

# CREW LEADERS TRAINING COURSE

*“Leaders are made... NOT born.”*

The purpose of this Course is to:

- ~ Demonstrate typical Senior Scout activities and the need for intelligent coordination of effort through leadership,
- ~ Underline the necessity for discipline and good order,
- ~ Demonstrate the technique of “learning through doing” by the immediate application of Scouting skills newly acquired,
- ~ Give as many Scouts as possible the experience of leadership,
- ~ Direct the Crew Leaders attention in a practical way towards the opportunities for leadership in Scouting.

## FOREWORD

It is because I feel that the ability to lead in whatever walk of life to which one is called is so important, that I commend this Handbook to you. Its object is to assist Crew Leaders toward a better understanding of their tasks and responsibilities, and if it succeeds in doing this, then its mission will be fulfilled.

Leadership is so vitally important in any sphere, but in none more than Scouting, for much depends on how well or how badly the Crew Leader does his job. There is no section of the Movement in which the right type of Leadership is more essential than in Senior Scouting, for at this stage in their development, boys are so discriminating — they will follow the good and cast aside the bad, or leave the ranks of Scouting altogether. Senior Scout age, too, is one which presents so many opportunities. Character has been formed and developed in the Crew, and has now reached the stage where it needs to fulfill itself by setting example and in Leadership. It is because of this that I feel that anything that can be done to supplement or assist the Outfit Advisor in the training of his Crew Leaders should be encouraged and this, by itself, is sufficient argument for the holding of Crew Leader Courses.

I am grateful to all Outfit Advisors who shared their ideas, comments and suggestions in the preparation of this Handbook. I hope you will use these notes as a guide to courses which you will hold in your own areas and Districts, and shall be interested to hear what successes you achieve and, indeed, to receive your suggestions as to how they might be improved.

I am sure that carefully prepared and well-run courses of this nature will greatly benefit the boys in your Crew, and would extend my best wishes to you to this end.

(Signed) **J. RIZAL C. PANGILINAN**

Secretary General

(Signed) **JEJOMAR C. BINAY**

National President

# INTRODUCTION

In offering this Course for Crew Leaders let me begin by making the intention clear.

To say that no one can do the Scouter's job for him is to state the obvious which nevertheless must be re-stated here. The training of his Crew Leaders has always been and will continue to be the Scouter's most important responsibility, the one responsibility indeed, which he cannot delegate, and certainly not one that can be met on a brief Course of this nature. Our aim must be to supplement and complement that training, to support the Scouter in every way and, if possible, to strengthen his position in relation to his own Crew Leaders Council. It is impossible to overestimate the value of the personal relationship between the Scouter and the Crew Leader. Any Course must strengthen this position.

For this reason, the only safe working assumption is that the boys who present themselves for the Course have received and are receiving reasonably adequate training in their own Groups. If we attempt to do the Scouter's job for him the danger is that we may cut across his path and in trying to be helpful merely succeed in adding to his difficulties.

Absolute loyalty to the Scouter, therefore, should be implicit throughout the Course. I believe we can help him enormously, but only on the basis of whole-hearted respect and confidence.

I hope they will do everything in their power to encourage Scouters to send their Crew Leaders along without making them feel that they are under any moral obligation to do so. Whatever anyone else may think about it, the Scouter is fully entitled to decide for himself whether or not his boys would benefit from extra training, and no one should try to make up his mind for him.

You may well ask, "Who is expected to run courses of this nature?" I would answer that ideally the leadership of such a Course should be the responsibility of the Outfit Advisor, I trust, the active support of the Crew Leader and the most experienced Scouters in the area. However, it is required that the Outfit Advisor who will handle the course should be at least a Wood Badge Holder with CALT or NTC Certificate.

Where possible, suitable Scouter/ s — preferably Wood Badge holders — should be invited to assist in the running of the various activities and, indeed, the syllabus has been designed to provide many opportunities. There is no reason why other Scouters should not also be present as observers.

In conclusion, let me say that I believe the need for this Crew Leader's Training Course is now self-evident. The opportunity is there, and we must take it. The syllabus has been based on a good deal of practical experiment, and there can be no doubt that training of this sort, imaginatively applied in an orderly, disciplined, and friendly way, we can make a real contribution to progress in the Senior Scout Section. I commend it to you, and wish your every success in your endeavors.

# TRAINING COURSE FOR CREW LEADERS

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  - b. Underline the necessity for discipline and good order,
  - c. Demonstrate the technique of “learning through doing” by the immediate application of Scouting skills newly acquired,
  - d. Give as many Scouts as possible the experience of leadership,
  - e. Direct the Crew Leaders attention in a practical way towards the opportunities for leadership in Scouting.
2. All Crew Leaders will be eligible to attend. A minimum of thirty two (32) and a maximum of forty (40) participants is required for each course.
3. The very highest standards of discipline, punctuality, and good order should be established and maintained. Particular regard should be paid to the Fifth point of the Scout Law. Any tendency towards over-heartiness should be suppressed in a firm but friendly fashion.
4. Technical training as such is of secondary importance on a course of this nature, but a reasonable amount may be included in the process of training Crew Leaders to lead and organize. In every case, theory should be followed by Crew practice.
5. “Sessions” in which boys are expected to sit listening while Scouters talk should be kept to a minimum. The technique should be to involve the boys in a good deal of interesting activity and then, at reasonable intervals, pause for a moment to look back in a brief review of what has been done, and why. A good deal of this can be drawn from the boys themselves during the “evaluation” on the activity they have just completed.

IF MORE THAN ONE HOUR IN TOTAL HAS BEEN SPENT IN SET LECTURES IT  
WILL HAVE BEEN A BAD COURSE.

6. The Course can be run in a variety of ways:
  - a. A long weekend in camp or unit headquarters (if the space warrants it).
  - b. Two weekends in camp or unit headquarters (if the space warrants it).
  - c. A series of two or three week-night meetings followed by a short weekend in camp or unit headquarters (if the space warrants it).

To allow the maximum time for leadership training, it may be found possible to enlist a Service Team of Rovers or Scouters to cook and serve meals, but when this method is employed the Course should be expected to act as hosts to members of the Service Team for at least one main meal, when the Course Crews would do all the cooking, serving, etc. and the Scouter or Rover would be received as the “Guest of Honor.” Ample time should be allowed in the syllabus for this, which should be treated specifically as an exercise in Crew messing and in the practice of the Fifth point, of the Scout Law.

7. Meetings of the Crew Leaders Council should be held at regular intervals throughout the Course and before each activity so that Crew Leader are thoroughly briefed in advance. Instructions for Crew Activities, Games, and Projects, should be passed through Crew Leaders and never directly from Scouter to Crew.
8. The activities outlined in this program are indicative only and may be varied at the discretion of the staff without prejudice to their main purpose, which is training in Crew Leadership and Organization.
9. It is requested that the Deputy Council Commissioner for Program should be notified in advance of any course which is being held, so that, where possible, arrangements can be made for a visit from a member.
10. Certificates for issue to candidates will be available from the Council.

## **PROGRAM FOR ONE LONG WEEKEND**

This timetable has been arranged on the assumption that meals will be prepared and served centrally by a Service Group of Rovers and/ or Scouters.

The Long Weekend is strongly recommended in preference to either of the alternatives because:

- a. it leaves maximum time free for Training in Leadership.
- b. experience has shown that the cumulative effect is on the whole greater and more lasting than either of the other methods.

If meals are provided, however, it is important that the “Back-woods Breakfast” should be retained in the syllabus, and that the Course Crews should prepare one main meal themselves to which members of the Service Group would be invited as “Guests of Honor.”

If the Crews themselves are expected to cook all meals, considerably more time will need to be allowed and the period of the course will extend by at least 25%.

Experience has shown that when boys are drawn from a wide area very little practical training can be done on the first evening of the Course, and the program should be so arranged that the arrival of late-comers will not create any problems.

*NOTE: Items marked thus \* are enlarged upon under “Notes for Sessions and Activities.”*

### FRIDAY EVENING

7.00 | ASSEMBLY

7.30 | Supper\*

I - Course Routine\*

Form Crews

Appoint Crew Leaders and explain rotation system, Issue gear

Allocate Crew Corners

Introduce Staff

II - Smartness and Good Order\*

Hand Signals

Whistle Signals

Relay Game (for disciplined start and finish, and to demonstrate cheer for winners)

Synchronize watches (to underline importance of punctuality)

During games C.L.s will be withdrawn for briefing on "Crew Activities"

9.00 | Opening Yarn: III - "The Scout Method"\*

9.15 | IV - Crew Activities\*

Evaluation on Crew Activities\* (Reports by C.L.s and processing by Scouter observers - V)

10.15 | Taps

Crew Leaders Council Meeting

## SATURDAY

7.30 | VI - Limbering Up, under Crew Leaders\*

8.30 | Breakfast

9.30 | VII - Inspection. Flag. Prayers - VII\*

C.L.s report on Limbering Up exercises.

10.00 | VIII - Games\*

11.00 | IX - Pioneering Projects\*

The how to make and use a rope tackle should be shown during these activities

12.00 | X - Observation and Deduction\*

1.00 | Lunch.

2.00 | XI - "The Mid-Course Review"\*

2.45 | XII - Crew Planning\*

3.15 | XIII Crew Projects\*

3.45 | Evaluation/Processing on Crew Projects.\*

Reports and comments by the Course Staff.

4.00 | XIV - Team Game\*

4.30 | Snacks, during which the Scouter in charge will brief the Senior Scout about to be invested, as well as his C.L., the A.O.A., and all others concerned (for Investiture Ceremony Demonstration).

5.00 | XV - Outfit Room Meeting: Theme “Be Prepared.”\* Flag break.

Outfit Game, e.g. improvised Steeple Chase.

Surprise Emergency Stunt (interrupting contests)

Lay Expert. Doctor, policeman, etc. on his own subject with special reference to the theme of “Be Prepared” (20 minutes).

Rescue methods, with and without ropes, demonstrated.

Incidents — Each Crew to tackle an emergency incident.

Evaluation on the incidents.

Change Back. (Type A Uniform)

Senior Scout Investiture.

Announcements

Vote of thanks to Guest Expert: formally proposed and seconded by C.L.s.

Prayers. Flag. Dismiss.

6.30 | Break for supper preparations.

7.45 | Supper, with Guests of Honor. (At this meal, which will be prepared and served by Crews, Scouters and members of the Service Group will be entertained in Crew or Corners as “Guests or Honor.” Two or three short speeches by C.L.s offer a good experience, e.g., “The OA”, “Our Guests”, “Scouting” )

8.35 | Crew Leaders Council

9.00 | Campfire or Indoor Singsong. (Learn a few new songs and run a Camp fire in the best tradition. Include a short adventure

10.15 | Evening Prayers.

## SUNDAY

Early Services

Backwoods Breakfasts (each Crew feeding for itself). One cooking pot only (for hot drink) to be provided.

10.00 | Inspection. Flag.\*

Scouts' Own conducted by Crew Leaders Council. Yarn (by Scouter in charge) on XVI - “The Promise and Law.”\*

10.45 | Spar Activities.

11.15 | XVII - “Training Post”\*

- 1.00 | Lunch.
- 2.00 | XVIII - Obstacle Journey\*
- 3.30 | Change back.
- 4.00 | Snack Break.
- 4.30 | Evaluation/Processing on Obstacle Journey.
- Open Session.
- XIX - Final Talk

### **PROGRAM FOR TWO-WEEKEND COURSE**

The timetable has been arranged on the assumption that the Course will do their own cooking, but the snacks on arrival each Saturday and before dispersal on Sunday will be prepared and served centrally.

If all meals are prepared and served centrally, time could be adjusted as necessary, but in this case the “Backwoods Break-fast” and the “Invitation Supper” where the Course Crews entertain members of the Service Group as “Guests of Honor” should be included in the syllabus and ample time allowed.

*NOTE: For detailed program see “Program for One Long Weekend” and “Notes on Sessions and Activities.”*

#### **FIRST WEEKEND**

##### **SATURDAY**

- 8.30 | I - Assemble. Course Routine
- 9.30 | II - Smartness and Good Order
- III - Opening Talk
- 10.00 | Snacks Break
- 10.15 | VIII - Games
- 10.45 | IV - Crew Activities
- 12.00 | Lunch Break
- 13.00 | V - Evaluation /Processing on Crew Activities
- 14.00 | XII - Crew Planning
- 15.00 | Snack Break.
- 15.15 | XIII - Crew Project
- 16.30 | Evaluation/Processing on Crew Projects
- 17.00 | Disperse

##### **SUNDAY**

7.30 | Early Services.  
8.00 | Breakfast.  
8.30 | VII - inspection. Flag. Prayers  
9.00 | Relay Games.  
10.00 | Snack Break  
10.15 | X - Observation & Deduction  
12.00 | Lunch Break  
13.30 | Pioneering Projects- IX  
15.00 | Snack break  
15.15 | XV - Outfit Room Meeting: Theme “Be Prepared”  
Flag Break. (see detail on long weekend program)  
17.00 | Disperse

## SECOND WEEKEND

### SATURDAY

8.00 | Assemble and settle in.  
8.30 | XIV - Team Game.  
9.30 | XVII - Training Post (snack will be served)  
12.00 | Lunch Break  
13.30 | Spar Activities  
15.30 | Snack Break  
16.00 | Crew Leaders Council -Preparation for Campfire  
18.00 | Campfire  
19.00 | Disperse

### SUNDAY

8.00 | Inspection. Flag-up  
8.30 | Backwoods Breakfasts.  
9.00 | XVI - Brief Scouts’ Own. Yarn: “The Scout Oath & Law”  
10.00 | Snack Break  
10.15 | XVIII - Obstacle Journey



- 12.00 | Lunch Break
- 13.30 | Evaluation/Processing on Obstacle Journey
- 14.15 | Open Session
- 15.00 | XIX - Closing/ Final Talk

**PROGRAM FOR COURSE SPREAD OVER THREE MID-WEEK MEETINGS AND ONE WEEKEND IN CAMP OR UNIT HEADQUARTERS**

The time-table has been arranged on the assumption that during the weekend in camp or unit headquarters, the Course will do their own cooking, but that snack break on arrival on the Saturday and before dispersal on the Sunday will be prepared and served centrally.

*NOTE: For details of program see "Program for One Long weekend" and "Notes on sessions and Activities."*

**FIRST MEETING**

- I - Flag. Inspection. Course Routine
- II - Smartness and Good Order
- Opening Talk: III - "The Scout Method"
- VIII - Games
- IV - Crew Activities
- V - Evaluation
- XII - Crew Planning
- Games (Court of Honor during games)
- Prayers. Flag down.

**SECOND MEETING**

- Flag. Inspection.
- Games.
- XIII - Crew Projects
- Evaluation.
- Observation Exercise.
- Prayers. Flag Down.

THIRD MEETING: Theme: XV - “Be Prepared”

Flag.

Inspection, C.L.s taking part.

Change down for activities.

Outfit Game.

Partner Contests and Agility Stunts — interrupting for: Surprise Emergency Stunt. Guest Expert

Rescue Methods.

Incidents.

Evaluation.

Relay Race or Obstacle Game.

Change back.

Senior Scout Investiture.

Notices.

Vote of thanks to Guest Expert.

Prayers. Flag. Dismiss.

**WEEKEND IN CAMP OR HEADQUARTERS**

SATURDAY

3.30 | Assemble and settle in.

4.00 | Snack Break

4.45 | Games.

5.30 | IX - Pioneering Projects

6.30 | Supper with Guest of Honor.

8.45 | Crew Leaders Council

9.00 | Campfire.

10.15 | Prayers.

## SUNDAY

Early Services

Backwoods Breakfasts.

10.00 | Inspection. Flag.

XVI - Scouts' Own

Yarn: XVI - "The Promise and Law"

10.45 | Spar Activities.

11.15 | XVII - "Training Post"

1.00 | Lunch.

2.00 | XVIII - Obstacle Journey

4.00 | Snack/Break

4.30 | Evaluation/Processing on Obstacle Journey.

Open Session.

XIX - Final Talk

## **NOTES FOR SESSIONS AND ACTIVITIES**

### ***I - COURSE ROUTINE***

The element of surprise should be preserved throughout the Course, and for this reason — as well as to leave the staff room for tactical maneuver — the program should not be made known to the Senior Scouts at any stage. It will be sufficient if the C.L.s are given a time-table on the following lines:

## FRIDAY

7.00 Assemble.

7.30 Supper.

8.30 Action.

10.15 Prayers.

10.30 Quiet.

## SATURDAY

7.30 Action.

8.30 Breakfast.

9.30 Inspection. Flag. Prayers.

10.30 Action.

1.00 Lunch, etc.

Changes of Crew Leadership should be frequent throughout the Course so that every boy has an opportunity to lead in a practical way. To keep the spirit of the Course lively and amusing these changes can be effected by various devices as, for instance, announcing without warning that the C.L. for the next activity is:

- ~ the Scout who has traveled the greatest distance to attend the Course,
- ~ the youngest in the Crew,
- ~ the heaviest in the Crew,
- ~ the Scout the Crew would prefer to follow if the activity was (say) mapping, and so on.

The duties for the Duty Crew should be clearly specified, and the highest possible standard should be expected. The rule for the weekend, however, should be “Clear up as you go.”

Many of the activities will require that camp attire should be worn, and the “change down” and “change back” periods should be clearly indicated.

Utmost care should be taken to ensure that gear, without being over elaborate, is adequate and an object lesson in itself. In particular, where neglect and wastage are known to occur in many Outfit Rooms, e.g. in the treatment of ropes and cordage, the very highest standard should be maintained.

As much gear as possible should be issued on a Crew basis.

Where possible, individual Corners should be allocated to Crews.

When an Outfit Room is used for the Course, cleaning materials — brushes, dustpans, dusters — should be readily available and the attention of the course drawn to them.

Members of the staff should be introduced by name, with a brief indication of their position in Scouting and their “specialties” if any. Throughout the Course the members of the staff should be referred to as “Mister ” and from the outset it should be made clear that as a matter of common courtesy the boys will address Scouters as “Sir.”

None of the foregoing need be laid on with a heavy hand, but it is important that the boys should be given a clear lead in such matters right from the start.

## ***II - SMARTNESS AND GOOD ORDER***

This should be an active session and could well begin with a few brisk hand signals with a few inter-Crew Relay Games thrown in to brighten up the program and bring the Troop under proper discipline. The Scouter in charge of games, however noisy they may prove to be, should always insist on a disciplined start and finish, with Crews standing at the alert in good order.

An early opportunity should be taken to introduce the tradition of giving the winning Crew the Outfit “cheer,” with a courteous reply from the winners.

The whistle signal “Leaders come here” (dit-dit-dit-dah) might be introduced at this point and used throughout the course.

The synchronization of watches by all present might help to underline the importance of split-second punctuality.

During the games period in this session, C.L.s should be withdrawn for briefing on the period of “Crew Activities” which follows:

## **OPENING TALK:**

### **III - “THE SCOUT METHOD”**

The proper understanding and use of the Patrol System is fundamental to good Scouting. (The term “Patrol System” will be used here as a generic term even if we are dealing with Senior Scout section where crew is the sub-unit)

The Patrol System provides opportunities for:

- a. The Crew Leader to learn how to lead.
- b. Individual training and experience to be given to members of a Crew.

A good Senior Scout Outfit is made up of Crews, not divided into Crews.

The Outfit Advisor's job is to train the Crew Leaders and this Course is designed to supplement the work of the Outfit Advisor and not to replace it.

The basis of good leadership is personal; example. No Crew Leader can hope to function successfully unless he is a good Scout himself and is making progress in practical Scouting.

The Patrol System operates:

- a. In the Outfit.
- b. In the Crew and at Crew Meetings,
- c. Through Crew activities, e.g. hikes, expeditions, camps.

Opportunities for all these things and demonstrations as to how they can be effective will be provided in this Course.

### **IV - CREW ACTIVITIES**

Specific projects, preferably of an adventurous nature and/or with a good deal of fun-content, to be carried out by the Crews with Crew Leaders in charge.

The activities suggested here have been carried through successfully in the different parts of the country but they are intended to be indicative only and can be varied to suit the locality and the time of the year. Do not seek ‘soft’ alternatives.

1. **PIONEERING AND INGENUITY:** Construct a rope ladder with the material provided and rig it in a tree so that after use it may be withdrawn into the tree from ground level by a concealed rope, and be brought into operation again when required. 'Be prepared to demonstrate at... precisely.'
2. **SOCIAL ACTIVITY:** Organize a simple gathering/party/get-together for the Crew where equal number of girls are also invited. This activity must be able to show the proper social graces, i.e. manners, etiquette, decorum and becoming of the Scouts whenever there are girls around. This activity must be with the supervision of the adults.
3. **ENVIRONMENTAL HIKE OR TREK:** Carry out this activity by selecting an area (proximity to the area is preferred) and conduct environmental conservation project such as: tree planting, clean-up climb drive, marine conservation, etc.
4. **HIGH ADVENTURE PROGRAM:** Conduct this activity with the help of experts in the field to introduce Scouts to a more challenging activities like: mountaineering, climbing, spelunking, mountain-biking, etc. which will train them to be more self-conscious, disciplined, and value teamwork.
5. **FORESTRY AND REPORTING:** Carry out a detailed inspection of the standing timber in the area indicated on the attached map.

Prepare a verbal report on the following lines:

- a. General description of the area, location, sub-soil, drainage, etc.
- b. Names of trees.
- c. Age and condition of trees.
- d. Do any trees require attention from the woodsman? If so, which and what?

Other subjects might be :

*Observation and Deduction:*

Visiting the scene of an imaginary crime and solving it.

Long-distance Kim's Game with the objects placed on the ground or bushes some distance away.

Shadowing a suspect and preparing a verbal report on his movements.

*Signaling and Improvisation:*

Provide Crew with flashlight, electric lamp or torch and a mirror and ask them to improvise a method of signaling round corners.

“Light vs flight”: Two signaling experts exchange a fairly lengthy Morse message by flash-lamp over a distance of 200 meters while the rest of the Crew pass it round a circular course in relay.

*Backwoodsmanship:*

Light a fire and cook a backwoods meal consisting of twist or damper, fried-egg, and a hot drink.

### *Team-Building:*

Concrete activities that promote teamwork and enhance the social skills of every participant.

## **V - EVALUATION**

The use of oral reporting by the Crew Leaders and Scouter observers should be common throughout the Course.

Care should be taken that the courtesies are observed, the spokesman standing to address the Scouter in charge and using the correct form of address. In this respect a great deal can be done by example.

The handling of these reporting sessions should be as light as possible and the more laughter there is, the better.

## **PROCESSING ACTIVITIES**

### **Background and Rationale**

#### **Introduction**

Processing is the discussion conducted after a learning activity. It is also called debriefing. The term debriefing, however, carries connotations of military or police operations reporting, and in this context is not appropriate. Hence Processing is the preferred term.

On Brownsea Island, Lord Baden-Powell conducted discussion about the learning derived from outdoor activities. He told stories, asked questions, provoked thinking. Unfortunately, many Unit Leaders do not process activities. One reason for this is the example set at Woodbadge training, wherein the rationale behind commands and actions is not explained. Trainees only learn later, after self-reflection, the importance of the activities they engage in. Many Unit Leaders mistakenly assume that Scouts will arrive at the same realization.

Corollary to the lack of Processing is the issue of inadequate Processing. This means that some Unit Leaders might go through the motion of Processing but without the know-how to make it a forceful tool in youth development training.

The following is a backgrounder and guide to the skill of Processing. Every Unit Leader must be skillful in its use if Scouting, as practiced in the Philippines, is to increase its influence on the lives of growing generations.

#### **What is effective Processing?**

Effective Processing is not random talk. Effective Processing follows a systematic line of reasoning that utilizes free expression to explore feelings and actions during an activity in order to enable participants to arrive at discovery and understanding.

#### **Why is Processing conducted?**

Knowledge is best absorbed through experience. Knowledge is best retained when it is meaningful. Knowledge is meaningful when it is relevant. In the field of education, it has been discovered that experiential learning has a definite sequence of progressive stages which the learner needs to go through in order for retention and transfer to be achieved. Processing is part of this sequence.

## **Is Processing necessary?**

Processing is necessary for the active learning session to be effective. Where it is missing, meaningful learning is most often not attained. Effective teachers, coaches, and youth leaders are conversant with the principles of Processing and skilled in its conduct.

## **Why has Processing been neglected in Scouting?**

1. The Scout Movement was born and raised before advanced principles of educational psychology, and especially modern experiential learning, had been methodically researched, documented, developed, systematized, and evaluated. Hence the Scouting program, has not had the benefit of this discovery.
2. Many Scout leaders simply do not know, understand, and realize the great importance of Processing in the education and formation of human beings. They think that running activities is enough.
3. Some Scout leaders, at all levels of the organizational hierarchy, believe that Scouting is perfect and has no need to learn from other educational systems. They think that Scouting existed for a century without the aid of today's technology in education, psychology, and outdoor sports, and Scouting can continue to exist without these. They do not see that Scouting needs to move with the times and remain relevant and fresh in the eyes of the youth.
4. Many Scout leaders are too proud and resistant to change and innovation. This is especially true of those who have been in the Movement for many years, have passed through a lot of experience and difficulties, have gone through various training courses, have received various awards, and have risen in rank. They believe that they have seen it all and they know it all. They rationalize their attitude with the argument stated above (no. 3).
5. Many Scout leaders cannot or do not like to spend time and effort to learn the principles and skills of effective Processing.
6. Many Scout leaders do not like to spend time and effort in Processing. They see it as too much additional work.

## **Why should Processing be instituted in Scouting's program?**

Humankind is evolving, and new knowledge and understanding are being added to our stock all the time. The Founder never meant for the ideas, methods, and traditions accumulated by Scouting over the years, both during and after his lifetime, to become as divine commandments written in stone and scripture. In fact, even as a military officer, BP shunned authority and uniformity, but emphasized thinking, initiative, and intelligence. Scouters, therefore, must never be afraid to unlearn outdated practices and acquire more advanced educational technology. We should not sacrifice the welfare of our young charges for the sake of sticking to traditional practices which have been rendered obsolete by later discoveries. Scouting must be willing to absorb these discoveries and progress with the times, if it is to remain relevant and up-to-date. The Founder would have wanted it this way.

The lack of Processing in the conduct of activities in Scouting is a serious educational flaw. This flaw greatly limits Scouting's potential. Learning in activity-based education, whether in Scouting or in other programs, cannot be maximized without Processing. Therefore, it is imperative that Scouters learn the art of Processing, and make it a regular part of Scouting activities.



## **How can Processing be learned?**

The skill of effective Processing is learned by the novice through experience under the guidance of the skilled practitioner.

## **THE METHOD OF PROCESSING**

### **How is Processing conducted?**

The cycle of action-based learning has four distinct steps. These are as follows:

Step 1: Experiencing: Undergoing the activity. Performing the task.

Step 2: Recalling: Recounting/Retelling/Reviewing what happened.

Step 3: Analyzing/reflecting:

3.1 Analyzing how the participants conducted the task.

3.1.1 Analyzing the cause/s for the group's failure or success.

3.2 Analyzing how the participants interacted among each other.

3.2.1 Analyzing how leadership was decided.

3.2.2 Analyzing how decisions were made.

3.3 Analyzing how the participants felt about themselves during the activity.

3.4 Analyzing how each participant felt about the others.

3.5 Identifying skills, knowledge, learning points, and insights gained from the activity.

Step 4: Generalizing: Identifying and exploring the areas and aspects of life where the learning may be transferred and applied.

### **What are the requirements to conduct effective Processing?**

To conduct effective Processing of any undertaken activity, a facilitator, like any discussant, must be:

1. *Knowledgeable*. She/He knows the principles of learning and teaching.
2. *Skillful*. She/He is competent and comfortable in the use of language, and knows how to avoid inaccurate idioms, loaded vocabulary, and cliché. She/He knows how to maintain proper control of the discussion without stifling contribution from the participants.
3. *Sensible*. She/He is clear on his purpose, objectives, and speaks accordingly. She/He keeps the discussion properly timed and never engages in rambling talk.
4. *Intelligent*. She/He knows how to approach a subject and a participant in the way which will best facilitate learning in the participant.
5. *Objective*. She/He knows how to keep the discussion on course, and how not to be sidetracked by extraneous points.

6. *Alert and flexible.* She/He is prepared and capable of shifting gear in mid-discussion, if this is called for. She/He can promptly bring the discussion back to the topic after a relevant digression.
7. *Courteous.* She/He respects the participant. She/He does not blame the participant for his own mistake. She/He avoids brushing off serious contributions from participants.
8. *Humble.* She/He knows that she/he does not know everything. She/He knows that she/he can make mistakes.
9. *Compassionate.* She/He knows that she/he is a helper in the education and growth of fellow human beings. She/He has “heart.”
10. *Sensitive.* She/He is able to constantly monitor the feelings arising in himself and in others during the discussion. She/He is observant and sees non-oral cues and “body language” in himself and the participants.
11. *Confident in himself, and not egotistic.* She/He never uses any discussion as an avenue for taking strokes for an insecure “inner child” or dealing with his own lack of self-esteem and self-respect. She/He never uses any discussion to display knowledge or skill or to “grandstand.” She/He does not go into long-winded stories of his own achievements. She/He feels no need to drop names of famed persons she/he has met.
12. *Aware.* She/He continually analyses his performance and always tries to be aware of his feelings, actuations, and reactions.
13. *Diligent.* She/He studies to keep himself updated and practices to keep his skills sharp.
14. *Experienced.*

### **What questions may be used in the conduct of Processing?**

The following is a list of standard questions which the novice facilitator needs to review continually. The skillful discussant is fluent in the use of these questions, but does not use them indiscriminately. She/He chooses his questions carefully and with discretion. She/He does not rattle them off mechanically, as this would make him sound insincere and render the Processing less effective. The choice of the right questions depends on various factors such as objectives, the subject matter, the age and literacy level of participants, etc.

#### Recall/Recount

- “How did the members of the group interact in the planning? performance? How many team members were talking? Who spoke the most? Who appeared to be quiet and attentive? Who appeared uninterested? did not cooperate? Did anyone refuse to cooperate with the group effort because he already knew the activity beforehand?
- “Who was the leader? How was leadership decided? Did you elect a leader? Did a natural leader come out? How were decisions made?
- “Were you fast or slow? Why?”
- “Did you like the activity? Did you have fun performing the task? Why?/Why not? Who did not enjoy? Why?”

- “What did you feel at different stages of the game?”
- “What did you feel when told about the task? Before doing the task, did you think that it was too easy? difficult? corny? “kid-stuff”? Who was nervous? happy? angry? lazy?”
- “What did you feel while performing the task? Why?”
- “How did you feel after succeeding in / failing to accomplish the task?”
- “How does working together feel?”

### Analysis

- “Was the task easy or difficult? Why?”
- “In your opinion, why did you succeed/fail? What was the critical factor in accomplishing the task?”
- “Why were you fast/slow?”
- “What would have happened if the group had not worked together?”
- “What can you do to perform better next time? What things could have been done? avoided? What would you change or keep if you were to perform the exercise again?”
- “What have you gained from this experience?”
- “Did you learn something? What have you learned from the activity? What skills did you need in order to perform the task? Can you learn these skills by other ways? Can you learn these skills through lectures? Why?/Why not?”
- “Any insight gained from the activity? What have you learned about yourself, your attitudes, and the way you relate with other people? What have you learned about others?”

### Generalization/Transfer/Application

- “Is this activity important? Why did we perform this exercise? What is the connection/importance/relevance of this exercise with real life? with the situation in our society and in our country?”
- “Can you give life situations where you can transfer the learning from this exercise?”
- “Where can you use the knowledge and skills you received here for your advancement to Eagle?”

## **VI - LIMBERING UP: EARLY MORNING EXERCISES**

It might be explained to Crew Leaders at the Crew Leaders Council that their cooperation is being sought in a matter of research, that is, to make an objective comparison between the various forms of “limbering up” before breakfast.

This activity must be taken seriously for this is one way of teaching them how to be physically fit at all times — Developing one's physical body is a vital requirement in giving service to others, especially during disaster, calamities, etc.

These activities must be taken seriously in order to impress on them the importance of physical fitness. Keeping ones self physically fit at all times is a vital prerequisite of giving service to others, especially during times of disaster and calamities.

A hot drink or hot cereal should be served before the boys embark on the exercises.

After morning Inspection, the boys will certainly enjoy a brief evaluation on their exercise before-breakfast activities.

Suggested activities:

1st Crew: Physical Test or agility exercises.

2nd Crew: Jogging

3rd Crew: Calisthenics

4th Crew: Aerobics

## ***VII - MORNING INSPECTION, FLAG CEREMONY, and PRAYERS***

At the Crew Leaders Council on the previous evening, Crew Leaders will have been fully briefed as to the order of Inspection, Flag Ceremony, and Prayers, and once again the importance of punctuality and good order will be emphasized.

On the first morning, it may be found advisable to send one of the Assistant Outfit Advisors round the sleeping quarters of the Crew sites to do a little coaching and to give warning that inspection time is imminent, but it should be made clear to the Course that unpunctuality is an act of discourtesy. By the second morning of the Course the lesson should have been digested.

It is required to carry out inspection on Crew sites and elsewhere (including the work of the Duty Crew) before morning assembly at the flag area.

Inspection should be carried out briskly and any points which occur to the Inspecting Scouter should be addressed in a friendly way to the C.L. in front of the Crew. BP.'s dictum that "a pat on the back is better than a kick in the pants" should be observed. Individual criticism should be avoided. Nevertheless, irregularities of uniform, badges, deportment, etc. should be noted and commented upon.

At the flag area the procedure should be:

Outfit in horseshoe formation in Crews with a space between Crews: C.L. on the right, Asst. Crew Leader on the left. Scouts in "at ease" position.

Duty Scouter brings Outfit to the alert, reports all correct to Scouter in charge, and stands Outfit at ease.

Scouter in charge calls Duty Crew to enter the flag area.

Outfit receives order "Stand at attention. Hats off for prayers."

Prayers should be short and simple, with a period for silent personal prayer, and perhaps the inclusion of a short and appropriate reading from the Bible/Koran/etc. by the Duty Crew or a member of the Duty Crew. Raising of the flag follows.

Immediately after the ceremony, the Scouter in charge should ask inspecting Scouters for brief verbal reports on Inspection. The Duty Crew (if they have carried out their work satisfactorily) should be thanked for their services.

Whatever procedure is adopted at Inspection and Flag ceremony, it is important that it should remain constant throughout the Course and that Scouters themselves should set the best possible example in the matter of smartness and punctuality.

## **VIII - GAMES**

Emphasis should be on team work and on strict regard for the rules of the game, not merely in the legal sense.

Wherever possible, instructions should be passed through the Crew Leaders.

The session might include instruction in the conduct and control of games, and the following points should be made:

1. The need for a disciplined start and finish.
2. The introduction of new games: How to brief:
  - a. Give the name of the game, line up teams, and outline the field of play.
  - b. Give a brief description of the game, (e.g. "This is a relay game in which every player will run twice, once as a horse and once as a rider. The first Crew to complete the exercise and stand at the alerts will be the winners.")
  - c. Detail the rules, which should be clear and simple.
  - d. Invite questions to clear up possible misunderstanding.
  - e. Bring teams to the alert so that they enter the game under discipline.
3. Umpiring should be a combination of the light touch and the firm hand. Penalties for rule-breaking: disqualification for deliberate or persistent rule-breaking.
4. Observe courtesies: Cheer the winners, etc.
5. The various types of games are:
  - a. "Warming Up" or Group Games (e.g. Submarines & Mine Fields, Cannibal Rescue, etc.).
  - b. Relay Games: Use simple instructions given once onl., A good Relay Game should combine Fun, Action, Skill, and Quick thinking.
  - c. Team Games, e.g., Pilot Navigation, Tent Pitching, Island Hopping.
  - d. Small Group Activities, e.g. Pyramid building, Chariot Fight, String Burning, Caterpillar Walk.

Crew Leaders should be given the opportunity to, run a few Outfit and Crew games themselves during the session.

## ***IX - PIONEERING PROJECTS***

The purpose of this activity is to demonstrate projects requiring the minimum of gear.

The technique should be to provide C.L.s at the Crew Leaders Council with pictures, rough diagrams, or models of a number of simple projects or pioneering devices requiring very little equipment, and then leave them to organize their own activities.

At one stage, Asst. Crew Leader should be withdrawn from the activity for instruction in some easily learned technicality, e.g. the construction of a climbing-rope stretcher, etc. which they will then pass on to their Crews.

Suggested projects:

TRESTLE BUILDING (Scout staffs) and OBSTACLE CHARIOT RACE. C.L.s to devise obstacles, arrange course, and organize event.

CREW SWING BRIDGE — Make and demonstrate.

SCOUT TRANSPORTER — Make and demonstrate.

ROPE TACKLE — Make and demonstrate.

## ***X- OBSERVATION AND DEDUCTION***

This is an active session and should incorporate a Wide range of observation and sense training games and activities.

Avoid elementary variations of Second Class work.

Projects should have a good deal of fun-content and, where possible, should include movement and activity.

Suggested Activities:

1. Observing moving objects, e.g. a cyclist or car passing at considerable speed; a realistically stage-managed road accident; a variety of objects dropped from a height into cover; articles thrown from behind one screen to another.
2. Sprint course Kim's Game: articles placed at intervals along a sprint course.
3. Crew Map Relay: Making an enlarged copy of a sketch map, each Scout in turn dealing with a small section.
4. "Noises Off": identifying sounds from behind a screen. Let Crews take it in turn to make the noises.
5. Long-distance observation: spotting articles placed against concealing background; with field glasses identify objects on a given bearing; make verbal reports on incidents (mock hold-up, etc.) observed at long range.
6. Observing in difficult conditions: Looking into the sun, wind in face, at dusk, etc.

Crews should alternate between observing and staging incidents themselves.

Wherever possible, other Scouting practices should be incorporated in observation exercises.

## ***XI - THE MID-COURSE REVIEW***

To develop the art of deduction, set tracking problems, the solving of crime mysteries, trail following, and nature observation, etc.

An objective review of activities — why and wherefore.

- a. Routine and Organization: Preparing the ground at the outset.
- b. Discipline and Good Order: the only way to move forward.
- c. Crew Activities: the application of elementary technical training through clearly defined projects.
- d. The “Evaluation”: the intelligent assessment of activities. Verbal reports Free-for-all comment — C.L.s first.
- e. The Crew Leaders Council in control — briefing of C.L.s by Scouter-in-charge; The Crew-in-Council before going into action. The C.L. in charge.
- f. “Limbering Up”: a good start to the day. The inquest on the value of the various methods.
- g. Games: the disciplined start and finish. Cheering the winners. Observing the spirit of the rules.
- h. Pioneering Projects: simple ideas requiring the minimum of gear. Team work. The competitive spirit. The spirit of attack. The C.L. in charge. The technique of “training on the spot.” Training immediately applied.
- i. Observation and Deduction: seeing and understanding. Seeing in perspective. Intelligent deduction. Using the imagination, keeping it under control.
- j. The Crew and Outfit spirit developing.

## ***XII - CREW PLANNING***

The purpose of this activity is to illustrate the function of the Crew-in-Council as the chief executive instrument in practical Scoutcraft.

At the briefing, each C.L. should be asked to select at random from a number of subjects, e.g. First Aid, “Be Prepared,” Observation, Pioneering, Surveying Campcraft, Improvisation, etc. and should be invited to design a half-hour Crew activity in which technical training can be applied in a practical, amusing, and adventurous way, some indoors and some outdoors.

With their Crews, C.L.s must prepare all the necessary documents and gear for the carrying out of their project, and must have it assembled at a given point at the conclusion of the 45-minute planning period.

The Course Staff should provide the specimen “Project Specifications” to be displayed to Crew Leaders at the briefing.

### ***XIII - CREW PROJECTS***

Crews tackle each other's projects under the critical eyes of the Course Staff.

At the conclusion of this exercise an evaluation should be held.

### ***XIV - TEAM GAME***

If numbers justify it, the suggestion is that team games are to be introduced, like: an alphabet balance beam, stepping stones, teamwork walk, the tire bridge, bridge over the raging river, the black hole, etc. These team games should be organized, the choice of game being left to the majority of the players.

It might be a good idea if all Scouters withdrew at this point and left the Crew Leaders to run the game themselves.

#### **ALPHABET BALANCE BEAM**

The alphabet balance beam, of our favorite tasks, requires group members to help each other as they alphabetize themselves while remaining on top of high balance beam. The students cannot touch the floor or supporting legs of the balance beam during this challenge.

##### *Description*

Group members try to rearrange themselves alphabetically. They begin by sitting in random order on the beam. Give group members numbers to help them remember the starting order. Before the students read their instructions (the challenge card), the teacher first specifies.

1. whether the students will be alphabetized right to left or left to right.
2. the name to be used for the alphabetical order, such as proper name, middle name, last name, nickname, mother's name, father's name, etc.

##### *Success Criteria*

The challenge is mastered when all group members are standing on top of the balance beam in assigned alphabetical order.

##### *Equipment*

You will need a high balance beam, 8 to 10 tumbling mats, and one or two crash pads if they are available to you. Cover the entire working area with tumbling mats.

##### *Setup*

Choose a space away from walls or other equipment.

Place two unfolded mats on the floor, end to end, and set the balance beam on the mats. Place one or two tumbling mats between the beam's support legs to cover any leg extensions touching the floor. Use more mats to cover the outside of the beam's legs.

Place mats or crash pads behind where the group will stand on the beam. Make sure the working area is safe.



As students begin, they need to discuss which names (first, middle, last, etc.) they will use in the task.

You may need to help some students spell some names. The students need to communicate how they need help and how they can help some.

### *Rules and Sacrifices*

1. All group members must remain on the beam during the task.
2. If anyone must get off the beam and start over.
3. If anyone calls another by last name or uses a put-down, the entire group starts over.

### *Possible Solutions*

In solving this challenge, group members often hold tightly to the balance beam while another student steps carefully over them.

Some students will try to change positions while everyone is standing, and you may even see some maneuver under the beam. Some group members probably will lose their balance, so it is important that group member's guard against a fall; no one should be deliberately careless.

If group members help one another, this task is easier; some will need additional support just to maintain their balance while sitting.

### *Conclusion of the Task*

When the task is complete, the group is standing on the beam in the correct order as shown in figure 3.4. But standing up on the beam may be harder than alphabetizing. Students will need to plan how to stand and how to support each other. Do not be surprised to see a group make errors at this stage. Then, when the entire group is standing, have the group recite the names used to achieve the alphabetical order. Have the group members recheck their alphabetized name before they stand.

### *Additions and Variations*

You may need to experiment to find the height at which the beam should be set so that students cannot touch the mats with their feet while sitting on the balance beam. Also, when assigning order, see that the group members are not already seated alphabetically. Vary the direction of order often so that students cannot anticipate. If a group has to change only a few places to achieve success, the task becomes less challenging and less fun.

## **STEPPING STONES**

Stepping stones can be a difficult challenge to master but it offer groups many solutions. This task's difficulty lies in the reluctance of most students to touch someone physically. Verbal communication is exceptionally important in solving this challenge. We have, in fact, included it as an introductory challenge because of its value in teaching group decision-making.

In this task, students stand in specific order, using bases set in a straight line, then reverse their order by moving from base to base.

### *Description*

Lay out on the floor a straight line of bases, 12 to 15 inches apart. The students begin on a base, and then move from base to base until they are in reverse order from their starting positions. Use one more base than you have group members (if eight students, use nine bases) so students can shift positions. Group members need to help one another move and maintain their balance, which is vital to this task.

### *Success Criteria*

The challenge is mastered when the group is standing in reverse order from its starting position.

### *Equipment*

You will need one base for each group member plus one extra base. Have extra bases available to handle large groups. Flat, indoor bases are best. If you have no bases, tape 12-15 inch squares on the floor or use carpet squares cut to that size.

### *Setup*

Outline the bases with tape so the students know where the bases belong and so the bases are more likely to remain stationary. This also helps you set up the task for the next class or the next day.

It may be helpful for students to take a number (1, 2, 3, 4, 5, 6, 7, 8) to help them remember their positions at the end of the challenge.

### *Rules and Sacrifices*

This task has more rules than any other task in this book. So the group needs extra time for reading.

1. Only one person may touch a base at one time.
2. When moving from base to base, a person may move in either direction to a neighboring base.
3. Group members may touch a new base only if it is empty.
4. The bases may not be moved except for minor adjustment; no penalty is necessary if the group member does not get off the base to adjust it.
5. Shoes are considered part of the person. (That means shoes may not be removed, be put on the floor, or be used as extra stepping stones.)
6. No one may touch the floor with any part of the body.
7. If any rule is broken, the entire group must start the task again.

The rule against more than one group member touching the same base at the same time does not mean a group member cannot lift or hold another off an occupied base or step on the feet of teammates to move along.

### *Possible Solutions*

In the most common solution to this challenge, a person on one end works toward the other end by jumping or stepping over neighbors, who squat as low as possible. The student on the move of course, needs an empty base upon which to step. Look back at the example under Success Criteria for this challenge.

Let's assign fictitious names to the players to more easily illustrate:

The group needs to leave an empty base between Ann and Ericka so that Seth has a base to move to. Ann gets as low as possible so that Seth can step or leap over her. Ericka prepares to help Seth keep her balance.

Another approach: Ann and Seth could exchange position) After Seth goes by, Ann moves to the end base where Seth began. Seth moves over next to Ann, and Ericka moves next to Seth, leaving an empty base between Ericka and Matt. Seth tries to get past Ericka to the next position and Matt prepares to assist Seth. The group continues this procedure until Seth makes it to the opposite end of the line. Then it is Ann's turn. She moves down the line until she is next to Seth. Then it is Ericka's turn, then Matt's, then Megan's, etc., until the group has fully reversed its order.

Rather than jump or step over each other, teammates could step on their neighbor's shoes (without touching the base) and move to the next base. Group members could lift one another over to a new base. Leap-frogging over one another is another option.

Regardless of the method used, teammates need to help each other maintain their balance so that no one touches the floor or touches a base already occupied. The size of the bases allows little margin of error for maintaining one's balance. Groups working well together will have non-moving members reaching toward their teammates to physically support them. A difficulty observed in this challenge is that when a group member makes an error, the group abandons its first plan and attempts a different solution. Another problem can arise when a group attempts an improbable method (such as crawling over the backs of teammates squatting down) but does not quickly see the futility of its efforts.

### *Conclusion of the Task*

When the task is solved, group members will be standing on the bases in reverse order of their starting positions (cheering joyfully, of course).

### *Additions and Variations*

Variations have been covered in the section on possible solutions. Groups that do not work well together find this is a difficult challenge, but groups willing to help each other can do this task quickly. It is fun to see teammates helping each other!

## **TEAMWORK WALK**

The Teamwork Walk challenge is easy to figure out but hard to do. It is fun for groups to solve, but it requires practice and teamwork. Every group member plays an equal role in solving the task.

### *Description*

The group tries to follow a designated path, usually the length or perimeter of a basketball court. The group uses team skis, made of long two-by-six boards with footholds so that group members can secure their feet. You will need to construct the team skis because they are not commercially made.

### *Success Criteria*

The challenge is mastered when the group has completed the designated path without touching the floor or wall with any part of their bodies. The path can vary in length of difficulty depending on the space you have available and the ages of group members.

### *Equipment*

The group uses team skis or long walking boards. The equipment is not available in physical education supply or equipment catalogs; you will need to have it made. You will need two 12-foot two-by-six pine or fir boards. (Length can vary to meet your needs.) You also need No. 12 sash cord, clothesline rope, or strapping material to make the footholds.

Drill holes through the two-by-sixes so that the rope or strapping material can pass through the boards. If the holes are drilled about 18 inches apart, you will be able to fit eight sets of footholds on a 12-foot board. By using heavier rope or by crisscrossing the rope, you can make the footholds more secure and give the group members better support. Group members should be able to easily remove their feet from the skis when they fall.

### *Setup*

Just provide the group a set of team skis and a designated walking path. The path should be long enough to make the challenge interesting. Remember that the skis will be somewhere from 8 to 12 feet long, so choose a space that allows for a long enough challenge and adequate turning space.

### *Rules and Sacrifices*

1. Group members may not touch the floor with any part of the body.
2. Group members may not use walls or stationary structures to help them maintain their balance.
3. If a rule is broken, the group starts over.
4. No last names or put-downs can be used.

### *Possible Solutions*

Teamwork is the solution for this challenge. Using a group leader or organizer helps because someone must coordinate the team's movements. For instance, team members must move their feet simultaneously. It helps to have someone count cadence. Group members should physically assist one another, by holding on the hips, waist, or shoulders of the group member directly in front. On turns, clear verbal communication is essential. Be aware that if one person falls during the task, others may too. Deliberate carelessness could result in teammates being put into precarious positions.

### *Conclusion of the Task*

The group is successful when it crosses the finish line. (It is your decision whether a team finishes when the first person reaches the end or when the entire team crosses the end.)

### *Additions and Variations*

This challenge is open to a variety of additions or variations. As you observe your groups perform this challenges, we are sure you will find variations we have not tried.

1. The challenge must be completed within a time limit.
2. Use both a time limit and distance goal. How far can the group travel in a given time? A large gymnasium or long hall lends itself well to this variation.
3. Devise an obstacle course or zigzag path, or require specific turns as variations. A 360-degree

turn might be a very tough challenge.

4. Do not let students hold on to one another. This variation should not be attempted with younger students.
5. Set a number of objects along the path to be picked up, such as a ball, jump rope, base, or hoop. The team stops to let the teammates pick up one object each.
6. Sent the group members under a lowered parallel bar or a volleyball net while Walking.

## **THE TIRE BRIDGE**

The Bridge is another challenge in which a group moves from one end of a large space such as a gymnasium to the other. The group uses automobile tires to construct a moving bridge. This task is time consuming but not difficult.

### *Description*

The group uses tires to create a moving bridge to cross a river.

### *Success Criteria*

The task is mastered when all group members have crossed the river and stand together with the tires stacked vertically.

### *Equipment*

You will need one tire per group member plus one additional tire. Large tires are harder to move and therefore create more physical work for a group. Small tires, such as boat trailer tires, are easier to move, but may be harder on which to balance. Clean the tires before use. Bias-ply tires, hard to find these days, are less likely to have problems such as exposed belts or threads. Beginning and ending lines will also be necessary (usually the boundary lines of a basketball court).

### *Setup*

Place the tires near the starting position. If a basketball court or similar space is used, provide a clear path. The ending position should have enough space so students can stand “on land” and stack the tires in a column also on land. This challenge does not present safety concerns if the group stays away from equipment and walls.

Because this task is not too strenuous physically, group members should encourage one another to concentrate. Broken concentration can mean breaking rules 3 and 4, which follow.

### *Rules and Sacrifices*

1. The students must begin standing on land.
2. Only one person may be on the tire at a time.
3. If any group member touches the river (the floor) with any part of their body, the bridge must be moved back to the starting position.
4. If two people step on one tire at the same time, the bridge must be moved back to the start.
5. If last names or put-downs are used, the group starts over.

### *Possible Solutions*

As they step on the tires and form a line with the tires, group members pass the last tire to the front of the line, and, one by one, group members step forward. Some groups carefully lay the tires on the floor ahead; daring groups may toss the tires forward. If the group members do not coordinate their moves, someone may step on an occupied tire, causing the group to start over.

A group may lose control of the tire. A student can place both feet inside the tire and jump toward the runaway tire, but it would be difficult and tiring for the entire group to travel across the river this way.

### *Conclusion of the Task*

Success is achieved when group members have crossed the river and have stacked the tires vertically. Group members cannot step into the river. After you approve the group's accomplishment, have members carry the tires back to the starting position.

### *Additions and Variations*

Here are some ways to vary this task:

1. The group could be given more tires than previously to pass. This requires more physical labor.
2. A limit (such as 20 minutes) could be placed on completing the task.
3. Create a zigzag path rather than a straight line.
4. Islands could be provided for resting or regrouping.

## **BRIDGE OVER THE RAGING RIVER**

Bridge Over the Raging River is a terrific challenge that requires all group members to be integral parts of the solution as they cross a river using four (4) automobile tires, two 8-foot-long boards, and two ropes. This challenge is not difficult intellectually, but most groups will find it one of the more physically difficult.

### *Description*

All group members travel from one end of a space (land) to the other end without touching the floor (river). The length of a basketball court works well. The group must carry all the equipment to the other side.

### *Success Criteria*

The task is mastered when all group members have successfully crossed the river without breaking the rules and with their equipment.

### *Equipment*

You will need four (4) automobile tires (large tires are harder to use), two 8-foot two-by-fours, and two jump ropes (8- to 14-foot lengths of sash cord work best).

### *Setup*

Label distinct starting and ending lines and use a straight-line open area (the length of a gymnasium) free from any objects or walls.

The group creates a series of movable bridges using the two-by-fours to close the gaps between tires. One tire will often be used as an island for students to stand on as they transfer equipment forward. The jump ropes are tied to a tire or two-by-four to pull the equipment forward. Safety Note: Remind groups that the two-by-fours must be moved safely. This includes being careful not to accidentally hit teammates with the boards or to step on one end of a two-by-four so that it flips up.

### *Rules and Sacrifices*

1. Group members may not touch the river (floor).
2. A group member may not step on a two-by-four if it has one end in the river (the two-by-four may sag into [touch] the river without a penalty).
3. If a rule is broken, the group must take the bridge back to the starting position and start over.
4. No last names or put-downs can be used.

### *Possible Solutions*

Among the possible solutions for this task, most groups follow one basic pattern. The group members will make a movable bridge. As the group advances, it passes the tires and two-by-fours forward. Group members must share space on a tire.

Participants need good balance and need to hold on to or physically assist teammates throughout the challenge. They simply have no choice but to constantly help one another! The group also needs to communicate how it intends to pass the equipment along. If someone tries to roll a tire without the intended recipient's knowledge, the tire might roll off course, causing an unwanted detour. Some groups may attempt to move some tires by getting their feet inside the tires and jumping along with the tire (hard to do, but possible). Most groups attempting the challenge will find it difficult to have several teammates balance on a tire at once. It is very common to see multiple mistakes, which generally result in having to start the task over.

### *Conclusion of the Task*

The successful teammates will have crossed the river (the length of the gymnasium or basketball court) with all assigned equipment in their possession. The instructor may institute a time limit, basing success on criteria other than crossing the river. When group members have concluded their challenge, have them bring the equipment back to the starting position for the next group to use.

### *Addition and Variations*

Smaller tires (such as boat trailer tires of 11 to 12 inches) create a very crowded area and make it more difficult for a number of people to maintain good balance. You might place obstacles (cones, balance beams, parallel bars) in the river that the group must travel around, over, or under. Another variation is to have the group carry some object (such as football, blocking dummy) pretending it is an injured group member being rescued.

## THE BLACK HOLE

The Black Hole is not only physically and intellectually challenging, but the elements of trust and cooperation are essential to developing the task. Group members will try to pass through a hula-hoop suspended between two volleyball net standards. Students cannot touch the hoop (known as the Black Hole) nor can they dive through. The challenge is designed so that the group members **MUST** help each other.

This challenge is difficult and requires group members to offer lots of physical support. If groups have not worked together before, they may not have developed sufficient team-building skills to master this challenge.

### *Description*

Group members begin on one side of the hula-hoop and must remain on the tumbling mats during the challenge. Group members are to pass through the hoop to the other side and need help from teammates.

### *Success Criteria*

The challenge is mastered when all group members have moved from the “outer space” side of the hoop (known as the Black Hole) to the “Earth” side.

### *Equipment*

You will need two volleyball net standards, one hula-hoop, a rope to suspend the hoop between the standards, and at least four tumbling mats.

### *Setup*

Secure the two volleyball net standards so they cannot tip or fall over during the challenge. Suspend the hula-hoop between the volleyball net standards so that the bottom of the hoop is approximately 3 feet off the floor. You may need to modify the height so that the bottom is about waist high on the majority of your students should be sufficient.

Next, place at least four tumbling mats in the working space, at least two on each side of the hoop. A tapeline may be used to help divide the working area into two distinct spaces, much like the centerline of a volleyball court. Provide enough cushion in the working space so that a group member who falls will be well protected.

### *Rules and Sacrifices*

1. All group members must go through the Black Hole.
2. No person may touch the Black Hole (hoop).
3. No one may dive through the hoop.
4. Group members must remain on tumbling mats during the challenge.
5. If any rule is broken, the person making the mistake and one person who have passed through the hoop must start again.
6. No last names or put-downs can be used.



### *Possible Solutions*

Most groups start lifting and sliding one group member through the hoop while keeping his or her body straight. After the first person passes through the hoop, there will be persons on both sides of the Black Hole to help their teammates through the hoop. Getting the last person through the hoop presents the greatest difficulty. Teammates on the Earth side of the Black Hole may reach across to the outer space side as long as they do not touch the hoop or the floor on the outer space side.

### *Conclusion of the Task*

At the conclusion of the task, all group members are standing on the Earth side of the Black Hole and must remain on the mats until the teacher gives them approval.

### *Additions and Variations*

Here are few additions and variations to this challenge:

1. The height of the hoop can be lowered for younger children and raised for more mature groups.
2. Assigning group members to bring back “moon souvenirs” may add difficulty and interest to the task. Group members would have to carry different objects (a football, basketball, etc.) with them to Earth. The object must remain in contact with the person carrying it. Students should not pass the items to one another through the hoop.
3. A time limit (15 or 20 minutes) could be established for the challenge. You could use descriptive story lines to enhance the task for younger groups.

As we said before, the challenge involves trust and cooperation. Because no one can succeed without teammates' help, this task is good to use after the group has attempted introductory challenges.

Use enough mats so that the working space is well cushioned and safe. Group members should be lifted and moved carefully. If group members fall on the hoop, the hoop could break. (However, better to lose a hoop than have a student get injured.)

### **General image of a team game:**

1. The most critical aspect of achieving a goal is not whether we achieved it, but rather the knowledge we gained during the process of achieving.
2. Individual commitment to a group effort, which is what makes teamwork, a company work, a society work, a civilization work.
3. You cannot do it alone. Be a team player, not an individualist, and respect your teammates. Anything you do, you will have to do as a team. Many records have been made, but only because of the help of one's teammates.
4. The challenges of the next few decades are going to be people and process-oriented. Knowing how to communicate with and relate to others is going to be a fundamental skill.
5. Failure is only the opportunity to begin again more intelligently.

## ***XV - OUTFIT MEETING***

At the outset of the Outfit Meeting it should be explained that it is meant to be one of a series based on the general theme of “Be Prepared.” References to “what we did last week” etc. might help to emphasize the point that Outfit Meetings should be planned in series.

“Rescue Methods” could include various lifts and carries (demonstrated and practiced), moving an insensible person by lashing crossed wrists with handkerchief, use of bowline, fireman's chair knot, etc.

Emergency stunt; for example:

Scouter stops activity to announce that Crew <state name of Crew> is in sole charge. The Outfit Room is about to be invaded by a gang of *Hagibis* Boys in over-whelming strength and they are due to arrive at the front door in three minutes. The door must be barricaded and a secondary barricade erected across the Outfit Room six feet from the door.

Emergency Incidents for the Crews to tackle should include such things as:

Scout trapped under raft.

Rescue from tree.

A lady who has been attacked and robbed and is now hysterical.

A car and cycle accident.

A house under heavy fire, no rescue group responding.

It is important that after the Relay Race or Obstacle Game Crews should be given time to cool off during the “change back” period while the Outfit Room is prepared for the Investiture.

The Investiture Ceremony should be carried out simply and sincerely as indicated in Senior Scout literature.

## ***XVI -SCOUTS' OWN***

If members of the Course are prevented from joining the Scouts' Own for denominational reasons, it is recommended that the yarn on “The Scout Oath and Law” should be omitted from the service and given immediately afterwards as a separate session.

The Scouter in charge of the Course should give this talk and normally 10-15 minutes will be adequate.

The line to take is this:

### **THE SCOUT OATH AND LAW**

It has already been said that the most significant part of leadership is personal example and in Scouting that example must be based on the understanding and acceptance of the Scout Oath and Law.

The Crew Leader must see that every Scout in his Crew has an understanding of the Promise commensurate with his age and the Crew Leader should never be satisfied with a poor standard.

The kind of things the Crew Leader must give leadership in are:

- a. Fulfillment of personal religious obligations including church attendance.
- b. Behavior as a good citizen in terms of keeping the laws of the country and avoiding being a nuisance to other people.
- c. Giving encouragement to the practicing of good turns and making an effort to get the Crew as a whole to give corporate service. The Crew must be trained to render skilled service at all times.
- d. To make sure that the Scout Law is a significant force in all the activities of the Crew in such matters as clean camping, clean speech, loyalty, honor, and cheerfulness.

The Crew Leader must understand that it is through trying to keep the Scout promise that the activities of Scoutcraft become Scouting.

## ***XVII - "TRAINING POST"***

Crew move round four instructional bases at 30 min. intervals. Scouter in charge of each base.

1. **Mountaineering:** Objectives of the Climb, Types of Climb, Standard Outdoor Gear & Equipment, Climb Safety, Ethics in Climbing, etc.
2. **Orienteering:** Map symbols, estimating distances, use of compass, Locating landmarks in the maps, line orienteering.
3. **Map/Compass Reading:** Silva Compass, Topographic Map, Ruler, Pencil, to take bearing, to know proper directions at certain degrees.
4. **Pioneering Projects:** Rope, pairs of bamboos, pulley, lashing: craw bridge, draw-bridge, etc.
5. **Estimation:** Estimating heights and distances, including the use of improvised apparatus.

*NOTE : It is suggested that without regard to the actual standard of proficiency of the members of the Course in any of these activities, the elementary training should be taken for granted and the activities should be definitely "senior."*

## ***XVIII - THE OBSTACLE JOURNEY***

The Obstacle Journey must make provision for the following:

1. Variety: It is ridiculous to have in the same Journey two incidents which are carried out in the dark or using blindfolds, to have more than one tree-climbing incident, or more than one water-borne pursuit.
2. The Crew in Action: There are few better ways of estimating the quality of leadership and followership which got to make up the Crew.
3. Genuine Test of Applied Training in Scouting: Outfit Room knotting and classroom signaling put into action.
4. Incidents which take approximately the same time to complete.
5. Incidents possible of attainment. There is nothing more frustrating than to be faced with a problem which has no solution.

6. Instructions must be water-tight. The Crew must be left in no doubt as to what they are expected to do, what they use to do it with, how long it should take, and what they are expected to do when it is all over.

The ideal incident in an Obstacle Journey will:

- a. Be possible of achievement in the time allowed.
- b. Occupy the whole of the time allowed and enable all the members of the Crew to take part.
- c. Call for planning by the Crew as a whole and leadership by C.L.
- d. Make necessary the application of previously learned Scout skills, e.g., to have to use a particular knot, to identify a particular tree, or have to signal a message in order to achieve the desired result.

## ***XIX - THE FINAL TALK***

The Scouter in charge of the Course should give a parting message, which should not exceed 15 minutes. He will prepare his talk so that it is appropriate to the activities of the Course and to the needs of the Course as he sees them.

One point he must get across to Crew Leaders is this:

*“The Crew Leader should regard himself as serving an apprenticeship for leadership as a warranted Scouter.”*

*“This Course will have opened your eyes to the fun, the opportunities, and the need of skilled leadership. You are now benefitting from Scouting, but the time will shortly come when you will have the chance to repay in a larger measure than is possible at the present some of the benefits you are now receiving.”*

*“We hope your experience on this Course will inspire you to want to become an Outfit Advisor to give back to your younger brothers some of the fun and experiences which you are enjoying. When the time comes for you to take up a warrant, remember that you will then need to be trained as a Scouter, and I hope you will seek and take advantage of the many opportunities that the Movement will provide for you. Enthusiasm alone is not enough, but enthusiasm backed by sound training in proven Scout methods will make you a valuable adult member of the Movement.”*

*“We all wish you good luck in your journey along the Scout trail and we sincerely hope it will prove a long trail, going on from your responsibilities as a Crew Leader to those of an Assistant Outfit Advisor and one day, perhaps, an Outfit Advisor in your own right, privileged to run an Outfit. The Movement will need such as you for its expansion in the future. I believe you are big enough and ambitious enough to accept your share of the challenge.”*

## **Excerpts from “The 21 Indispensable Qualities of a Leader” by John Q. Maxwell**

What makes people want to follow a leader? Why do people reluctantly comply with one leader while passionately following another to the ends of the earth? What separates leadership theories from

successful leaders who lead effectively in the real world? The answer lies in the character qualities of the individual person.

Now, examine the qualities enumerated below and take time to look at yourself deep down, would you find these qualities in you? If not then it is time to think if we want to be a truly effective leader.

1. CHARACTER: Be a Piece of the Rock

Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence.

2. CHARISMA: The First Impression can seal the deal

How can you have charisma? Be more concerned about making others feel good about themselves than you are making them feel good about you.

3. COMMITMENT: It separates Doers from Dreamers

People do not follow uncommitted leaders. Commitment can be displayed in a full range of matters to include the work hours you choose to maintain, how you work to improve your abilities, or what you do for your fellow workers at personal sacrifice.

4. COMMUNICATION: Without it You travel Alone

Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader cannot get a message across clearly and motivate others to act on it, then having a message does not even matter

5. COMPETENCE: If You build it. They will come.

Competence goes beyond words. It is the leader's ability to say it, plan it, and do it in such a way that others know that you know how - and know that they want to follow you.

6. COURAGE: One Person with Courage is a Majority

Courage is rightly esteemed the first of human qualities... because it is the quality which guarantees all others.

7. DISCERNMENT: Put an end to Unsolved Mysteries

Smart leaders believe only half of what they hear: Discerning leaders know which half to believe.

8. FOCUS: The Sharper it is, The Sharper You are

If you chase two rabbits, both will escape

9. GENEROSITY: Your Candle loses nothing when it lights another

No person was ever honored for what he received. Honor has been the reward for what he gave.

10. INITIATIVE: You won't leave home without it

Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don't quit.

11. LISTENING: To connect with their Hearts, use your ears

The ear of the leader must ring with the voices of the people.

12. PASSION: Take this Life and Love It

When a leader reaches out in passion, he is usually met with an answering passion.

13. POSITIVE ATTITUDE: If believe You can. You Can.

The greatest discovery of my generation is that human being can alter their lives by altering their attitude of mind

14. PROBLEM SOLVING: You cannot let Your Problems be a Problem.

You can measure a leader by the problems he tackles. He always looks for ones his own size.

15. RELATIONSHIPS: If You get along, They'll Go Along

The most important single ingredient in the formula of success is knowing how to get along with people.

16. RESPONSIBILITY: If You won't carry the ball, You can't lead the team.

Success on any major scale requires you to accept responsibility.. In the final analysis, the one quality that all successful people have is the ability to take on responsibility.

17. SECURITY: Competence never compensates for insecurity.

You cannot lead people if you need people.

18. SELF-DISCIPLINE: The First Person You lead is You

The first and best victory is to conquer self.

19. SERVANTHOOD: To get ahead put others first

The true leader serves. Serves people. Serves their best interests, and in so doing will not always be popular; may not always impress. But because true leaders are motivated by loving concern rather than a desire for personal glory, they are willing to pay the price.

20. TEACHABILITY: To keep leading keep learning

Value your listening and reading time at roughly ten times your talking time. This will assure you that you are on a course of continuous learning and self-improvement.

20. VISION: You can seize only what you can see

A great leader's courage to fulfill his vision comes from passion, not position.