f.l.ex.

(Fun Leadership Experience)

We wish to thank everyone who has helped to develop these materials with a special thanks to the *Silver Star Team* in Northern Lights Council, Alberta, for the use of their materials.

Message from the National Youth Network

Welcome to the first edition of **FLEX** (**F**un **L**eadership **EX**perience) for Cub Scouts and **FAST** (**F**un **A**ctive **S**cout **T**raining) for Scouts, Scouts Canada's new Youth Leadership Training!

For a number of years Scouts Canada has had a Youth Leadership development program aimed at senior section youth called FOCUS (Future Of Canada United in Scouting). In 2010, the National Youth Network began working on two new Youth Leadership training programs aimed at the younger sections. The result is the document in front of you.

The courses that we have presented are modeled after FOCUS using similar styles (youth training youth) and exploring the same topics and concerns. Like FOCUS, these courses are meant to be flexible and adjustable based on the needs of the facilitators and the participants. Nothing from these documents is sacred: there are no copyrights or hard rules. Improvise and provide the best training experience for the youth participating.

As a **FLEX** or **FAST** trainer, you have a very important task: to help youth learn the skills to become the greatest leaders they can be. There is a lot of great stuff here! Scouting's programs have always been about turning youth into the world's best leaders. We created these age appropriate modules on core leadership skills to help youth take on the kinds of leadership opportunities that will take them to the next level and achieve truly great things.

Your success in delivering this program to your peers will set off a ripple effect in the participating youth. Try to remember that even though you are the facilitators, you are not experts. Do not close your minds to the contributions of the participants. Being a **FLEX** or **FAST** facilitator is an excellent opportunity to hone *your* leadership skills, and to develop some new ones!

You do not need to be a "certified trainer" to run this program. This manual is designed so that any Venturer Scout or Rover Scout (or Scout in the case of **FLEX**), who has the appropriate attitude, skills and knowledge, could find everything they need within its pages to put on a program in your Group, Area or Council.

Towards the end of the document, you will find additional sessions and resources to help you facilitate role-based leadership training for Sixers, Seconds, Patrol Leaders, Keeos, Assistant Patrol Leaders and Kims. Please use them to compliment the other leadership training modules.

The better your delivery and the more youth involved in the program, the greater the effect. Let's make waves! Let everyone know that they can make a difference. Share your skills with others and let the chain reaction begin. Youth today are more than just the leaders of tomorrow... We are the leaders of today!

Scouts Canada's National Youth Network

"FLEX" Pre-Course Preparation

Preparing for training is likely the most important thing that you can do to ensure the participants receive a quality event. With proper preparations, not only will the entire event run smoothly but everyone, participants and trainers alike, will enjoy a fun filled learning experience that will help them grow in some way as an individual.

We have outlined some key preparation items in the table below. You'll also note suggested timeframes when things could take place. Use these as a guide to help you get ready for your event but don't be afraid to enlist the help of experienced people who can also lend guidance.

Be confident! We are convinced that you will do a great job.

NOTE: Whenever possible, offer your training in an outdoor setting; Scouting's classroom. An extended overnight experience can allow more time for participants to bond while providing extra time to teach outdoors skills like fire lighting, running a campfire or organizing a Scouts Own.

Countdown

-150 days	Select course leader who then selects their team Determine budget and participant cost Prepare advertising
-120 days:	Planning Meeting 1 – choose site, assign sessions, determine supplies and equipment needed
	Begin advertising. Begin booking or otherwise obtaining needed equipment
-90 days:	Planning Meeting 2 – review individual sessions and critique
-60 days:	Planning Meeting 3 – practice presenting sessions and critique
-30 days:	Planning Meeting 4 – choose Gathering activities and active games, finalize menu. Inform local Scout Shop of the quantity of Keeo Books needed (if required)
-15 days:	Send out equipment list and other details to course participants
-7 days:	Begin gathering supplies and equipment and assign participants to Sixes (Prior to the beginning of the course each participant should be pre-assigned to a Six. Six membership should primarily take into account the age of the participant and their Scouting experience. However, members of the same home Pack should likely be assigned to same Six in order to give them comfort when experiencing working with people they may not know well. Sixes should stay together for the entire course wherever possible).
-1 day:	Purchase food (if not completed by standing cook team)

At Camp

+10 days:	Debrief Meeting – discuss each session, review participant feedback forms
+14 days:	Finish final accounting, pay reimbursements, forward evaluation to Council Youth Commissioner.

Schedule for Training

(1 day session; can be extended if desired)

8.35 - 9am	Arrival/Registration (Gathering Activity)
9 – 9.45am	Leadership
9-45am – 10.30am	Effective Communication
10.30am – 11am	Break (Active Game)
11am – 11.45am	Teamwork
11.45am – 1pm	Lunch/Clean-Up
1pm – 1.45pm	Conflict Resolution
1.45pm – 2.30pm	Problem Solving
2.30pm – 3pm	Break (Active Game)
3pm – 4pm (45-60 min)	Sixer/Second or Keeo – Job Specific (Job Description)
4pm – 4.30pm	Review/Wrap Up/Evaluation

Arrivals and Registration

Time Allotted: 25 minutes

Responsible: _____

Location: _____

Objectives: After this activity participants will have:

- Been made to feel welcome,
- Been introduced to all staff members,
- Participated in gathering activities.

Materials Required: The following should be on-hand:

- Registration paperwork sent in by the participant,
- Schedule of events for each Cub Scout.
- Name tags

Delivery Method: All staff members should exhibit a positive and excited attitude for the beginning.

Presentation: As participants arrive, staff members should welcome them enthusiastically, introduce themselves and sign them in, making sure they have the required paperwork.

Participants, after having checked in, should participate in gathering activities until all have arrived. Gear should be placed to the side for now.

SAMPLE GATHERING ACTIVITY
(see also APPENDIX)

String Toss

Required: Ball of string or yarn

Have group stand or sit in a circle.

One person is given the ball of yarn and finds the end of it. They will toss the ball of yarn to anyone within the circle while they are still holding the end of the ball of yarn.

The person who catches the yarn tells their name.
Now ask the person that caught it a question (examples are: What is your favourite colour, music group, the person that has influenced you the most, what are you afraid of, your favourite food, time of the year, or any other question to might pertain to this event). Everyone else that would answer the question the same way puts up their hand and the yarn is tossed to all of them, making a web. They tell their name after catching the yarn as well.

Now have the last person toss the yarn to someone who is not holding the yarn or, if everyone is already holding the yarn, to anyone they choose.

Now ask the last person that caught it a question (see above) and repeat as above.

Repeat this until everyone has had the ball of yarn and you will notice that you have created a unique web that has connected all the players together in one way.

By the end everyone will have said their name a number of times and everyone will know some things about everyone (similarities and differences).

Leadership

Time Allotted: 35 - 45minutes
(Introduction - 5min; Fun – 20-25 min; Debrief- 10-15min)

Responsible: _____

Location: _____

Objective: After this activity participants will:

- understand and have experienced the characteristics of a good leader.

Introduction (5 Minutes): When you think of the word "leadership" you might think of the leaders you see every week at Cub Scouts like Akela or Baloo. Leadership isn't just for Cub Scout leaders though. You can be a good leader in your Pack and Six too. In this activity, we're going to figure out what it means to be a good leader and how you can bring that back to your Six. (Explain activity)

Team Scavenger Hunt

Members of your Six must move as a team to find the ten cards. To ensure they stay together, each team member must hold on to the end of a segment of cloth.

Materials & Preparation

Materials
- Leadership cards
- Cloth strip/ hula hoop/ rope

Preparation
- Pre-make cards with **Highlighted** leadership traits on each one.
- Hide the cards in advance. Tip: Ensure all Trainers are aware of card locations, and establish boundaries ahead of time.

Activity (20-25 mins)

This is a scavenger hunt!

1. Split players into teams.
2. Give each team a Cloth strip/ hula hoop/ rope
3. Every team member must be touching the cloth strip at all times (must stick together)
4. Each team must find 10 different cards with leadership traits.

Debrief

Have youth stay in their Sixes and choose their top 3 traits, explaining why. Trainers should facilitate this to ensure they stay on track.

Modifications: If time and situation allow, have each group present their top three.

Conclusion: Now that we figured out how to be a good leader, where can we apply these skills? We can use them at school in class, at home with your brothers or sisters, in Cub Scouts as a Sixer/Second, or as a Keeo helping with Beaver Scouts just to name a few. Remember that the most important thing is not to take charge and be the boss, but to have the qualities or traits of a good leader.

Traits for cards:

1. **Keep Your Word**. Do not make promises you cannot keep.

2. **Be Fair to All**. A good leader shows no favorites. Do not allow friendships to keep you from being fair to all members of your Pack. Know who likes to do what, and assign duties to Cubs Scouts by what they like to do first.

3. **Be a Good Communicator.** You do not need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information. He helps his followers understand when they are doing something that does not help the group accomplish the goal and he gives them guidance on how to do the right thing. Often when Cubs Scouts are not doing what the leader wants, it is because the leader did not do a very good job of explaining the task to them.

4. **Be Flexible.** A leader is a problem solver. No matter how well an activity is planned, there will be things that do not go according to plan. When problems arise, you must consider all available information and make a decision on how to resolve that problem. If it is not safe or practical to follow the plan, you may need to revise the plan, or even redefine the final goals.

5. **Be Organized.** The time you spend planning will be repaid many times over. At meetings, record who agrees to do each task, and fill out the duty roster before going camping. Make sure that the Cubs Scouts you are leading on outings are safe and have sufficient food and water to remain healthy and productive. Make sure they have the proper training and tools to do their tasks.

6. **Delegate.** Some leaders assume that the job will not get done unless they do it themselves, but this is not leadership. The leader coordinates all the activities of others to make sure the final goal is reached. He considers everyone's talents and decides which tasks each member is given, and then makes sure they understand their assignment. The leader takes care of his team.

7. **Set an Example**. The most important thing you can do is lead by example. Whatever you do, your Six members are likely to do the same. A cheerful attitude can keep everyone's spirits up.

8. **Be Consistent.** Nothing is more confusing than a leader who is one way one moment and another way a short time later. If your Six knows what to expect from you, they will more likely respond positively to your leadership.

9. **Give Praise.** The leader gets the job done and keeps the group together. Getting the job done is fairly easy to understand. Keeping the group together means you help the group to enjoy the activity, feel appreciated for their efforts, and earn a sense of pride in the accomplishments of the group. A leader continually encourages his followers and gives them positive feedback on what they do well. Often a "Nice job" is all the praise necessary to make a Cub Scout feel he is contributing to the group efforts.

10. **Ask for Help.** Do not be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you do not know how to handle, ask someone with more experience for some advice and direction. A good leader will also consider advice and suggestions from others, but in the end, the leader must make the final decisions. He will listen to the Pack's Adult Leaders and Parents because they have many years of experience to share. However, be careful that the well-meaning Adults do not lead anything that you are responsible for. During activities where an Adult's skill or knowledge is required, the Adults often tend take over the leadership role. Let them know that you appreciate their guidance and suggestions, but respectfully remind them that you are the leader of your assignment, project, Six or Pack.

Keep Your Word.

Team Scavenger Hunt | Trait

Be Fair to All.

Team Scavenger Hunt | Trait

Be a Good Communicator.

Team Scavenger Hunt | Trait

Be Flexible.

Team Scavenger Hunt | Trait

Be Organized.

Team Scavenger Hunt | Trait

Delegate.

Team Scavenger Hunt | Trait

Set an Example.

Team Scavenger Hunt | Trait

Be Consistent.

Team Scavenger Hunt | Trait

Give Praise.

Team Scavenger Hunt | Trait

Ask for Help.

Team Scavenger Hunt | Trait

Effective Communication

Time Allotted: 45minutes
(Introduction - 5min; Fun- 30min; Debrief- 10min)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- experienced the components of effective communication while having fun
- further understand their role in improving communications.

Introduction (5 Minutes): Have you guys ever tried to explain something to a friend? Have you ever done this and your friend still doesn't understand? It can be very frustrating. Although I know it might seem like your friend wasn't listening, it could be that you were not communicating effectively. Effective Communication is when an idea is shared clearly, and the people you share it with understand completely. There are lots of things that prevent effective communication, and we're going to see if you can work through some of them in this activity. (Explain activity)

Blindfold walk

With youth in pairs, blindfold one Cub Scout but not the chosen leader; have them lead the blindfolded Cub Scout through a course.

Materials & Preparation:

Materials:

- Rope
- One Carabiner or large closable hook per pair (This can be substituted with a small loop of rope)
- Blindfold (Necker/ Scarf)

Preparation:

- Set up rope courses (one per pair of participants), including obstacles, by attaching rope to trees (this can be done indoors using coat racks, chairs, etc.)
- Mark a clear beginning, middle, and end.
- Attach Carabiner at start point.

Activity (30 minutes)

1. Split youth into pairs.
2. Blindfold one Cub Scout.
3. Attach this Cub Scout to the rope course by having them hold onto the Carabiner.
4. Other Cub Scout will guide blindfolded Cub Scout to halfway point without any physical contact; only verbal prompts.
5. At the midway have them switch positions.

Hints: To minimize confusion use different colours of rope for different courses.

Modifications: Based on the skill/ age range of your group, adjust the difficulty of the courses. Courses can go through treed areas, campsites, and even be tangled into the courses of other teams.

Debrief (10 minutes):

When the activity is over gather participants as a large group. Ask them these questions: (be prepared to have to explain words like solution and communication).

1. What was it like being led? (Answers: **scary**, **confusing**, fun)
2. What was it like leading your partner? (Answers: **hard** to get them to go the right way, fun, **frustrating**, etc)
3. What was frustrating about it/ made you upset? (Answers: **wouldn't follow my directions**; slow moving; **didn't listen**, etc)
4. How did you/could you solve your communication problems? (Answers: talk slowly; give **clear directions**; ask them to repeat what you said; **listen carefully**)
5. What leadership traits, noted last session, did you notice?

Conclusion: Now that we've identified problems that we have when communicating to our blindfolded team mate, think about those problems such as talking too fast or not giving clear directions and ask yourself... do I have that same problem sometimes when I talk to my friends? If it came up in this activity, it's probably something you do outside of Cub Scout camp too. Think about that the next time you're trying to explain something. Working on these issues will make effective communication much easier!

Teamwork

Time Allotted: 45minutes
(Introduction - 5min; Fun First Try – 10-15min; Debrief- 10min; Fun Second Try – 10min; Debrief 5min)

Responsible: _____

Location: _____

Objective: After this activity participants will:

- understand and have experienced working in a team dynamic

Introduction (5 Minutes): Working in a team is a skill that you will use for the rest of your life. Teams aren't just in sports. A team is a group of people working together. Not just the Oilers or the Maple Leafs trying to win the Stanley Cup. Your Six can be thought of as a team, too. How many of you have ever worked on a group project in school? Sometimes working in a team can be a good experience, and sometimes it can be the opposite. Think about a time when you got frustrated working in a team. In this activity, we're going to work in teams to reach a goal, and figure out what works and what doesn't when you're trying to achieve a goal together. (Explain activity)

Rolling, Rolling, Rolling

Keep a ball rolling along some pipes held by the members of the Six along a set course.

Materials & Preparation

Materials

- Obstacle course materials (chairs, benches, cones, etc)
- Small ball/marble - per Six
- Hot wheels car – per Six
- ½ pipe or Hot wheels race track- one per participant

Preparation

1. Cut full pipe into ½ pipe if required
2. Set up obstacle course

Activity (10 – 15 minutes each):

1. Arrange Cubs Scouts Scouts into their Sixes
2. Challenge: keep the ball/car rolling on pipes/tracks held by team members, while navigating from one end of an obstacle course to the other.
   Note: Navigate the course with a hot wheels car and track first.
3. After completing this task, complete the debrief.

Debrief:

- What made this activity hard? (Answers: **communication** (Josh wouldn't listen), had to take turns, ball rolled too fast, couldn't see the ball)
- Did one person take control/lead the group?
- Did this help?
- Why or why not?
- What do you think makes a good team? (Answers: **Listens to each other; takes turns**; **shares** (roles, equipment); has fun; **cheers each other** on, **helping each other**)
- Did you work well as a team? Why? (Answers: **cooperated**; **listened** to each other; **completed task** successfully)

4. Re-do the obstacle course with the marble and pipe.
5. Go through the debrief questions below:

Debrief:

- What was different between the car and the ball? (Answers: faster; rolled more)
- Did the method your Six used change? How? (Answers: **more discussion**; **teamwork**; **planning**; **listened to each other; one leader**)
- Was it easier? Why? (Answer: **worked as a more effective team**)
- What leadership traits did you notice in this task? (**praise; delegate, organized, good communication**, etc)

Modifications:
Use toilet paper rolls instead of pipe. Have the youth perform another task while going through the course such as singing a song or reciting the Promise, Law, and Motto.

Conclusion: Now that we've figured out what made this activity difficult, and what made it easier, let's think about how it relates back to other team situations. We figured out that team members need to listen to each other. It's safe to say that this rule could apply to any team you work in. What other things did we learn that could apply when you're on a team at school or working in your Six? Now you have even more skills to teach to your Six when you get back. If your Six can learn to work as a team, Cubs Scouts Scouts will be even more fun than it already is!

Conflict Resolution

Time Allotted: 45minutes (Introduction - 5min; Scenarios (3) - 10min each; Debrief- 10min)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- learned and understood how to resolve minor conflicts amongst themselves.

Introduction (5 Minutes): How many of you get into arguments sometimes in your Cub Scout Pack or Six? Put your hand up if you think you know what to do if there's an argument, or conflict in your group. That many?!/That's not very many! Now were going to learn some skills to build on what you might already know about resolving conflict/ solving fights. Remember to think about the Communication skills we worked on this morning! (Explain activity)

Conflict Scenarios

Give them prepared scenarios to work on in Sixes.

Materials & preparation:

- Plan skits in advance with course leaders
- Consider bringing costumes and props.

Activity (10 minutes each):

Course leaders will act out 2 or 3 specific conflict scenarios and discuss them with the youth to find solutions to the conflict. Freeze the scenario at the height of the conflict. Example scenarios can be adjusted to fit the needs of your group. Feel free to come up with your own scenarios that may be more relevant to your group.

Scenario #1

Dylan wants to play dodge ball and Neal wants to play floor hockey. An argument breaks out. Dylan wants to play dodge ball because they haven't played it in a long time. Neal wants to play floor hockey to practice for the hockey game against the scouts next week. **FREEZE.**

Ask these questions:

1. What is your role in this situation? (Answer: to **help solve conflict**)
2. What ways can it be solved?
    - Dylan wins
    - Neal wins
    - They play both for a shorter time
    - They agree on an alternate game
3. How can you help resolve this argument? (Answers: **suggest solutions (#2 above)**; have each speak to a Leader; suggest **alternatives**)

Scenario #2

Chris and Kaylee are at camp. Chris does not want to wash his dishes. Kaylee refuses to wash them for him. Chris wants to go outside and play. Kaylee doesn't think it's fair. **FREEZE.**

1. What is your role in this situation? (Answer: to **help solve conflict**)
2. What ways can it be solved?
    - Kaylee wins
    - Chris wins
    - Negotiate an agreement (Kaylee washes Chris' supper dishes, Chris washes her breakfast dishes)
3. How can you help resolve this argument? (Answers: **suggest solutions;** get a leader)

Scenario #3

Alex is playing with a ball. John wants to play with the ball. Alex doesn't want to share; he says he had it first. John wants a turn. **FREEZE.**

1. What is your role? (Answer: **help solve conflict)**
2. What ways can it be solved?
    - John wins
    - Alex wins
    - They share
    - They play something else
3. How can you help solve this? (Answers: **suggest solutions**; get a leader)

Modifications: Break Cubs Scouts Scouts into Sixes and have them come up with their own scenarios, complete with solutions. Have one or two groups present their skits.

Conclusion: Now how many of you have seen arguments just like those happen in your Cub Scout Pack? You probably will see them again at some point in the future. Now you know what to do when problems like these come up again (suggest solutions and act). Remember to try and find a compromise, and if it does get out of hand, asking a leader for help can be a very wise decision. Now try and remember all the things we talked about, and you can bring these skills back to teach the rest of your Six.

Problem Solving

Time Allotted: 35-45minutes
(Introduction - 5min; Fun – 20min; Debrief- 10min)

Responsible: _____

Location: _____

Objective: After this activity participants will:

- understand and have experienced how working together helps solve problems.

Introduction (5 Minutes): Earlier today, we talked about conflict resolution. Sometimes when there's an issue to sort out it isn't a fight or a conflict. In some situations you could be faced with a problem that is a challenge to overcome. We're going to put a challenge in front of you today, and you will need to use your team work and communication skills to work through it in your Sixes. (Explain activity)

The Boardwalk

While not falling off a raised board, figure out how to switch positions.

Materials & Preparation:

Materials

- Board about 6ft long (Vary to suit number of youth participants) 2" x 8" is recommended
- 2-3 milk crates/ logs

Preparation

- Place plank on top of crates with one at each end and one supporting in the middle.

Activity

The goal of this challenge is to change positions.

1. Instruct youth to stand in a single file line on the board
2. Trainers should designate an order for Cubs Scouts Scouts to achieve (i.e. Nathan, Koelbe, Kyle, Chantelle and Lester must become Chantelle, Kyle, Lester, Colby and Nathan)
3. Try this several times with varying orders until the youth have figured out an efficient method

Modifications: You may make it more difficult by adding blindfold for some or all participants, or adding obstacle(s) onto the board.

Debrief:

Ask youth these questions:

1. What was the most difficult part of this activity?(Answers: people pushing; too much noise; **no one listening**; **no plan;**)
2. What strategy did you find worked best?
3. Did you work well as a team? And Why?
4. Was there someone who was leader for this activity? What traits did you see (Leadership Session)?

Conclusion: Now that we've figured out what was easy and what was hard, think about how you used all your other skills to change your order on the boards. Were you effectively communicating? Were there good leaders in your group? Did you have to solve any conflict? You most likely did use all of these skills, even if you didn't realize it at the time. All of these skills can be used to help solve problems that you are faced with.

Review/Wrap Up/Evaluation

Time Allotted: 30minutes
(Intro - 5min; Exercise – 15min; Wrap-up- 5min; Evaluation – 5 min)

Responsible: _____

Location: _____

Objective: After this activity participants will:

- Have recapped the 5 sessions from the day
- Filled out the evaluation form
- Gathered all materials and equipment for departure

Introduction (5 Minutes)

As you have seen throughout the day, leadership is made up of many different aspects. Today you have had a chance to experience some of those aspects, like how to communicate effectively, how to solve problems, what teamwork entails and ways to resolve conflicts. But no matter what a leader is dealing with the traits that they display will usually make the difference between being completing a task with a group or not completing the task. So let's have another quick look at our Leadership traits and see which you feel are most important (remember, with this exercise there is no right and wrong answer).

ACTIVITY (15 minutes)

1. Give each Six a set of the trait cards used in the first session.
2. Allow them 10 minutes to discuss and try to come to a consensus again on which three are the most important.
3. Have each Six explain their choices (another leadership skill is that of public speaking).
4. Did your Six change their mind from earlier today (Session #1)?

Wrap-up (5 minutes)

We hope that you have had a **F**un **L**eadership **E**xperience here today and that you will take some of what you have experienced and learned back to your Sixes and Sixers Councils at home. Keep in mind that leaders develop over time so your not suppose to be an expert now. However, you might be able to help out others in new ways by using, or influencing others by applying, the leadership traits we discussed or the other skills we had a chance to see in action.

Remember that we are all leaders in some way and that you can always be a better one. Fun Leadership Experiences are a way to build on who you are today.

Anyone have any questions?

Evaluation (5 minutes)

Before you leave, please complete this Evaluation form (hold it up) for us so we can continue to learn and make the next FLEX even better than this one.

Safe trip home.

Evaluation

FLEX Participant Survey

1) Did you have fun today? ☐ YES ☐ NO

If you answered 'NO', please comment why _____

_____

2) Was the information useful? (Circle your answer)

Effective Communication	☹	😐	☺
Conflict Resolution	☹	😐	☺
Teamwork	☹	😐	☺
Leadership	☹	😐	☺
Problem Solving	☹	😐	☺

3) What was the most important thing you learned today?

_____

_____

_____

_____

4) When you're a Scout, will you be a Kim? ☐ YES ☐ NO

If you answered 'NO', please comment why _____

_____

5) If this course was held again next year, would you come? ☐ YES ☐ NO

If you answered 'NO', please comment why _____

6) What would you improve or do differently next time?

_____

_____

_____

flex

sixer/ second session

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SCOUTS CANADA

It starts with Scouts.

SIXER/SECOND Session Plan - Appendix

Time Allotted: 45minutes
(Introduction - 5min; Information - 35min; Questions - 5min)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- an understanding of the commitment to the role.
- a further understanding of the specific duties as Sixer/ Second.

Materials required:

- cards with Characteristics on them (1 set per Six)
- flip chart for brainstorming
- copy of Job Description

Introduction (5 Minutes):

As you know the Cub Scout Pack is divided into teams called a Six. Consider the Sixer as the captain of the team and the Second as the assistant captain of the team. It is important to remember though that Sixers and Seconds are not adult-leaders, they are Cubs Scouts Scouts and meant to enjoy all that Cubs Scouts Scouts has to offer. However, the Sixers and Seconds have an added opportunity by being made to feel part of the Pack management team.

But remember, being a Sixer or Second is not always easy, and you may not be able to do all things as well as you'd like. That's okay. If you do your best, you'll do some things very well.

Characteristics of a Good Sixer/Second (15 minutes) – Hand out cards which contain the characteristics of a good leader. In Sixes, put in order of importance. Present to group noting why you placed in the order you did. Review the following relating those indicated to someone that they look up to as a Leader.

☞ Warm and friendly. Not everyone, adult or young leader, can necessarily interact in a positive and meaningful way with all ages of youth. In addition, Sixer/Second is expected to act as a communications link between the adult members of the leadership team and the youth members of the section in which they are working.

Who do you know that fits this statement? – Ask one person to tell the group.

☞ Mature enough to accept their responsibilities as a young leader. Not every youth, and in some cases adult, is able or willing to accept the responsibilities that accompany the job and the leadership team will soon breakdown if this occurs.

☞ Able to communicate with others. A successful leadership team requires good and open communication and if a member of that team is unable to do so, frustration will soon set in.

☞ Responsible and able to set a good example. It is important to understand that a Sixer/Second will be looked up to by other Cubs Scouts.

Who do you know that fits this statement? – Ask one person to tell the group.

☞ Reliable and committed in everything that they do. Again, these are characteristics that a Sixer/Second will need to have if they wish to set a good example for others to follow.

Who do you know that fits this statement? – Ask one person to tell the group.

☞ Able to get along with other people. A potential youth leader may meet or exceed all the other requirements but if they cannot get along with others you will have a disaster on your hands.

Job Description (20 minutes) – Guide the group through a brainstorming exercise to ensure participants understand the specific role and expectations. As items are identified explain each "Role and Responsibility". Leave a copy with them.

SIXER/SECOND Session Plan - Appendix (Cont'd)

What Roles and Responsibilities can a Sixer/Second have that will help your Pack?

1. Demonstrate appropriate behaviour for the younger Cubs Scouts Scouts to follow.

You will be looked up to by other Cubs Scouts. They will want to be like you so your behaviour will be what they copy. If you don't pay attention, neither will they. If you are disruptive they too will disrupt. Be the best role model you can.

2. Try to help your Six get ready for each new activity, especially the Grand Howl.

If Cubs Scouts Scouts need to take off or put on sashes, and neckerchiefs, have them do it as quickly as possible. Ask them to line up quietly and set the example by being quiet yourself.

3. Help out with Opening and Closing ceremonies.

Because you have experience you'll be asked to carry the flag during ceremonies or take the DYB's in the Grand Howl. Always do your best to set the standard for all others to follow.

4. A Six box is a useful place to keep sashes, neckerchiefs, and Cub Scout Books safe when you are not using them during the meeting.

If your Six doesn't have one, see if you can find a box you can use. You and the other Cubs Scouts in your Six can decorate the box with your Six colours.

5. Care for a New Chum or new Cub Scout.

Introduce them to the rest of the Six; explain hand signals and other Pack procedures. Be sure they are comfortable in the Six, especially in the first few weeks. Make them feel a part of the Six by ensuring they have a way to help out (take attendance; help with equipment for a game; etc). Check with Akela to see if you can help a new Chum with their "Tenderpad" requirements.

6. Trying to boss Cubs Scouts around doesn't work very well.

They'll listen to you much better if you're polite and friendly. Be a leader by sharing your experience and showing the way for younger Cubs Scouts to follow.

7. Many Packs have a Sixer's Council where the Sixers, and sometimes the Seconds, meet with Akela and some of the other leaders.

During the Sixer's Council, you can talk about things the Pack might do and suggest ideas for activities you think might be fun. If your Pack doesn't have a Sixer's Council, ask your leaders to start one.

8. Hold meetings of your Six to get ideas from your Cubs Scouts to pass on to your Akela or the Sixer's Council.

Sometimes it's hard to find time for a Six meeting. You can ask Akela to allow time for Six meetings during the regular meeting. Six meetings can be very short; 5 or 10 minutes is plenty. Ask about games and activities that other Cubs Scouts would like to play or do.

9. Some Sixers phone their Cubs Scouts before the meeting every week to remind them to bring everything they need.

It can be a lot of work, but the phoning will help your Six be ready for every meeting, and you might have a Cub Scout in your Six who doesn't have many friends and hardly ever gets phone calls. If this is the case, your phone call may be very important to that Cub Scout.

At the meeting be sure to mark off the attendance book and check on those not in attendance.

10. If you have a Cub Scout in your Six who always seems to be causing trouble, try not to be too hard on that Cub Scout.

Consider that problems at school or at home may be causing the unhappiness or frustration. Instead of criticism or name calling, try understanding and help. Encouragement to "do your best" will be of great help as well.

11. Help run games or activities under supervision.

You can help Akela by leading games that you have played before. Be sure that everyone plays by the rules and plays safely. Helping to clean up after a game or activity is always a big help too and shows the other Cubs Scouts responsibility.

12. Help the Adult leaders plan the Pack's activities by attending planning meetings.

Conclusion (5 minutes): The most important part of being in a Pack or Six is learning to work as a team. When you help other Cub Scouts, and when they help you, the group runs more smoothly and everyone has more fun. Be sure to set the example for all others to follow in all that you do as this is the largest step to being a good leader.

flex

KEEO Session (distribute "Keeo Book")

Keeo Session Plan - Appendix

Time Allotted: 60minutes
(Introduction - 5min; Information - 45min; Questions - 10min)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- an understanding of the commitment to the role.
- a further understanding of the specific duties as Keeo.

Materials required:
- cards containing Characteristics (1 set per Six)
- Flip chart for brainstorming
- Copies of Keeo Book
- Copies of Job Description

Introduction (5 Minutes): Distribute Keeo Books
Hello Keeo's. You have been especially picked by Akela and the Beaver Leaders to help in the Colony. This session is to help you understand WHY you have been selected and WHAT your job is in the colony.

It is a really big honour to have been selected and it means that you have a lot of people depending on you to do a good job.

You will be an example to the Beavers as they look forward to the day they become a Cub Scout, so be sure to "DO YOUR BEST".

Let's start with looking at the role that you play on the Leadership Team.

1. Role and Responsibilities of Keeo (10 minutes) – Go over the following high level statements so as to impress upon the participants that the role is not to be taken lightly.

The selection of a Scouts Canada youth member to become a member of a section leadership team as Keeo is a major commitment not only in your own self-development but in the delivery of the program.

Therefore it is important that you understand and accept the importance of their role & responsibilities and perform them to the best of your ability.

To this end, it must be explained that:

- You are a full member of the leadership team and that you are not over-aged youth member of the section in which you are working. You must understand that you are to lead and/or assist in program activities not just to participate in them.
- You are an example of what the youth members can be when they move to the next section. Youth learn by example and if a Keeo creates a negative example this will create the wrong impression for the youth members and may cause long-term impacts.
- You are expected to share equally, to the best of your abilities, in all aspects of the delivery of the program. Each and every leader is expected to share in the work required to operate the program and Keeo should not be treated any differently. However, it must be recognized that, in some cases, certain of your abilities may not be as fully developed as those of adults.
- You are expected to participate, whenever possible, in program planning. A major responsibility of the leadership team is to plan the program activities. If one does not attend the planning meetings, one cannot contribute to the plan or make choices in what responsibilities to accept.
- You are expected to fulfill all of your responsibilities for program activities. The leadership team will very quickly become discouraged and dysfunctional if any of its members do not follow through with what they agreed to do. It should be recognized that this applies equally to adult and youth leaders.
- You are making an ongoing commitment for the period of time which you are expected to fulfill. Part of accepting the position of Keeo means that you must accept the responsibility to do everything that is required of the job and that you cannot pick and choose.

2. Characteristics of a Good Keeo (15 minutes) – Hand out cards which contain the characteristics of a good leader. In Sixes, put in order of importance. Present to group noting why you placed in the order you did. Review the following characteristics of a good leader, relating those indicated to someone that they look up to as a Leader.

Experience over time has shown that youth members who will make a good Keeo have certain characteristics which include being:

- Warm and friendly and able to work with that section-aged youth. Not everyone, adult or young leader, can necessarily interact in a positive and meaningful way with all ages of youth. In addition, Keeo is expected to act as a communications link between the adult members of the leadership team and the youth members of the section in which they are working. If they are not able to establish a good rapport with the youth members they will also be unable create the link with the adults.

(Continued...)

Keeo Session Plan - Appendix (Cont'd)

Who do you know that fits this statement? – Ask one person to tell the group.

- Mature enough to accept their responsibilities as a young leader. Not every youth, and in some cases adult, is able or willing to accept the responsibilities that accompany the job and the leadership team will soon breakdown if this occurs.

- Able to communicate with others. A successful leadership team requires good and open communication and if a member of that team is unable to do so, frustration will soon set in.

- Responsible and able to set a good example. We have already discussed these points but it is important to understand that a potential Keeo will have demonstrated these characteristics as a member of their own section.

Who do you know that fits this statement? – Ask one person to tell the group.

- Reliable and committed in everything that they do. Again, these are characteristics that the potential Keeo will have shown in their own section and should be easily verified by that section's leadership team.

Who do you know that fits this statement? – Ask one person to tell the group.

- Able to get along with other people. A potential youth leader may meet or exceed all the other requirements but if they cannot get along with others you will have a disaster on your hands.

3. Job Description (20 minutes) – Review the following (Keeo) to ensure participants understand the specific role and expectations. Explain each item under "Duties and Responsibilities". Leave two copies of the appropriate Job Description with them; one for Akela back home.

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Job Description

Position: **Keeo**

Scope: Keeo is an older Cub Scout who works with the Beaver Scout Colony. Keeo assists with any aspects of programs as a full member of the leadership team.
Accountable to: Section Scouters and Group Committee

Average Time Required: 8 to 10 hours per month for planning and regular meetings plus a one day outing per month and time for training.

Major Areas of Responsibility:

To work as a full member of the leadership team to conduct Beaver Scout programs in accordance with guidelines in the *Beaver Scout Leaders' Handbook* and *By-Law, Policies and Procedures* as well as provincial and local policies.

Duties and Responsibilities of the Position:

Under the guidance of Section Scouters, and in accordance with BP&P:

1. Ensure that the health and safety of all members is of primary concern
2. Help all members to have a fun-filled personal growth experience while in the section
3. Participate in Colony planning meetings and utilize program ideas that come from the youth in the Colony
4. Help carry out the weekly programs
5. Support and participate in the conducting of special meetings, including outings and outdoor experiences
6. Know and use resource material available
7. Take training for the position (if available). As a minimum read the "Keeo" book.
8. Meet specific requirements of the sponsoring body, where applicable

Qualifications:

1. Be willing to subscribe to the Mission, Principles and Practices of Scouts Canada
2. Be willing to participate in training necessary to be effective in the position
3. Be willing to work with other youth
4. Be willing to work as a member of a team
5. Be prepared to commit to the time requirements of the position

f.a.s.t.

(Fun Active Scout Training)

We wish to thank everyone who has helped to develop these materials with a special thanks to Garth Fitzner and the *Golden Arrow team* in Northern Lights Council, Alberta, for the use of their materials.

"FAST" Pre-course Preparation

Preparing for training is likely the most important thing that you can do to ensure the participants receive a quality event. With proper preparations, not only will the entire event run smoothly but everyone, participants and trainers alike, will enjoy a fun filled learning experience that will help them grow in some way as an individual.

We have outlined some key preparation items in the table below. You'll also note suggested timeframes when things could take place. Use these as a guide to help you get ready for your event but don't be afraid to enlist the help of experienced people who can also lend guidance.

Be confident! We are convinced that you will do a great job.

NOTE: Whenever possible, offer your training in an outdoor setting; Scouting's classroom. An extended overnight experience can allow more time for participants to bond while providing extra time to teach outdoors skills like fire lighting, running a campfire or organizing a Scouts Own.

Countdown

-150 days: Select course leader who then selects their team
Determine budget and participant cost
Prepare advertising

-120 days: Planning Meeting 1 – choose site, assign sessions, and determine supplies and equipment needed
Begin advertising. Begin booking or otherwise obtaining needed equipment

-90 days: Planning Meeting 2 – review individual sessions and critique

-60 days: Planning Meeting 3 – practice presenting sessions and critique

-30 days: Planning Meeting 4 – choose Gathering activities and active games, finalize menu.
Inform local Scout Shop of the quantity of Patrol Leader Handbooks or Kim Books needed (if required)

-15 days: Send out equipment list and other details to course participants

-7 days: Begin gathering supplies and equipment and assign participants to Patrols (Prior to the beginning of the course each participant should be pre-assigned to a patrol. Patrol membership should primarily take into account the age of the participant and their Scouting experience. However, members of the same home troop should be assigned to different patrols in order to give them experience working with people they may not know well.

Patrols should stay together for the entire course wherever possible.

-1 day: Purchase food (if not completed by standing cook team)

At Camp

+10 days: Debrief Meeting – discuss each session, review participant feedback forms
+14 days: Finish final accounting, pay reimbursements, forward evaluation to Council Youth Commissioner.

Schedule for Training (1 day session; can be extended if desired)

8:35 - 9am	Arrival/Registration (Gathering Activity)
9 – 9:45am	Leadership
9:45am – 10:30am	Effective Communication
10:30am – 11am	Break (Active Game)
11am – 11:40am	Teamwork
11:40am – 1pm	Lunch/Clean-Up (Iron Chef)
1pm – 1:45pm	Conflict Resolution
1:45pm – 2:30pm	Problem Solving
2:30pm – 3pm	Break (Active Game)
3pm – 4pm	PL/APL or Kim – Job Specific (Job Description)
4pm – 4:30pm	Review/Wrap Up/Evaluation

Arrivals and Registration

Time Allotted: 25 minutes

Responsible: _____

Location: _____

Objectives: After this activity participants will have:

- Been made to feel welcome,
- Been introduced to all staff members,
- Participated in gathering activities.

Materials Required: The following should be on-hand:

- Registration paperwork sent in by the participant,
- Schedule of events for each Scout.
- Name tags

Delivery Method: All staff members should exhibit a positive and excited attitude.

Presentation: As participants arrive, staff members should welcome them enthusiastically, introduce themselves and sign them in to a Patrol, making sure they have the required paperwork.

Breakout: Participants, after having checked in, should participate in gathering activities until all have arrived. Gear should be placed to the side for now.

SAMPLE GATHERING ACTIVITY
(see also APPENDIX)

Frozen T's

Required: Plastic storage bag, freezer and large size T- shirts
Directions: Make teams of 3 or 4 people. For each team you'll need one T- shirt and one plastic storage bag. Place one nicely folded T-shirt in each bag, then pour in about 2 cups of water and freeze all of them overnight. Instruct the teams that they'll be playing an Ice Breaker game. Then hand out the bagged T-shirts to each team. On "Go" the teams will have to get their T-shirts thawed out so that one person from their team can put the T-shirt on. The first team to come back with one person in the T-shirt is the winner.

Adaptation: Use an XXL T-shirt and have the winning team (all of them) wearing the t-shirt at once to complete.

Leadership

Time Allotted: 30-45minutes
(Introduction - 5min; Activity (x3) – 30min; Debrief – 10min.).

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- learned and experienced the three kinds of leadership
- experienced which styles of leadership are most effective in individual situations.

Introduction (5 minutes):
You will be exploring 3 different styles of leadership.
They are (highlight the bolded sections):

1. Autocratic- autocratic leaders are the bosses. They make the decisions as if they have unlimited power over others (dictators). This style gets thing done effectively with little or no input from the team. It is ineffective at dealing with situations that the Leader has no experience in. In emergencies it is effective, as decisions are made easily, quickly, and actions are carried out without question. The leadership style is not always popular.

2. Democratic- Democratic leaders consult their team on issues. They gather information and discuss issues and problems. They make sure that everyone is consulted and involved, ensuring that the group as a whole has ownership of the decision. (i.e. compromises) Democratic leadership can be time consuming, which can be frustrating and inefficient in time-sensitive situations.

3. Free Reign (Lassiez- faire) Free reign leadership lets people act without interference or direction. They are the delegators, letting people do things their own way on their own schedule. It's effective with well trained and highly motivated people. However, this situation is ineffective in situations where consultations or direct orders may be needed (i.e. teamwork situations).

Pyramid Pile (30 minutes)

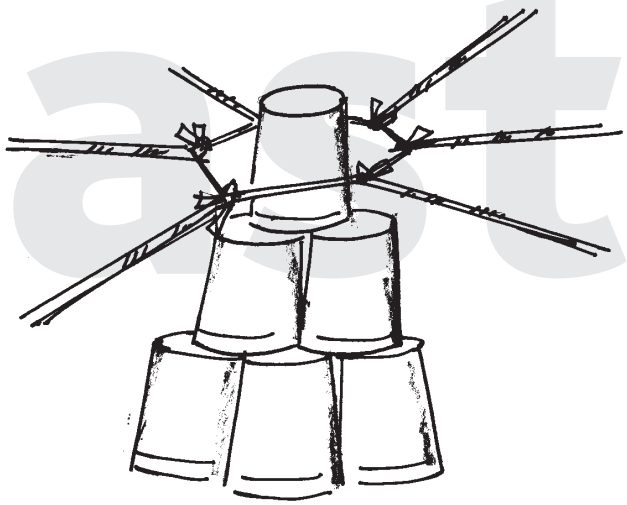
Materials & Preparation

Materials

- 6 Styrofoam cups per group
- 1 elastic band per group
- Ball of twine
- Scissors/ knife to cut twine

Preparation

- Cut 6 lengths of rope (approx. 3 feet in length) for each team
- Tie one end of rope to elastic band (6 on each band)
- Scatter cups



Activty: NOTE: Complete this task 3 times using each leadership style once, debriefing after each one.

1. Break group into their Patrols
2. Pick a leader and determine which leadership style they will use.
3. Each scout holds the end of one the attached strings
4. The object is to stack the cups into a pyramid without touching them
5. To pick up the cup, pull stings to open elastic and slip over cup. Loosen grip on string, which tightens band on cup. Then move it, and pull again to let go. (Don't tell scouts this, let them figure it out)

NOTE: Repeat two more times using a different Leadership Style each time.

Debrief (10 minutes):

Ask youth these questions:

1. What problems did you encounter in each style?
2. What advantages were there in each style? (Answer: see above)
3. Brainstorm situations in which each style would be effective/ ineffective.
4. Consider each of these scenarios and there implications for the team: a) the democratic leader who when in a burning building stops to make sure everyone thinks that leaving the building is a good decision; b) consider the autocratic leader who decides what movies the group would like to see; c) consider the free-reign leader who needs to meet and urgent deadline.

Leadership (Cont'd)

Attempt to draw out responses from all members in order to try and determine what the participants considered to be success factors (see bold above).

Materials;
- Flip chart/markers

Let's consider a leader, no matter what style he/she is using. We're going to brainstorm traits of leadership that would make you want to follow someone? You shout them out:

Be sure to include these ones:

1. **Keep Your Word**. Do not make promises you cannot keep.
2. **Be Fair to All**. A good leader shows no favorites. Do not allow friendships to keep you from being fair to all members of your Pack. Know who likes to do what, and assign duties to Cubs Scouts by what they like to do first.
3. **Be a Good Communicator.** You do not need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information. He helps his followers understand when they are doing something that does not help the group accomplish the goal and he gives them guidance on how to do the right thing. Often when Cubs Scouts are not doing what the leader wants, it is because the leader did not do a very good job of explaining the task to them.
4. **Be Flexible.** A leader is a problem solver. No matter how well an activity is planned, there will be things that do not go according to plan. When problems arise, you must consider all available information and make a decision on how to resolve that problem. If it is not safe or practical to follow the plan, you may need to revise the plan, or even redefine the final goals.
5. **Be Organized.** The time you spend planning will be repaid many times over. At meetings, record who agrees to do each task, and fill out the duty roster before going camping. Make sure that the Cubs Scouts you are leading on outings are safe and have sufficient food and water to remain healthy and productive. Make sure they have the proper training and tools to do their tasks.
6. **Delegate.** Some leaders assume that the job will not get done unless they do it themselves, but this is not leadership. The leader coordinates all the activities of others to make sure the final goal is reached. He considers everyone's talents and decides which tasks each member is given, and then makes sure they understand their assignment. The leader takes care of his team.
7. **Set an Example**. The most important thing you can do is lead by example. Whatever you do, your Six members are likely to do the same. A cheerful attitude can keep everyone's spirits up.
8. **Be Consistent.** Nothing is more confusing than a leader who is one way one moment and another way a short time later. If you are Six knows what to expect from you, they will more likely respond positively to your leadership.
9. **Give Praise.** The leader gets the job done and keeps the group together. Getting the job done is fairly easy to understand. Keeping the group together means you help the group to enjoy the activity, feel appreciated for their efforts, and earn a sense of pride in the accomplishments of the group. A leader continually encourages his followers and gives them positive feedback on what they do well. Often a "Nice job" is all the praise necessary to make a Cub feel he is contributing to the group efforts.
10. **Ask for Help**

Conclusion: Leadership is a concept made up of many different skills which can apply differently to each situation. Throughout the rest of the day you will be using and learning about a number of these skills required to be a good leader. Do not expect to be good in all areas covered today as leadership develops over time with experience in a variety of situations. Keep an eye open for the different traits and styles during all our activities today as we will discuss how they can help or hinder in certain situations.

Effective Communication

Time Allotted: 45minutes
(Introduction - 5min; Fun- 25min; Debrief- 15min)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- Experienced the components of effective communication while having fun.
- Learned new effective communications skills.

Introduction (5 Minutes): It is very important for Leaders in any capacity to be able to communicate clearly and effectively with their teams. The following exercise is designed to let you experience for yourselves how important communication is. The lessons you will learn by actively participating in the Trust Walk will help you in most aspects of effectively communicating to a group.

Trust Walk

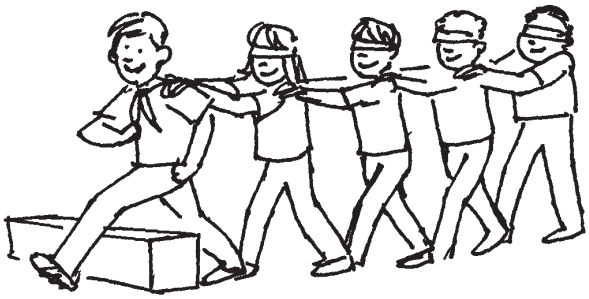
Materials & Preparation

Materials:
- Blindfolds (Necker/ Scarf)

Preparation:
- Establish course boundaries

Activity (25 minutes)

1. Break scouts into groups of 6-10
2. Designate a leader in each group (leader will not be blindfolded)
3. Blindfold remaining group members
4. Line up each team, single file.
5. Have them place hands on shoulders of person in front of them (leader in the front)



6. Instruct team leader to guide their team through their course (using Verbal communication only).
7. Encourage leader to guide them through obstacles (think over, under, upside-down).
8. Rotate leader periodically (select new leader for group).

Modifications: Instead of single file lines, have youth partner up behind the leader (two-by-two). Note that there is still only one leader. Each person is connected to both the person beside them (linking arms) and the person in front (outside arm on shoulder).

Debrief (15 minutes):

When the activity is over gather all participants as a group. Attempt to draw out responses from all members in order to try and determine what the participants considered to be success factors (see bold below):

1. What were your overall thoughts of the experience? (Answers: scary; nervous; etc)
2. What were some of your biggest challenges? (Answers: couldn't see; **trusting others**; **lack of information/description**; unfamiliar ground)
3. How did you overcome these challenges? (Answers: **listen carefully**; follow person in front;
4. What were some communication barriers you faced? (Answers: noisy; **lack of details**; **too many people speaking**;)

Conclusion: Clear concise communication is vital for an effective team, especially when body language is absent; what can you see from body language (i.e. role of eyes – person doesn't believe you; etc).

Communicating without hearing tone of voice is also tricky (i.e. e-mail). Can we brainstorm situations when it is important to consider this (Answers: letters, e-mails, text messages etc).

Whenever communicating, be clear with your message. Don't be afraid to check to ensure that all understand your message.

Teamwork

Time Allotted: 40 minutes
(Introduction - 5 min; Fun- 25 min. Debrief- 10)

Responsible: _____

Location: _____

Learning Objectives: After this activity participants will have:

☞ experienced and developed skills to effectively work as a team.

Introduction (5 minutes): At every stage in your life, you WILL be required to work in a team. It's very important to learn to work in a team so you can be successful in reaching your goals. Teamwork overlaps into every other skill we learn over the course of today/this weekend/ etc. Earlier today you learned how to resolve conflict. The conflict resolution occurred within teams. Think back to when you made your skits about conflict. How did you group work as a team? This Spiderman activity is designed to help you focus on what works and what does not work when you are working as a team.

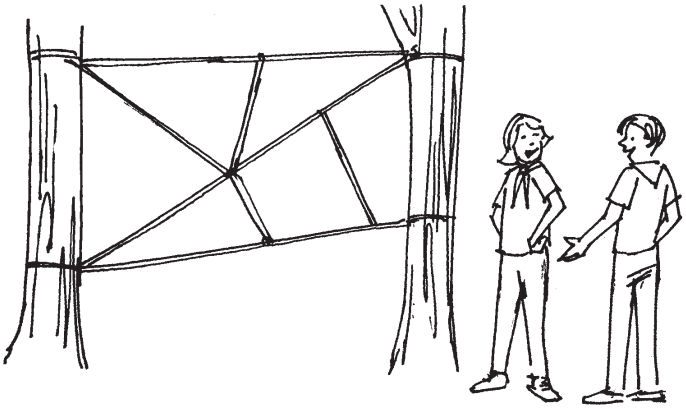
Spiderman

Materials & Preparation

Materials:
- Rope
- stable anchors to suspend web from (i.e. Trees)
- Flagging tape

Preparation:

- Create spider web with rope
- It should have holes big enough for a person to get through
- There should be at least the same number of holes as there are participants.



ACTIVITY:

The goal of this activity is for the team to cross to the other side of the web, each using a different hole. Everyone must go through a hole to get to the other side.
1. Each hole can only be used once (mark each "Used" hole with flagging tape to keep track)

Modifications: Give participants an egg that must be carried through by every participant. Don't break it!

Note: This activity can be done inside using flag poles, rolling clothing racks or wall mounts instead of trees

Debrief:

1. What was the hardest part of this activity? (Answer: not planning ahead, (i.e. Short people left, high holes left; too many people talking; no one listening; everyone had a different solution).

2. What makes for an effective team? (Answer: **discusses issues/challenges**: let's **everyone have a say**; **supports each other**; **listens to all members**).

If you have done **LEADERSHIP** bring up three leadership styles

3. Did you work effectively as a team? Why or why not?

Attempt to draw out responses from all members in order to try and determine what the participants considered to be success factors (see bold above).

Conclusion: Now that we've talked about the challenges you face working in a team and how to overcome them, you should think about how these apply to other team situations. If you were put in a group project at school, what skills could you apply there? Think about what you will do to use these skills in the future. And by the future, it could be as soon as lunch time! Get ready for another teamwork challenge! Don't forget the skills we've already learned.

LUNCH (Teamwork Session)

Time Allotted: 110 minutes
(Introduction - 10 min; Cooking 90 min; Debrief- 10 min.)

Responsible: _____

Location: _____

Learning Objectives: After this activity participants will have:

- Had exposure to a variety of outdoor cooking methods,
- Worked together as a team to build a menu,
- Eaten a meal they have cooked themselves.

Introduction (10 minutes): The Iron chef competition during this lunch hour is another chance to work on your teamwork skills. Earlier today the Spiderman challenge tested your ability to work as a team. The stakes are set a little higher this time. The result of this teamwork challenge must be eaten! It's important to remember that teamwork skills are required in many areas of your life. Although you've probably cooked with your patrol before, this time it's a new group of people, and new rules to make things a little tougher. Let's see if you can rise to the challenge

Iron Chef (90 minutes)

Materials & Preparation

Materials: The following should be on-hand:

- Food items (1 for each patrol) that can be cooked successfully in a variety of ways.

  Suggestions:
  Meat – chicken breasts, ground beef,
  beef chunks, pork chops
  Carbohydrates – potatoes, rice, pasta
  Vegetables – a selection of fresh varieties

- Various types of cooking utensils,

  Suggestions:
  Foil, pots and fry pans, Dutch Ovens,

- Selection of condiments and spices.

Preparation: The various supplies, condiments and cooking utensils will be made available so that the food can be cooked in a variety of ways. For example, large chunks of beef and vegetables might be cooked as a tinfoil dinner in the coals of a fire, as a shish kebab on a skewer or as a stew in a pot.

Each patrol is given a few minutes to decide what they'd like for their ideal menu. Then, in turn, each patrol is given an opportunity to select one food item. If that patrol selects something another patrol wanted to have, that patrol must quickly think on their feet and decide on another item. The process continues until all items have been distributed.

Cooking can be completed on an open fire or camping stoves. The condiments and spices should be available for each patrol to use as they see fit. As needed the course kitchen staff should visit each patrol to provide assistance and suggestions.
As food is being cooked each patrol could visit the other patrols to observe, get ideas, and socialize. Don't let dinner burn though!

Course leaders should visit each patrol to socialize with the participants, provide encouragement and sample the meals that have been prepared. Note: The television version of Iron Chef has the final meals being judged. This session could be run that way if desired.

Debrief (10 minutes):
The Debrief should be done as patrols. Attempt to draw out responses from all members in order to try and determine what the participants considered to be success factors (see bold below).

- Did you have fun?
- What did you learn that was new for you?
- Did you work effectively as a team? Why or why not? (Answers: **listened to each other; planned tasks; all helped out; everyone had a say**)
- How could the task have gone better? (Answers: everyone helped out; **more listening**)

Conclusion: Now that you've crawled through webs and cooked us a "fabulous" meal, you've had a chance to first identify leadership skills, and then apply them again once you knew what they were. Practice makes perfect, so keep teamwork in mind whenever you enter a team situation in the future. You can bring these skills back to your patrol and help your fellow scouts to be the best team they can be.

Conflict Resolution

Time Allotted: 30-45minutes (Introduction - 5min; Scenarios about 10 min each; 10 min breakout sessions; 15 minutes maximum to present select groups. Adjust times as necessary).

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- learned and practiced skills which allow them to resolve minor conflicts amongst themselves.

Introduction (5 minutes): It is very hard to find groups that never get into fights. This is why a good Leader knows how to solve problems before they become too big to handle. Here you will learn the 7 steps to solving minor conflicts. Engage yourself as much as possible as the session is to teach you how to solve the problems without someone (adult) giving you the answers. Answers that you come up with on your own are far easier to remember then ones that are fed to you.

Conflict Scenarios

Materials & Preparation

Materials:
- Consider bringing costumes and props.

Preparation:
- Plan skits in advance with course leaders SET UP:

Activity:

PART I (20 minutes)

Course leaders will act out 2 to 3 specific conflict scenarios and discuss them with the youth to find solutions to the conflict. Freeze the scenario at the height of the conflict. Example scenarios can be adjusted to fit the needs of your group. Feel free to come up with your own scenarios that may be more relevant to your group.

Scenario #1

Francesca and Megan are about to undertake an activity. Megan butted in line. Francesca calls Megan a name. Megan tears up and is upset. "FREEZE".

4. What is your role in this situation?
(Answer - to help solve the problem)
5. What are some possible solutions
(Answer - Francesca and Megan apologize.)
(Answer -They are reprimanded according to the group's code of conduct.)
6. How would you approach this situation?

The seven step approach:

1. **Don't take sides.** You can't play favourites.
2. **Calm people down.** There's no point trying to get people engaged if they will not listen to each other.
3. **Find out the issue.** Do you think the one stated is the real one?
4. **Consider how the two usually interact?**
5. **Get them to walk in each other's shoes.** Ask them to explain the point of view of the other person, so you can tell if they're really listening to each other.
6. **See how many solutions Megan and Francesca can come up with.**
7. **See if they can agree on one of the proposed solutions.** If they can't agree, see if they will accept a solution from you; make it a win-win.

Scenario #2

Gillian and Bruce are at camp. After supper an argument breaks out between them about which of them should do kitchen clean-up. Gillian believes that Bruce's insistence on her doing it is because Bruce is always picking on her. Bruce doesn't think he should do it because he cooked dinner. FREEZE.

1. What is your role in this situation?
   (Answer - to help solve the problem)
2. What are some possible solutions?
   (Answer - Gillian wins
   - Bruce wins
   - They share the clean up responsibilities.
   - They come up with an agreement
   (i.e. Gillian cleans supper, Bruce does breakfast)
3. How would you approach this situation?

The seven step approach:

1. **Don't take sides.** You can't play favourites.
2. **Calm people down.** There's no point trying to get people engaged if they will not listen to each other.
3. **Find out the issue.** Do you think the one stated is the real one?

(Continued...)

Conflict Resolution (Cont'd)

4. **Consider how the two usually interact?**
5. **Get them to walk in each other's shoes.** Ask them to explain the point of view of the other person, so you can tell if they're really listening to each other.
6. **See how many solutions both can come up with.**
7. **See if they can agree on one of the proposed solutions.** If they can't agree, see if they will accept a solution from you; make it a win- win.

Attempt to draw out responses from all members in order to try and determine what the participants considered to be success factors (see bold above).

PART II (10 minutes)

Scouts should now be broken into patrols and instructed to come up with their own conflict scenario and solve it (as a skit). Trainers will need to actively facilitate these breakout sessions and help scouts connect them to the 7 step approach.

The seven step approach:

1. **Don't take sides.** You can't play favourites.
2. **Calm people down.** There's no point trying to get people engaged if they will not listen to each other.
3. **Find out the issue.** Do you think the one stated is the real one?
4. **Consider how the two usually interact?**
5. **Get them to walk in each other's shoes.** Ask them to explain the point of view of the other person, so you can tell if they're really listening to each other.
6. **See how many solutions you can come up with.**
7. **See if they can agree on one of the proposed solutions.** If they can't agree, see if they will accept a solution from you; make it a win- win.

Trainers should use their discretion in regards to time and interest, and have one or two patrols present their skits to the entire group.

Modifications: You may encourage Scouts to put more emphasis on a creative side of their scenario presentations (i.e. create a song or rap).

Conclusion: Resolving conflict is never easy but you, as a leader, have a role to play. By considering the seven steps, resolving conflict can be a win-win situation.

Problem Solving

Time Allotted: 35-45minutes
(Introduction - 5 min; Activity 20-30 min; debrief- 10 min.)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- learned and practiced age appropriate problem solving skills.

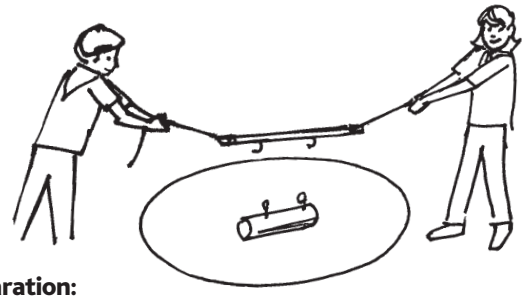
Introduction (5 minutes):

Rescue Mission (20-30 minutes)

Materials & Preparation

Materials:

- ☐ Youth "Success Kit":
- ☐ 10+ meters of rope,
- ☐ a broom handle/stave,
- ☐ 2 large fishing hooks,
- ☐ 4 - 1 meter pieces of string, and
- ☐ a few other items to distract participants
- ☐ Log/ PVC pipe with eye hooks attached, 1 meter apart
- ☐ Length of rope/ flagging tape to mark circular boundary



Preparation:

- Make a circle on the ground with the rope/flagging tape
- Place the log with eye hooks attached in the center of the circle

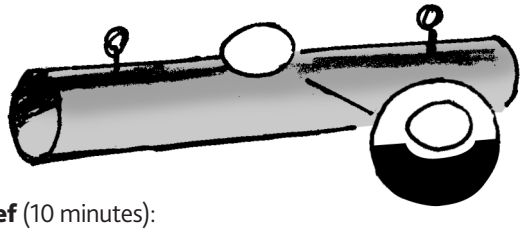
ACTIVITY:

The objective of this activity is to remove the log from the center of the circle and bring it to safety without entering the circle ("No man's land").

1. Provide the youth with a story which calls for them to rescue someone from a dire situation without getting too close; i.e. Apolline is stuck in the middle of a volcano. Bring her to safety without burning yourself with the lava. Hint: the eye hooks are 1 meter apart!
2. Split the Scouts into groups of 4 or 5.
3. Give each group their "success kit" which simulates things they may have had with them while hiking with Apolline.
4. Have each group find a way to remove the log from danger without entering the circle.

   One Solution: Attach the fish hooks to the stick, 1 meter apart. Attach the stick to the middle of the rope. Using one person on each side of the circle holding the rope, position the stick over the log and hook the eye hooks on the log. Walk sideways to remove from danger. (Don't tell the youth this! Let them figure it out)

Modifications: Use a piece of PVC pipe instead of a log and make a hole in the top to hold an egg in. The scouts must try not to break the egg while making the rescue Note: If using this modification, you must use more than one rope.



Debrief (10 minutes):
Attempt to draw out responses from all members in order to try and determine what the participants considered to be success factors (see bold below).

Ask the youth these questions:

1. What were some of the challenges you faced? (Answers: more than one solution; **lack of listening**; **team disagreements**; **choosing action too quickly**- **not enough discussion**; **incomplete analysis** of the problem)

2. How did you decide to take action? (Answer: **discussion of options**; leader stepped forward; we just worked at it; **planning**)

3. What made this challenge difficult? (Answers: **communication** barriers; **too many bosses**; misinterpretation of direction)

Note: If you have completed LEADERSHIP**,** connect this to the 3 different leadership styles.

Conclusion: You can problem solve anytime you have a problem or a goal to achieve. Problem solving with others is often very effective because you have access to a wide variety of viewpoints and potential solutions. You should explore possible solutions one by one. There will always be some guessing and hence an element of luck involved in problem solving. However, in general, as you gains experience in solving problems, you will develop your own techniques and strategies.

Review/Wrap Up/Evaluation

Time Allotted: 30minutes
(Intro - 5min; Exercise – 20min; Evaluation – 5 min)

Responsible: _____

Location: _____

Objective: After this activity participants will:

- Have recapped the 5 sessions from the day
- Filled out the evaluation form
- Gathered all materials and equipment for departure

Introduction (5 Minutes)

As you have seen throughout the day, leadership is made up of many different aspects. Today you have had a chance to experience some of those aspects, like how to communicate effectively, how to solve problems, what teamwork entails and ways to resolve conflicts. But no matter what a leader is dealing with the traits that they display will usually make the difference between being completing a task with a group or not completing the task. So let's have another quick look at our Leadership traits and see which you feel are most important after having gone through the day (remember, with this exercise there is no right and wrong answer).

Materials:
- Trait cards; titles only (1 set per Patrol)

ACTIVITY (20 minutes)

1. **Give each Patrol a set of the trait cards made up from the first session.**
2. **Allow them 10 minutes to discuss, and try to come to a consensus on, which three are the most important.**
3. **Have each Patrol explain their choices (another leadership skill is that of public speaking).**

Wrap-up (5 minutes)

We hope that you have enjoyed our **F**un **A**ctive **S**cout **T**raining here today and that you will take some of what you have experienced and learned back to your Patrols and Courts of Honours at home. Keep in mind that leaders develop over time so your not suppose to be an expert now. However, you might be able to help out others in new ways by using, or influencing others by applying, the leadership traits we discussed or the other skills we had a chance to see in action.

Remember that we are all leaders in some way and that you can always be a better one. **F**un **A**ctive **S**cout **T**raining is one way to build on who you are today.

Anyone have any questions?

Evaluation (5 minutes)

Before you leave, please complete this Evaluation form (hold it up) for us so we can continue to learn and make the next FAST even better than this one.

Safe trip home.

Evaluation

FAST Participant Survey

1) Did you have fun today? ☐ YES ☐ NO

2) Was the information useful? (Rate between 1 and 10. *10 is the best!*)

Effective Communication ☐

Conflict Resolution ☐

Teamwork ☐

Leadership ☐

Problem Solving ☐

3) Was this course challenging enough? If not, why not?

_____

4) What was the most important thing you learned today?

_____

_____

_____

5) When you're a Venturer, will you be an Activity Leader (AL) or Scouter-in-Training (SIT) and help out in another section?

_____

6) If this course was held again next year, would you come?

_____

7) What would you improve or do differently next time?

_____

_____

8) *If you are entering Venturers next year*, would you be willing to help run FAST?

☐ YES!!! *Or* ☐ I'd like to take more similar training before I decide

For one of the above, please give us an email address so we can contact you:

_____

☐ No thanks

fast

KIM Session (distribute "Kim Book")

Kim Session Plan - Appendix

Time Allotted: 60minutes
(Introduction - 5min; Information - 40min; Questions - 15min)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- an understanding of the commitment to the role.
- a further understanding of the specific duties as Kim.

Introduction (5 Minutes): Distribute Kim Book

Hello Kim's. You have been specially picked to help in the section. This session is to help you understand WHY you have been selected and WHAT your job is.

It is a really big honour to have been selected and it means that you have a lot of people depending on you to do a good job.

You will be an example to the younger members as they look forward to the day they become a Scout, so be sure to "Be Prepared".

Let's start with looking at the role that you play on the Leadership Team.

1. Role and Responsibilities of Kim (10 minutes) – Go over the following high-level statements so as to impress upon the participants that the role is not to be taken lightly.

The selection of a Scouts Canada youth member to become a member of a section leadership team as Kim is a major commitment not only in your own self-development but also in the delivery of the program.

Therefore, it is important that you understand and accept the importance of their role & responsibilities and perform them to the best of your ability.

To this end, it must be explained that:

- You are a full member of the leadership team and that you are not over-aged youth member of the section in which you are working. You must understand that you are to lead and/or assist in program activities not just to participate in them.
- You are an example of what the youth members can be when they move to the next section. Youth learn by example and Kim creates a negative example this will create the wrong impression for the youth members and may cause long-term impacts.
- You are expected to share equally, to the best of their abilities, in all aspects of the delivery of the program. Each and every leader is expected to share in the work required to operate the program and Kim should not be treated any differently. However, it must be recognized that, in some cases, certain of your abilities may not be as fully developed as those of adults.
- You are expected to participate, whenever possible, in program planning. A major responsibility of the leadership team is to plan the program activities. If one does not attend the planning meetings, one cannot contribute to the plan or make choices in what responsibilities to accept.
- You are expected to fulfil all of their responsibilities for program activities. The leadership team will very quickly become discouraged and dysfunctional if any of its members do not follow through with what they agreed to do. It should be recognized that this applies equally to adult and youth leaders.
- You are making an ongoing commitment for the period of time, which they are expecting you to fulfil. Part of accepting the position of Kim means that you must accept the responsibility to do everything that is required of the job and that you cannot pick and choose.

2. Characteristics of a Good Kim (10 minutes) – Review the following characteristics of a good leader, relating those indicated to someone that they look up to as a Leader.

Experience over time has shown that youth members who will make a good Kim have certain characteristics. These include being:

- Warm and friendly and able to work with that section-aged youth. Not everyone, adult or young leader, can necessarily interact in a positive and meaningful way with all ages of youth. In addition, Kim is expected to act as a communications link between the adult members of the leadership team and the youth members of the section in which they are working. If they are not able to establish a good rapport with the youth members they will also be unable create the link with the adults.

Kim Session Plan - Appendix (Cont'd)

Whom do you know that fits this statement? – Ask one person to tell the group.

- Mature enough to accept their responsibilities as a young leader. Not every youth, and in some cases adult, is able or willing to accept the responsibilities that accompany the job and the leadership team will soon breakdown if this occurs.

- Able to communicate with others. A successful leadership team requires good and open communication and if a member of that team is unable to do so, frustration will soon set in.

- Responsible and able to set a good example. We have already discussed these points but it is important to understand that a potential Kim will have demonstrated these characteristics as a member of their own section.

  Whom do you know that fits this statement? – Ask one person to tell the group.

- Reliable and committed in everything that they do. Again, these are characteristics that the potential Kim will have shown in their own section and should be easily verified by that section's leadership team.

  Whom do you know that fits this statement? – Ask one person to tell the group.

- Able to get along with other people. A potential youth leader may meet or exceed all the other requirements but if they cannot get along with others, you will have a disaster on your hands.

3. Job Description (20 minutes) – Review the following (Kim) to ensure participants understand the specific role and expectations. Explain each item under "Duties and Responsibilities". Leave a copy of the appropriate Job Description with them.

"A Scouter carries out suggestions more wholeheartedly when they understand their aim."

– Sir Robert Baden-Powell

Job Description

Position: **Kim**

Scope: Kim is an older Scout who works with the Cub pack. Kim assists with any aspects of programs as a full member of the leadership team.

Accountable to: Section Scouters and Group Committee

Average Time Required: 8 to 10 hours per month for planning and regular meetings plus a one-day outing per month and time for training.

Major Areas of Responsibility:

To work as a full member of the leadership team to conduct Cub programs in accordance with guidelines in the *Wolf Cub Leaders' Handbook* and *By-Law, Policies and Procedures* as well as provincial and local policies.

Duties and Responsibilities of the Position:

Under the guidance of Section Scouters, and in accordance with BP&P:

1. Ensure that the health and safety of all members is of primary concern
2. Help all members to have a fun-filled personal growth experience while in the section
3. Participate in pack planning meetings and utilize program ideas that come from the youth in the pack
4. Help carry out the weekly programs
5. Support and participate in the conducting of special meetings, including outings and outdoor experiences
6. Know and use resource material available
7. Take training for the position
8. Meet specific requirements of the sponsoring body, where applicable

Qualifications:

- Take training for the position
- Be willing to subscribe to the Mission, Principles and Practices of Scouts Canada
- Be willing to work with other youth
- Be willing to work as a member of a team
- Be prepared to commit to the time requirements of the position

PL/APL Session (distribute "Patrol Leader's Handbook")

Patrol Leader/APL Session Plan - Appendix

Time Allotted: 60minutes
(Introduction - 5min; Information - 40min; Questions - 15min)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- an understanding of the commitment to the role.
- a further understanding of the specific duties as Patrol Leader.

Materials required:
- **cards containing Characteristics on them (1 set per Patrol)**
- **flip chart for brainstorm**
- **PL Handbook**

Introduction (5 Minutes): Distribute Patrol Leader Handbooks

1. Psychology of a Patrol Leader/APL (10 minutes) – If you want your Patrol to be the right kind of Patrol, then it's up to you to be the right kind of leader. Let's take a look at what it takes to be the right kind of leader:

The right kind of Patrol Leader believes absolutely in his Patrol.

He truly believes his Patrol is ***the best Patrol in the Troop***, made up of the best Scouts, living by the Scout Promise and Law.

The right kind of Patrol Leader knows how to get the job done.

He knows that no one likes to be bossed around, and that it is up to him to keep the patrol together and moving in the right direction.

The right kind of Patrol Leader is a leader in Scout Spirit.

The Patrol Leader sets the tone. He is an example to the other Patrol members. If he is not trustworthy, they will not be trustworthy either.

The right kind of Patrol Leader stays ahead of his Patrol.

The patrol leader knows most people prefer to hear the words "come on," rather than "go on."

The right kind of Patrol Leader understands.

You cannot lead a Patrol if you do not know where and who they are. Getting to know the Scouts in your Patrol is vitally important.

The right kind of Patrol Leader keeps his Patrol active.

The Patrol needs to remain active to stay alive. It must have plenty of things to do, and a plan for getting them done. The job of making sure that happens falls to the Patrol Leader.

The right kind of Patrol Leader shares his leadership.

Your Patrol looks to you for leadership, but that does not mean they stand around watching you. They should be right by your side, as much involved in the Patrol as you are.

The right kind of Patrol Leader represents his Patrol and his troop.

The Patrol Leader has responsibilities beyond his Patrol as well. He is a leader in the troop, along with all of the other Patrol Leaders.

2. Characteristics of A Good PL/APL (10 minutes) – Hand out cards, which contain the characteristics of a good leader. In Patrols, put in order of importance. Present to group noting why you placed in the order you did. Review the following relating those indicated to someone that they look up to as a Leader.

Keep Your Word. Do not make promises you cannot keep.

Be Fair to All. A good leader shows no favourites. Do not allow friendships to keep you from being fair to all members of your patrol. Know who likes to do what, and assign duties to patrol members by what they like to do.

Be a Good Communicator. You do not need a commanding voice to be a good leader, but you must be willing to step out front with an effective "Let's go." A good leader knows how to get and give information so that everyone understands what is going on.

Be Flexible. Not everything always goes as planned. Be prepared to shift to "plan B" when "plan A" does not work.

Patrol Leader/APL Session Plan - Appendix (Cont'd)

Be Organized. The time you spend planning will be repaid many times over. At patrol meetings, record who agrees to do each task, and fill out the duty roster before going camping.

Delegate. Some leaders assume that the job will not get done unless they do it themselves. Most people like to be challenged with a task. Empower your patrol members to do things they have never tried.

Set an Example. The most important thing you can do is lead by example. Whatever you do, your patrol members are likely to do the same. A cheerful attitude can keep everyone's spirits up.

Be Consistent. Nothing is more confusing than a leader who is one way one moment and another way a short time later. If your patrol knows what to expect from you, they will more likely respond positively to your leadership.

Give Praise. The best way to get credit is to give it away. Often a "Nice job" is all the praise necessary to make a Scout feel he is contributing to the efforts of the patrol.

Ask for Help. Don't be embarrassed to ask for help. You have many resources at your disposal. When confronted with a situation you don't know how to handle, ask someone with more experience for some advice and direction.

3. Job Description (20 minutes) – Review the following (Patrol Leader or APL Description) to ensure participants understand the specific role and expectations. Explain each item under "Duties and Responsibilities". Leave two copies of the appropriate Job Description with them; one for Troop Scouter.

Duties and Responsibilities of the Position; these explanations refer to below.

1. Patrol Leader Handbook (PLH) – pages 13-15
2. PLH – pages 5-9
3. PLH – pages 26-27
4. PLH – pages 29-34
5. PLH – pages 37-44
6. PLH – pages 9-19
7. PLH – page 25

"The most important object in Scout training is to educate, not instruct."

– Sir Robert Baden-Powell

Job Description

Position: **Patrol Leader (PL)**

Scope: The PL is a member of the Patrol who provides service and leadership to the Patrol.

Accountable to: Troop Scouter/Patrol Members

Average Time Required: 3-4 hours week for planning and regular meetings plus time for training.

Major Area of Responsibility:

To work as a full member of the leadership team for the Patrol, leading the Patrol in all aspects of their program.

Duties and Responsibilities of the Position: Working with the APL:

1. Plan and lead patrol meetings and activities.
2. Keep patrol members informed.
3. Assign each patrol member a specific duty
4. Represent your patrol at all Court of Honour meetings and the annual program planning conference.
5. Prepare the patrol to participate in all troop activities.
6. Work with other troop leaders to make the troop run well.
7. Know the abilities of each patrol member.
8. Set a good example.
9. Wear the Scout uniform correctly.
10. Live by the Scout Oath and Law.
11. Show and develop patrol spirit.

Qualifications:

- Take training for the position
- Be willing to subscribe to the Mission, Principles and Practices of Scouts Canada
- Be willing to work with other youth
- Be willing to work as a member of a team
- Be prepared to commit to the time requirements of the position

Job Description

Position: **Assistant Patrol Leader (APL)**

Scope: The APL is a member of the Patrol who works with the Patrol Leader to oversee and organize the Patrol.

Accountable to: Patrol Leader

Average Time Required: 3-4 hours week for planning and regular meetings plus time for training.

Major Area of Responsibility:

To work as a full member of the leadership team for the Patrol, leading the Patrol in the Patrol Leader's Absence.

Duties and Responsibilities of the Position:

- Helps the Patrol Leader plan and lead Patrol meetings and activities
- Helps to keep the Patrol members informed
- Helps the Patrol prepare for Troop Activities
- Represents the Patrol at Court of Honour meetings when the Patrol Leader cannot attend
- Acts as Patrol Leader in his absence
- Wears the Scout uniform correctly
- Shows Scout spirit
- Sets a good example
- Lives by the Scout Promise and Scout Law

Qualifications:

- Take training for the position
- Be willing to subscribe to the Mission, Principles and Practices of Scouts Canada
- Be willing to work with other youth
- Be willing to work as a member of a team
- Be prepared to commit to the time requirements of the position

40

AL/SIT Session

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SCOUTS CANADA

It starts with Scouts.

AL/SIT Session Plan - Appendix

Time Allotted: 60minutes
(Introduction - 5min; Information - 40min; Questions - 15min)

Responsible: _____

Location: _____

Objective: After this activity participants will have:

- an understanding of the commitment to the role.
- a further understanding of the specific duties as AL/SIT.

Materials Required:
- **cards marked with Characteristics on them (1 set per Patrol)**
- **copies of Job Description**
- **flip chart for brainstorming**

Introduction (5 Minutes):

Youth leaders perform a very important role within the programs of Scouts Canada. Youth members can provide ideas and perspectives that adults may not be able to contribute. They can tell leaders what youth think and how to do things better from a youth point of view.

The selection of a Scouts Canada youth member to become a member of a section leadership team as an AL/SIT is a major commitment not only in your own self-development but in the delivery of the program.

Therefore it is important that you understand and accept the importance of the role & responsibilities and perform them to the best of your ability.

1. Role and Responsibilities of an AL/SIT (5 minutes) – Brainstorm with participants what they believe the roles and responsibilities are. Then, go over the following high level statements so as to impress upon the participants that the role is not to be taken lightly.

To this end, it must be explained that:
Role and Responsibilities of Activity Leaders or Scouters-In-Training

- You are a full member of the leadership team and that you are not an over-aged youth member of the section in which you are working. You must understand that you are to lead and/or assist in program activities not just to participate in them.

- You are an example to the youth members. Youth learn by example and if you create a negative example this will create the wrong impression for the youth members and may cause long-term impacts.

- You are expected to share equally, to the best of your abilities, in all aspects of the delivery of the program. Each and every leader is expected to share in the work required to operate the program and you should not be treated any differently. However, it must be recognized that, in some cases, certain of your abilities may not be as fully developed as those of adults.

- You are expected to participate, whenever possible, in program planning. A major responsibility of the leadership team is to plan the program activities. If one does not attend the planning meetings, one cannot contribute to the plan or make choices in what responsibilities to accept.

- You are expected to fulfill all of your responsibilities for program activities. The leadership team will very quickly become discouraged and dysfunctional if any of its members do not follow through with what they agreed to do. It should be recognized that this applies equally to adult and youth leaders.

"There is no teaching to compare with example."

– Sir Robert Baden-Powell

AL/SIT Session Plan - Appendix (Cont'd)

- You are making an ongoing commitment for the period of time which they are expected to fulfill. Part of accepting the position of an Activity Leader or Scouter-In Training means that you must accept the responsibility to do everything that is required of the job.

2. Characteristics of a Good AL/SIT (15 minutes) – Hand out cards which contain the characteristics of a good leader. In Patrols, put in order of importance. Present to group noting why you placed in the order you did. Review the following relating those indicated to someone that they look up to as a Leader.

- Warm and friendly and able to work with that section-aged youth. Not everyone, adult or young leader, can necessarily interact in a positive and meaningful way with all ages of youth. If you are not able to establish a good rapport with the youth members in the section they may become discouraged and frustrated.

- Mature enough to accept the responsibilities as a young leader. Not every youth, and in some cases adult, is able or willing to accept the responsibilities that accompany the job and the leadership team will soon breakdown if this occurs.

- Able to communicate with others. A successful leadership team requires good and open communication and if a member of that team is unable to do so, frustration will soon set in.

- Responsible and able to set a good example. We have already discussed these points but it is important to understand that a potential AL or SIT would have demonstrated these characteristics as a member of their own section or in another similar environment.

- Reliable and committed in everything that they do. Again, these are characteristics that a potential AL or SIT will have shown in their own section or similar environment.

- Able to get along with other people. A potential youth leader may meet or exceed all the other requirements but if you cannot get along with others it will be a disaster.

3. Job Description (20 minutes) – Review the following (AL/SIT) to ensure participants understand the specific role and expectations. Explain each item under "Duties and Responsibilities". Leave a copy of the appropriate Job Description with them.

"An individual step in character training is to put responsibility on the individual."

– Sir Robert Baden-Powell

Job Description

Position: **Activity Leader**

Scope: Activity Leaders are persons 14 to 15 years old who are registered to work with a Beaver colony or a Cub Scout pack. Activity Leaders assist with the operation of any aspects of the program as members of the Beaver Scout colony or Cub Scout pack leadership team. They must be willing to participate in a training program designed for this age group.

Accountable to: Section Scouters and Group Committee

Average Time Required: 8 to 10 hours per month for planning and regular meetings plus a one day outing per month and time for training.

Major Areas of Responsibility: To work as a full member of the leadership team to conduct Beaver Scout or Cub Scout programs in accordance with guidelines in the handbooks for the section and *By-Law, Policies and Procedures* as well as provincial and local policies.

Duties and Responsibilities of the Position: Under the guidance of Section Scouters, and in accordance with BP&P:

- Ensure that the health and safety of all members is of primary concern
- Help all members to have a fun-filled personal growth experience while in the section
- Participate in section planning meetings and utilize program ideas that come from the youth in the section
- Help carry out the weekly programs
- Support and participate in the conducting of special meetings, including outings and outdoor experiences
- Know and use resource material available

Qualifications:

- Take training for the position
- Be willing to subscribe to the Mission, Principles and Practices of Scouts Canada
- Be willing to work with other youth
- Be willing to work as a member of a team
- Be prepared to commit to the time requirements of the position

Job Description

Position: **Scouter-In-Training**

Scope: Scouters-In-Training are persons aged 16 or 17 years old who are registered to work with a Beaver Scout colony, a Cub Scout pack or a Scout troop. Scouters-In-Training assist with the operation of any aspects of the program as members of the Beaver Scout colony, Cub Scout pack, and Scout troop leadership team. They must be willing to participate in a training program designed for this age group.

Accountable to: Section Scouters and Group Committee

Average Time Required: 8 to 10 hours per month for planning and regular meetings plus a one day outing per month and time for training.

Major Areas of Responsibility: To work as a full member of the leadership team to conduct Beaver, Cub or Scout programs in accordance with guidelines in the handbooks for the sections and *By-Law, Policies and Procedures* as well as provincial and local policies.

Duties and Responsibilities of the Position: Under the guidance of Section Scouters, and in accordance with BP&P:

- Ensure that the health and safety of all members is of primary concern
- Help all members to have a fun-filled personal growth experience while in the section
- Participate in section planning meetings and utilize program ideas that come from the youth in the section
- Help carry out the weekly programs
- Support and participate in the conducting of special meetings, including outings and outdoor experiences
- Know and use resource material available

Qualifications:

- Take training for the position
- Be willing to subscribe to the Mission, Principles and Practices of Scouts Canada
- Be willing to work with other youth
- Be willing to work as a member of a team
- Be prepared to commit to the time requirements of the position

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gathering activities

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Gathering Activities

Lean To

Tie a rope into a large circle. All participants get inside the circle and lean onto the rope. If everyone is leaning at the same time then the circle will stay intact. If not, everyone falls!

Group Tag

1 or 2 people start off as IT, when they tag someone, they hold hands and continue, (they are both it together) then with 3 people, once it gets to four people, break into 2 groups of 2 and continue until everyone is tagged.

Group Sit

Form a circle front to back all around (keep it tight) on 1, 2, 3, everyone sits down on the persons knees behind them. Note – stand up together too.

Stand Up

Try to stand up while back to back, with arms interlocked first with 2 people, then with 3, 4, 5, whole group, close eyes for more challenge.

Shrinking Island

Have a large tarp laid out on the ground. The group must fold the tarp in half as many times as possible without anyone stepping off the tarp.

Zip-Zap-Zop

1. Participants stand in a circle facing in with hands clasped like a gun.
2. One person starts by pointing at another and saying "ZIP."
3. That player must quickly respond by pointing at somebody and saying "ZAP."
4. The third person responds with "ZOP," and so on.
5. When a person makes a mistake they leave; the group continues until only 1 is left.

The Toilet Paper Game!

1. One roll of toilet paper is needed for this game.
2. Pass a roll of toilet paper around the circle. Tell each member to take all the squares they feel they will need for a camp, hike, etc.
3. Once everyone has some toilet paper, tell them that for each section of toilet paper they have taken, they must tell one thing about themselves. Keep going until all the toilet paper squares are gone, or it's getting boring.
4. If your group is familiar with this game, create an interesting twist by replacing the toilet paper with another object. If you are in a meeting, a good trick is to use paper clips, pens, and other items that might be useful during the meeting.

Human Knot!

1. Stand in a circle and have everyone reach into the middle, grabbing hold of two different people's hands.
2. Working together as a team, try to untangle the big knot and return to the original circle while still holding hands.

Frozen T's

Required: Plastic storage bag, freezer and large size T- shirts

Directions: Make teams of 3 or 4 people. For each team you'll need one T- shirt and one plastic storage bag. Place one nicely folded T-shirt in each bag, then pour in about 2 cups of water and freeze all of them overnight. Instruct the teams that they'll be playing an Ice Breaker game. Then hand out the bagged T-shirts to each team. On "Go" the teams will have to get their T-shirts thawed out so that one person from their team can put the T-shirt on. The first team to come back with one person in the T-shirt is the winner.