

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 (Start 10 a.m.)

Time (Minutes)	Activity	Video
30	Warmup activities (games to bring group together)	
5	Purpose and schedule for the day	Show video segment on leadership.
15	Conduct activity 1 ("Blind Square")	
10	Reflection on activity 1	
15	Conduct activity 2 ("Blind Equilateral Triangle")	
10	Reflection on activity 2	Show video segment on cooperation.
10	"Identifying Traits of a Good Leader" (game)	
10	Conduct activity 3 ("My Friend, the Potato")	

10	Reflection on activity 3	
45	Conduct activity 4 (lunch preparation)	
10	Reflection on activity 4	Show first video segment on problem solving.
15	Conduct activity 5 (Role-play the "Tent Scene.")	Show second video segment on problem solving.
15	Conduct activity 6 (“Nine Magazines”)	Show third video segment on problem solving.
15	Conduct activity 7 (Role-play “Scene with Tommy and Sam.”)	
10	Reflection on activity 7	Show video segment on team building
15	Conduct activity 8 (“Willow in the Wind”)	
20	Conduct activity 9 (“Trust Fall”)	
10	Reflection on activities 8 and 9	
30	Final reflection and goal setting	

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 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 campouts?"

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 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.

Quantity	Number	Item
1 per participant	No. 3500	<i>Junior Leader Handbook</i>
1	No. 3422	<i>Scoutmaster's Junior Leader Training Kit</i>
1 per participant	No. 3767A	Training certificate
1 per participant	No. 280	Trained leader emblem
1		Flip chart and marking pens or chalkboard and chalk
1		VHS video player and monitor
1		Beach ball
1		50-foot length of rope
1 per participant		Strips of cloth for blindfolds
9		Magazines

1	Magic Pointer (Scout stave)
1	Platform, ladder, or stump (approximately 5 feet in height)
1 per participant	Baking potato
Determined by group size	Lunch ingredients
	Hoagie rolls
	Lettuce
	Turkey slices
	Ham slices
	Cheese slices
	Tomatoes
	Mayonnaise
	Mustard
	Peanut butter
	Jelly
	Bread
	Napkins
	Milk (half-pints)
	Soft drinks
	Cupcakes (variety)
	Paper cups
	Forks and knives
	Paper towels
	Paper plates

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 unself-conscious 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.

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.

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 next
video segment,
"Leadership Styles."

Activity 1— "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.

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. 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 2—“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.

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 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

At 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 flipchart paper.

Leader Comments

Tommy asked a question that led the guys to do a better job of back-packing, which in turn became an enjoyable activity. There were no put-downs or "I'll-take-charge-here" 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.

Show the next video segment, "Cooperation."

Activity 3—"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.

Reflection on Activity 3

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.)

Activity 4— Lunch Preparation

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

Equipment

Quantity	Item	
Determined by group size	Lunch ingredients	
	Hoagie Rolls	Lettuce
	Turkey slices	Ham slices
	Cheese slices	Tomatoes
	Mayonnaise	Mustard
	Peanut Butter	Jelly
	Bread	Napkins
	Milk (half-pints)	Soft drinks
	Cupcakes (variety)	Paper cups
	Forks and knives	Paper towels
	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.

Reflection on Activity 4

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

1. When you first opened your bag, did you consider not sharing? Why? (What happened?)
2. How did the group work together to prepare lunch? (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.

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 person's 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 5—"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.

Show the next video segment, "Problem Solving" (second segment).

Activity 6—"Nine Magazines"

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

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X X C
X X X
X X X
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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.

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

Show the next
video segment,
"Problem Solving"
(third segment).

Activity 7—"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.

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.)
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 8—"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 9—"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!"

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.

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.

1. What did you like about these two games? (Make a judgment.)
2. What is scary about the trust fall? (Make a judgment.)
3. How is the trust fall like what we have been talking about today? (Generalize.)
4. 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 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.