
6. How could this style of shared leadership work in our troop? (Set goals.)

### **Identifying Traits of a Good Leader**

After the completion of this reflection, ask the group to describe in single words what the traits of a leader should be. List these on a chalkboard or a sheet of flip-chart paper.

- 1.
- 2.
- 3.
- 4.
- 5.

### **Leader Comments**

Tommy asked a question that led the guys to do a better job of backpacking, which in turn became an enjoyable activity. There were no put-downs or "I'll-take-charge-herd" attitudes, just a little focusing to help avoid a potential problem later. Compared to adults, teenagers get bossed around a lot. Scouting ought to be different. It's a chance to be with other guys, and have more control than in a job or at school.

Our job is to lead our troop, patrol, crew, or team in such a way that every Scout feels he has something to contribute and has as much fun playing the game of Scouting as you have. The alternative to the "big boss" is to share your leadership with others by helping your troop or patrol set goals and then assisting them in accomplishing those goals. The neat thing is that you can do it without being a superman.

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### KNOW THE NEEDS AND CHARACTERISTICS

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#### Show The Video Segment “Cooperation”

#### Knowing a Persons Characteristics: Do Either Activity 3A or 3B

##### Activity 3A-- “My Friend the Potato”

###### Equipment

1 baking potato per person

###### How to play

Distribute one baking potato to each participant. Do this very solemnly to make it more of a gag. Give the boys a minute to get to know their potato.

Next, ask each Scout to introduce their potato to the group, pointing out its unique size, shape, and other characteristics.

Once all the potatoes have been introduced, put them all in a bag and mix them up. Return a potato to each person, then have everyone try to find their own potato.

##### Activity 3B--Characteristics

###### Objective:

The purpose of this game is to illustrate that everyone is the same but also different at the same time.

###### Equipment:

Cards for each participant that has their name on it.

###### Rules:

1. Special Place, no zingers put downs etc.
2. Mix up the cards and distribute one to each participant.
3. Only the person holding the card should know which card they have.

###### Playing:

Round One- Who can determine the name the fastest.

1. Each person in turn names one characteristic about the person whose card that they hold that makes that person unique. (Remember rule 1)
2. The second time around, the other members try to guess who the person is, if they do not get the right person, the card holder gives another clue.
3. This continues until all participants have been identified.

Round Two: Who can make the others guess the longest.

1. Each person in turn names one characteristic about the person whose card that they hold that makes that person the same as the others. (Remember rule 1)
2. The second time around, the other members try to guess who the person is, if they do not get the right person, the card holder gives another clue.
3. This continues until all participants have been identified.

#### Reflection on Activity 3A

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The purpose of this activity was to show that everyone is unique and that a good leader knows and appreciates the special qualities and abilities of all members of the group.

Some suggested questions follow:

1. What do you think this activity was all about? (What happened?)
2. Every potato was alike in some ways. In what ways are we like each other? (Generalize.)
3. How do these similarities help us to get things done? How could they get in the way? (Generalize.)
4. What about differences? How are we different from one another? How do differences strengthen the group as a whole? (Generalize.)
5. When do differences prevent a group from reaching its goal? (Make a judgment.)
6. How could we find out about the special qualities and abilities of each member of our troop? Are these talents differences? (Set goals.)

### **Cooperation: Do Either Activity 4A or 4B**

#### **Activity 4A: Lunch Preparation**

This is an activity with a practical purpose, the preparation of lunch.

Equipment

<b>Quantity</b>	<b>Item</b>	
Determined by group size	Lunch ingredients	Jelly
	Hoagie rolls	Bread
	Lettuce	Napkins
	Turkey slices	Milk (half-pints)
	Ham slices	Soft drinks
	Cheese slices	Cupcakes (variety)
	Tomatoes	Paper cups
	Mayonnaise	Forks and knives
	Mustard	Paper towels
	Peanut butter	Paper plates

#### **How to play**

A sack containing separate lunch menu items should be prepared for each Scout. Scouts select lunch sacks separately. The purpose of the activity is to plan a well-balanced lunch using the ingredients provided.

#### **Activity 4B: Stranded**

##### **Equipment:**

A copy of the problem below for each Scout, pencils.

##### **The situation:**

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On vacation in July, you and your family have been traveling through the wilderness of western Maine in a pickup camper. In a blinding rainstorm, you made a wrong turn onto an unmarked lumber road. You have wandered more than 150 miles over a maze of truck routes into the wilderness. The camper has ran out of gas and now you, your parents, a 10-year-old sister, a 6-year-old brother, and the family cat are lost.

After a family conference, you decide it is not wise to split up. You are going to try to walk back together. You are pretty sure that if you pace yourselves, you can cover about 15 miles a day. Because of a fuel shortage, there are no helicopters or jeeps patrolling the area, and you have seen no other cars or houses.

The family is dressed in lightweight summer clothing, and everyone is wearing sneakers. Temperatures at night dip into the low 40s. It is also bug season. As you look around, you find the following items in the camper, some of which might be useful.

- |  |  |
|--|--|
| <input type="checkbox"/> Fishing gear                        | <input type="checkbox"/> Transistor radio                                      |
| <input type="checkbox"/> \$500 in traveler's checks          | <input type="checkbox"/> 6-foot tent pole                                      |
| <input type="checkbox"/> .44 Magnum handgun and ammunition   | <input type="checkbox"/> Sheath knife  |
| <input type="checkbox"/> Four Dacron-filled sleeping bags    | <input type="checkbox"/> Wool sweaters for everyone                            |
| <input type="checkbox"/> 5-gallon jug of water               | <input type="checkbox"/> Raft paddles  |
| <input type="checkbox"/> Instant breakfast (three boxes)     | <input type="checkbox"/> Inflatable rubber raft (two pieces, total of 20 lbs.) |
| <input type="checkbox"/> House and RV keys                   | <input type="checkbox"/> Paperback books                                       |
| <input type="checkbox"/> Cigarettes                          | <input type="checkbox"/> First-aid kit   |
| <input type="checkbox"/> Coleman camp stove (two-burner)     | <input type="checkbox"/> Matches   |
| <input type="checkbox"/> Family tent (10 lbs.) Snakebite kit | <input type="checkbox"/> Steak (3 lbs.)  |
| <input type="checkbox"/> Alarm clock                         | <input type="checkbox"/> Marshmallows (four bags)                              |
| <input type="checkbox"/> Five cans of kidney-liver cat food  | <input type="checkbox"/> Bug repellent   |
| <input type="checkbox"/> 5-lb. tub of peanut butter          | <input type="checkbox"/> Walkie-talkie radio                                   |
| <input type="checkbox"/> Bathing suits                       | <input type="checkbox"/> Road map of Maine                                     |
| <input type="checkbox"/> 10-lb. cheese wheel                 |  |

### The task.

1. Individually, you must choose, and put in priority order, the 15 most important items for survival in this situation. The other 15 may be eliminated.
2. As a patrol, you must choose, and put in priority order, the 15 most important items for survival in this situation. The other 15 may be eliminated.
3. As a troop, you must choose, and put in priority order, the 15 most important items for survival in this situation. The other 15 may be eliminated.

### The Experts' Rankings

Outdoor experts have rated the items and listed them in order of usefulness for survival in the Maine wilderness. Their rankings are:

1. Bug repellent: In early summer, the bugs in Maine are so fierce as to drive people mad or bite them so badly that their eyes become swollen shut.

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2. Four sleeping bags: Full rest and warmth are essential to survival. This is listed before food because humans can live 30 days on stored fat.
3. Tub of peanut butter: Each tablespoon of peanut butter contains 100 calories and is high in protein.
4. 10-lb. cheddar wheel: Cheese provides calcium, fat, and is an easily digestible source of protein.
5. Steak: This is a good morale booster, semi-perishable, and should be eaten promptly as it is mostly protein.
6. Transistor radio: Tune in for radio programs about a search for them or weather forecasts. This is a good morale booster.
7. Kidney-liver cat food: This is a valuable, if somewhat unappetizing, source of protein and fat. Protein lasts longer than any other nutrient in providing energy.
8. Matches: Fire might be necessary to dry wet gear, boost morale, make a signal fire,

- and prevent hypothermia. It could also be used to keep animals away.
9. 10-lb. tent: This can be rigged as a place to keep warm and dry or to keep out bugs and to carry equipment in.
  10. Sheath knife: This could be useful for preparing any captured animals, such as frogs, or cutting string, cheese, a pole, etc.
  11. Hook and line: This could be used to provide a supplementary source of food. Or the line could be used for tying up supplies, etc.
  12. Wool sweaters: This could provide lightweight warmth, wet or dry.
  13. First-aid kit: Adhesive bandages, aspirin, and petroleum jelly would be useful for minor injuries.
  14. Instant breakfast: This is a lightweight source of vitamins and protein.
  15. map: An auto map could be useful for sighting major land- marks like lakes, rivers, etc.

### **The following items would not be necessary:**

- Marshmallows. Not necessary, but a possible morale booster.
- House key. It's lightweight, but not useful for survival.
- Traveler's checks. These won't be necessary for getting out of the woods.
- Clock. For survival, it is not necessary to know the time.
- Walkie-talkie. This will not work any useful distance.
- Snakebite kit. There are no poisonous snakes in Maine.
- Paperback books. These weigh too much to be useful.
- Bathing suits. Not necessary.
- Rubber raft. Too heavy; also not likely to be useful.
- Paddles. These are of no use without a raft.
- Coleman camp stove. Too heavy; wood fires can be used.
- Pole. The knife can be used to cut a pole.
- .44 Magnum gun. Inaccurate for hunting; caliber too large for small game.
- 5-gallon water jug. The water in the Maine wilderness is potable.
- Cigarettes. These are bad for your health. It's a convenient time to quit.

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### Reflection on Activity 4

The purpose of this activity was to show that by cooperating with each other, we could accomplish the goal. Try these questions to stimulate discussion.

1. When you first were presented with the problem, what did you think? Why? (What happened?)
2. How did the group work together to solve the problem? (What happened?)
3. Were all ideas given fair consideration? How did you feel if your idea was rejected? (Make a judgment.)
4. How difficult was it to reach a decision all could agree on? (Make a judgment.)

### Leader Comment

Our success as leaders will be determined by how well we are able to take the unique talents of each member of our group and mold them into a team committed to accomplishing a common goal.

### Solving Problems

#### Show the next video segment, “Problem Solving” (first segment)

This video segment deals with problem solving. There are three sequential steps a boy can take to frame a problem and help him. see it in a larger context. It's a way for a boy to organize his thoughts and weigh alternatives. These steps follow:

Empathy. Put yourself in the other persons place.

Invention. Invent as many solutions to a problem as you can.

Selection. Decide which solution is the best for the most people.

Remember that the caring perspective is as important as justice.

This portion of the video will take you through a number of conflicts and will provide possible solutions and activities for Scouts to determine solutions.

#### Activity 5A “Tent Scene”

Equipment:

None

How to play:

Divide the group into smaller groups of three people. Have them discuss how they would resolve the conflict over the tent flaps. They should then present their solution to the group in the form of a skit or role-playing.

When all skits have been completed, return to the video to see how Tommy went about solving the problem.

#### Activity 5B: “The Incident.”

'Bob,' a member of the Raccoon Patrol, walks in front of the troop. He is talking to

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himself, but loud enough for everyone to hear. He is upset and unhappy. Bob is complaining about life in the Raccoon Patrol. It seems he gets every dirty job that comes along. And 'Dan,' the patrol leader, is always on his case. No matter what he does, Dan is there breathing down his neck. He corrects him on everything. It seems Bob can't do anything right.

Bob explains that he joined Scouting to have fun and go camping with his friends. Now all he does is collect wood and wash dishes. He's had it. He's going to go home. He's not doing any more work. He's going to quit.

Bob walks off.

Dan, the patrol leader, walks in front of the troop. He is thinking out loud-loud enough for everyone to hear him. Dan is disgusted and frustrated. No matter how hard he tries, he can't seem to get Bob to take any responsibility. He gives Bob a job and the kid just drifts off and daydreams. The last time he sent Bob to collect wood for the patrol, he found him sitting by the stream skimming rocks. He really has no idea what it means to be a Scout and a patrol member. Just to get Bob to do his fair share, he has to stand over him to make sure the work gets done.

And nothing Bob ever does is done right. Dan tells him what to do, he explains it, then he tells him he better do it. But Dan might as well save his breath. 'I don't know what to do. I guess I'll have to find a way to make my point. I'll put him on KP until we go home on Saturday.'

Bob walks in front of the troop. Dan sees him and says to himself, 'There he is. Now I'll tell him what he's going to do.'

Dan and Bob meet in front of the troop. Dan proceeds to tell Bob off. He tells him he is on KP for the rest of the week, until he gets it right.

Bob gets very upset. He storms off, saying, 'I quit. I'm going home.'

**Show the video segment, “Problem Solving” (second segment).**

### **Activity 6A: “Nine Magazines, The Original”**

This is a very simple trick, but most of your Scouts will have to work at the solution. Use the senior patrol leader as your “confederate” and let him in on the trick. The purpose of this activity is to show the Scouts that they may need to look at several possible alternatives before arriving at a no-lose solution.

#### **Equipment:**

- 9 magazines
- Magic Pointer (Scout stave)

#### **How to play:**

You are the medium. You arrange nine magazines in three rows of three, forming a rectangle on the floor like so:

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X   X   X  
X   X   X  
X   X   X

You excuse the senior patrol leader and ask the group to select one of the magazines; for instance, “C” on the chart below.

X   X   C  
X   X   X  
X   X   X

The senior patrol leader reenters the room, and without a word, you tap randomly around on the magazine covers until he miraculously identifies the chosen magazine. All are astonished and begin busily thinking up the secret you are using to communicate the chosen magazine.

Continue this until one Scout feels he knows the answer. Ask the Scout to leave the room. Select another magazine and have the Scout return. If he guesses properly, have him become the medium. Continue the game until the majority have the solution.

The secret? It's magic, of course. But it also helps if you tap each of the magazines in the same relative position on its cover as its location on the grid of the floor; in this case, the upper right-hand corner of each magazine.

X   X   C  
X   X   X  
X   X   X

### Activity 6B: “Nine Magazines, Version 2”

**Equipment:**

- 9 magazines
- Magic Pointer (Scout stave)

**How to play:**

1. Position 8 boys around the magazines as shown. (The magazines are the x's and c's)
2. Have your partner in crime leave the room.
3. Select which magazine is the your partner needs to guess.

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4. Have the boy on the side or corner closest to the magazine do the pointing. Boy 6 would use the magic stave if magazine c is chosen, Boy 3 would use the magic stave if magazine d is chosen. If the center magazine is chosen, you will do the pointing.

1	2	3	
	x	x	d
8	x	x	x
	x	c	x
7	6	5	

5. Once you have selected the magazine and who has the magic stave, have your partner return.
6. The pointer points out the magazines in any order until you partner selects the right magazine.

When you feel most have the answer, return to the video.

**Show the next video segment, “Problem Solving” (third segment).**

### Activity 7A: “Scene with Tommy and Sam”

Equipment:

None

How to play

Divide the group in half. Ask them to use the problem-solving methods (empathy, invention, and selection) to deal with the situation between Sam and Tommy. Ask them to select two actors to portray their solution.

### Activity 7B: “Scoutmasters Choice”

Equipment:

None

Setting:

This can be any situation that you have seen happen at a troop event of your choice. If possible have a couple of trained junior leaders act out the situation.

### Reflection on Activity 7

The purpose of this activity is to determine how well your Scouts understand the steps in problem solving. Here are some sample questions you might ask.

1. How did the solution of group 1 differ from the solution of group 2? (Make a judgment.)
2. Which solution did you prefer and why? (Make a judgment.)

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3. Are there other alternatives that we might have missed? (What happened?)
4. Was it a win/win solution? Why or why not? (Make a judgment.)
5. How would you feel if you were in Sam's place? (Make a judgment.)
6. How could the problem have been avoided? (Set goals.)

### Leader Comments

This is a common problem, isn't it, guys? It is one every patrol leader must face, so we put it in the workshop. You had the advantage of the group to solve the problem. This same group will continue to be available to help as you encounter this experience or other similar conflicts. The more you deal with these "real world" situations, the better qualified you will be to resolve them.

### Show the next video segment, "Team Building."

#### Activity 8A: "Willow in the Wind"

By this time, your junior leaders should be coming together as a team. These next two exercises will develop trust and confidence in each member of the team.

Equipment:

None

How to play:

Have junior leaders stand shoulder to shoulder in a circle with one person (the "faller") standing rigid and trusting in the center. Remaining rigid, the center person falls slowly in any direction. Before he moves very far off center, the people in the circle redirect the faller's impetus to another arc of the circle. This fall-catch-push sequence continues in a gentle fashion until the center person is relaxing (but remaining rigid) and the people in the circle have gained confidence in their ability to work together toward handling the occasional weight shift of the faller.

Change Scouts in the center until everyone has had an opportunity.

#### Activity 8B: "Human Ladder"

Objective:

For the group to form a human ladder for group members to cross

Materials:

5 to 10 hardwood dowels, 3 feet long and 1-1/4 inch in diameter

Procedure:

Participants are paired off and given one hardwood dowel to form a ladder rung. Several pairs standing together form a ladder. The climber starts at one end and climbs onto the ladder, proceeding from one rung to the next. After the climber passes their rung, each pair moves to the front of the group, extending the ladder. Have the group move from one point to another 20 to 30 feet away. Repeat with all members being climbers.

Rules:

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The rungs must be no higher than the pair's shoulders.

The rungs must not move while the climber is on the rung.

### **Activity 8C: “Monster”**

Objective:

For the group to form a monster capable of moving and talking.

Materials:

None

Procedure:

The group is instructed to join themselves together to make a monster. This monster travels using both its hands and feet and it also makes its own sound before and after it moves. The group must form a monster that walks with one more leg than the number of members of the group and one arm less. (A group of five would form a monster with six legs and four arms to walk.) When the monster is created, have it make its noise and move 20 feet or so, stop, and make its noise again.

### **Activity 9A: “Trust Fall”**

The purpose of the trust fall is, as the name implies, to develop trust among team members.

#### **Equipment:**

A platform, ladder, or stump approximately 5 feet in height

#### **How to play:**

Each Scout will be asked to stand atop the platform and fall backward into the waiting arms of his peers. The faller should be instructed to close his eyes prior to and during the fall. The faller should keep his arms close to the side of his body (hands grasping pants or crossed securely on his chest) and fall with his body held rigid and not bending at the waist.

Ask fallers to remove all objects from their pockets that may injure themselves or others. Ask catchers to remove all wrist jewelry.

The two lines of catchers stand shoulder to shoulder, facing one another, with hands extended, palms up so that hands are alternated and close together to form a safe landing area.

Do not allow catchers facing one another to grasp hands. Knocked heads will result. Place yourself in the catching line so that if things go wrong, you can either catch the faller or do a good job of slowing him down. After the Scouts have caught a few fallers, remove yourself from the line, but keep a close eye on what is happening.

Before any fall occurs, establish a communications code between catchers and fallers. The dialogue might be as follows:

Faller: “Ready to fall!”

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Catchers: "Fall away!"

Faller: "Falling!"

Now for the big question. Do you take the plunge? If your Scouts are capable physically of catching you, then falling is a great way to show your trust in them. If your Scouts can't take the weight, do the smart thing-decline.

### Activity 9B: "The Great Centipede"

**Objective:**

To pass all members of the troop from one end to the other of a great centipede

**Materials:**

None

**Procedure:**

Line up the entire troop, including staff, in pairs. Each member of a pair faces the other and holds his hands out parallel to the ground. Each pair stands shoulder to shoulder with the next pair. The pairs form a continuous chain. The setup can be in a straight line or may curve. One member of the first pair is helped onto the supporting hands of the second pair. He ties on his back and is passed between each pair until he reaches the far end, where he becomes a member of a new pair. The process continues until each participant is passed along the centipede and emerges at the far end.

**Rules.**

One senior staff member should spot at the front of the line and assist in helping the participant up to the first pair. Another senior staff member should spot at the far end and assist in unloading the participants. Instruct pairs to keep their hands parallel to the ground, to support the person during the body pass, and to make sure the person being passed is not dropped. Point out that an object of the game is to see how secure we can make each participant feel. Spotters may be used along the line to ensure that the pairs stay together and that no unnecessary bouncing occurs. Participants "being passed" should be instructed to relax, to hold their body straight, and to be sure not to tuck. They should keep their hands folded over their stomach or across their chest.

### Reflection on Activities 8 and 9

The last activities were designed principally to help the team develop trust in each other. Here are some questions you might consider.

- What did you like about these games? (Make a judgment.)
- What is scary about the trust fall? (Make a judgment.)
- How is the trust fall like what we have been talking about today.? (Generalize.)
- How will trusting each other help us to have a better troop? (Set goals.)

### Closing Reflection

The purpose of the day has been to build a team to run Troop \_\_\_\_ It has been fun and

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challenging. You have learned some new skills to be a leader. Use them wisely.

Before we close, I want to give each of you an opportunity to talk about today and how we can use this experience to help us be better people and a better Boy Scout troop. I'll start. (Give all Scouts an opportunity for comments, but make it clear that everyone does not have to comment.)

Here are some thoughts on what you might say as the leader.

- As an adult and a parent, there will be many times that I might overstep my boundaries and actually do something you should do. Be patient with me because adults make mistakes, too. A gentle hint might help to remind me that you can run this troop.
- As we began today, I saw a group of individuals, each with his own goals and objectives. Now I see a team ready to give leadership to Troop\_\_\_\_\_ I'm proud to be a part of the team.
- Gosh! I'm impressed. This workshop was new for me, too, but you guys really made it a success. Thanks!

Once everyone has had an opportunity for input, present each junior leader with a trained leader emblem for his uniform.