

Patrol Leaders Training Course

“One Person with Courage... is a Majority.”

The Patrol System is a unique feature of the Scout Method. Enlightened and correct training of Patrol Leaders is, on the other hand, the most important aid to the true functioning of the Patrol System.

This revised Patrol Leaders Training Course Instructor's Manual is being published by the Program and Adult Resources Development Division of the Boy Scouts of the Philippines in its desire to improve the quality of Scouting down to the institution level.

INTRODUCTION

It has always been generally agreed that the unique feature of the Scout Method is the Patrol System. At any rate, that is the belief I have always held, and the more I see Scouting, the more strongly do I believe it to be true.

If then, the Patrol System is so vital to Scouting, the most important aid to the true functioning of the Patrol System must lie in the enlightened and correct training of the Patrol Leaders.

Patrol Leader Training is a continuing activity and is one of the principal responsibilities of the Troop Leader. This is usually carried out informally in the Troop by forming the Patrol Leaders into a Patrol of PLs (Patrol Leaders) with the TL (Troop Leader) as the Patrol Leader and the SPL (Senior Patrol Leader) as the Assistant Patrol Leader. This Patrol conducts meetings, hikes, camps, instructions and other regular Patrol Activities. Whatever the PLs-in-training learn during these activities are then echoed by the Patrol Leaders to their respective regular Patrols.

Some Troop Leaders, however, find it convenient to pool their talents, skills and resources together and conduct formal Patrol Leaders Training Courses. To ensure uniformity and continuity of the training of PLs, it is imperative that the same pattern (Patrol Leaders' Patrol) used in informal training be used and that the Troop Leaders concerned be involved in the conduct of the formal Patrol Leaders Training Courses (PLTC). Subsequently, Patrol Leaders of _Troops whose TLs are in the staff should be the participants in formal Patrol Leaders Training Courses.

This syllabus, which was prepared to follow very closely the scheme used in the informal training of PLs, will greatly help those who choose to conduct formal PLTCs. The formation of the Patrol Leaders Patrol will be extensively used, except where activities call for undertaking projects by the Patrols or where there is competition among the Patrols. Since the Troop Leader-staff members will be playing dual roles during these courses, it is imperative that they be made fully conversant of their duties and roles during the Course — when to act as PL of the PLs' Patrol and when to act as Counsellors.

We have tried to make it abundantly clear in this handbook that nothing can, or must replace the training that the Troop Leader personally gives to his own Patrol Leaders. But in order to strengthen the work of the Troop Leader, many of whom are pressed for time and lacking adequate manpower resources and facilities as well, the Program and Adult Resources Development Division in its desire to improve the quality of Scouting down to the institution, is publishing this revised edition of the Patrol Leaders Training Course Instructor's Manual.

Finally, to any Training Team and Troop Leader, if from time to time when you have run a course you will be kind enough to write to us and tell us how you got on and to give us suggestions as to how the course can be improved or adapted, then you will be playing your part in making your experience

available to a wider circle.

It will be a proud day for all of us in Scouting when we can say with certainty that every troop is really using the Patrol System and every Patrol Leader is on the way to learning his job.

J. RIZAL C. PANGILINAN

Secretary General

Noted by:

(SIGNED) JEJOMAR C. BINAY

National President

LORD BADEN-POWELL OF GILWELL



Lord Baden-Powell of Gilwell

(1857-1941)

Founder of the Boy Scout Movement

Chief Scout of the World

If you want to understand Scouting completely, you must know something about the man who founded the Boy Scout Movement, one of the most real “boymen” who have ever lived - Lord Baden-Powell of Gilwell, Chief Scout of the World, affectionately known to all Scouts as BP.

Robert Stephenson Smyth Baden-Powell was born in London, England, on February 22, 1857, the day Americans celebrated the 125th birthday of George Washington. His father the Rev. Baden Powell was professor at Oxford. His mother Henrietta Grace Smyth was the daughter of the Admiral W.T. Smyth. His ancestor Captain John Smith (1580-1631) who had reputedly been saved from execution by the Amerindian girl Pocahontas (1595?—1617) had gone to America as a colonist. Thus, BP was the descendant of a minister on one side and of an adventurous colonist on the other.

BP as a Boy

His father died when “Stephe” was about 3 years old, leaving his mother with seven children under 14 years of age. There often were hard times for the large family, but the mutual love of the mother and her children always carried them through. Stephe lived a glorious outdoor life with his four brothers, hiking and camping in many parts of England.

In 1870, BP entered Charterhouse School in London on a scholarship. He was not an especially outstanding scholar, but he was one of the liveliest. He was always in the thick of it when something was going on in the schoolyard, and soon became known for his ability as a goalkeeper on the Charterhouse soccer team. His dramatic abilities were highly appreciated by his fellow students. Whenever called upon, he would put on a performance that would have the whole school roaring with laughter.

He was also musically inclined, and later his gift for sketching made it possible for him to illustrate his own writings.

BP in India

At 19, BP graduated from BP Charterhouse and immediately accepted a chance to go to India as a sublieutenant, to join the regiment which had formed the right of the cavalry line in the famous Charge of the Light Brigade in the Crimean War.

Besides performing excellent military service, he was a captain at the age of 26. He excelled in horsemanship. He would take worn-down horses, nurse them to health, train them, and sell them to augment his meager pay. He also received a trophy in pig-sticking.

Scouting in Africa

In 1887 BP was in Africa, taking part in the campaigns on the Zulus, the Ashanti and the Matabele. The Africans gave him the name “Impessa,” *the wolf-that-never-sleeps*, because of his courage, his scouting skills, and his tracking abilities.

Baden-Powell’s advancement in rank was almost automatic, so regularly did it occur, until suddenly he stepped into fame.

The Siege of Mafeking

It was the year 1899, and BP had risen to the rank of colonel. The relations between the British in South Africa and the government of the Transvaal Republic and the Orange Free State had reached the breaking point. Baden-Powell was directed to raise two battalions of mounted rifles and proceed to Mafeking, but finding the Cape Colony government uncooperative, he proceeded to recruit men at

Mafeking and training them into an irregular horse regiment.

War came, and for 217 days, from October 11, 1899, BP held Mafeking in a siege against overwhelming numbers until relief forces finally fought their way to his aid on May 17, 1900.

Britain had been holding its breath through those long months. When the news finally came, “Mafeking has been relieved,” Britain went mad with joy. Look up Mafeking in your English dictionary and you find next to it a word created on that wild day from the name of that African town: Maffick – meaning riot-like celebration.

BP, now raised to rank of major-general, found himself a hero in the eyes of his countrymen.

Scouting is Born

It was a hero to men and boys that he returned to England from South Africa in 1901 to be showered with honors and to discover, to his amazement, that his personal popularity had given popularity to his book for army men, *Aids to Scouting*. It was being used as a textbook in boys’ schools.

BP saw a great challenge in this. He realized that here was his opportunity to help the boys of his country grow into strong manhood. If a book for men on scouting practices could appeal to boys and inspire them, how much more inspiring would a book written for the boys themselves be!

He set to work adapting his experience in India and Africa among the Zulus and other tribes. He gathered a special library of books and read about the training of boys through all ages; from the Spartan boys, the ancient British, the Red Indians, to his own day.

Scouting for Boys

Slowly and carefully BP developed the Scouting idea. He wanted to be sure that it would work so, in the summer of 1907, at Brownsea Island he held the first Boy Scout camp. The camp was a great success.

And then, in the early months of 1908, he brought out in six fortnightly parts, a self-illustrated handbook for training, *Scouting for Boys*, without dreaming that this book would set in motion a movement that was to affect the boyhood of the entire world.

Scouting for Boys had hardly started to appear in the bookshops and on the newsstands before Scout patrols and troops began to spring up, not just in England, but in numerous other countries.

BP’s Second Life

The movement grew and in 1910 reached such proportions that BP realized that Scouting was to be his life’s work. He had the vision and faith to recognize that he could do more for his country by training the rising generation to be good citizens than by training a few men for possible future fighting.

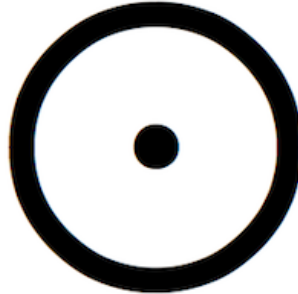
And so he resigned from the army where he had attained the rank of lieutenant-general, and embarked upon his “second life,” as he called it, his life of service to the world through Scouting.

“Gone Home”

After many years, BP retired to a house in Nyeri, Kenya in 1938. On January 6, 1941, he was just

conscious enough to nod in understanding. He slipped into a coma on January 8, 1941. The great heart that had spread so much happiness throughout the world stopped beating. He was almost eighty-four.

They buried his body in a simple grave at Nyeri, within sight of Mount Kenya. Soldiers and Scouts, white and black, escorted the coffin to its last resting place. But that was only the mortal frame.



The Scout sign
meaning
'I have gone home'
on the headstone
of BP's grave
at Nyeri, Kenya

~oOo~

Dear Scouts,

If you have ever seen the play Peter Pan you will remember how the pirate chief was always making his dying speech because he was afraid that possibly when the time came for him to die he might not have time to get it off his chest. It is much the same with me, and so, although I am not at this moment dying, I shall be doing so one of these days and I want to send you a parting word of goodbye.

Remember, it is the last you will hear from me, so think it over.

I have had a most happy life and I want each one of you to have as happy a life too.

I believe that God put us in this jolly world to be happy and enjoy life. Happiness doesn't come from being rich, nor merely from being successful in your career; nor by self-indulgence. One step towards happiness is to make yourself healthy and strong while you are a boy, so that you can be useful and so can enjoy life when you are a man.

Nature study will show you how full of beautiful and wonderful things God has made the world for you to enjoy. Be contented with what you have got and make the best of it. Look on the bright side of things instead of the gloomy one.

But the real way to get happiness is by giving out happiness to other people. Try and leave this world a little better than you found it and when your turn comes to die, you can die happy in feeling that at any rate you have not wasted your time but have done your best. 'Be Prepared' in this way, to live happy and to die happy — stick to your Scout promise always — even after you have ceased to be a boy — and God help you to do it.

Your Friend,

Baden Powell of Gilwell

COURSE GUIDELINES

PARTICIPANTS

1. Only those Scouts whose Troop Leaders are in the instructional staff should be accepted.
2. Each Troop may send a minimum of six (6) and a maximum of nine (9) Scouts who are actually holding leadership positions in a Troop.
3. All participants must be registered, have parents' permits, and physically fit for training.
4. Course attendance must not be less than 24 and not more than 40.

LOGISTICS AND MEAL ARRANGEMENTS

1. The participation of the boys in Patrol Leaders Training Course should not be fully subsidized. The boys should pay or contribute something, no matter how small. Some institutions require each participant to bring one kilo of rice and one canned meat or fish and subsidizes the rest of the expenses of the course.
2. Since this training is not a camping but a leadership course, the boys should not be expected to cook their meals. Arrangement for a caterer should be made, although the first evening's meal may be packed supper brought by each of the boys.

COURSE ORGANIZATION

The course staff is composed of the following:

1. Training Troop Leader: LT/ALT/WBH w/NTC
2. Asst. Training Troop Leader: LT/ALT/WBH w/ NTC
3. Training Senior Patrol Leader, at least WBH
4. Counsellors (1 per Patrol), at least graduate of BTC for TLs and TLs of boys participating in the Course.
5. Counsellors / Instructors

STAFF MEETING

1. The Course Leader should cover the following points during the first staff meeting.
 - a. How the Patrol System works (basically, the TL teaches his Patrol Leaders a skill; the Patrol Leaders in turn teach their members the skill; the TL provides an opportunity for the Patrols to apply or utilize the skill learned — usually in the form of a contest or Patrol project. The TL provides recognition for accomplishment)
 - b. The role of the Troop Leader-Counsellor during the different Patrol activities. The Counsellor should be rehearsed on what to do during the following activities:
 - Invent and Play games (as Counsellor)
 - Noontime Activities — teaching slidemaking (as Patrol Leader)

- Patrol Games/Activities (first as PL then as Counsellor)
 - Patrol Meetings (as Patrol Leader)
 - Prepare Patrol project cards (as Counsellors)
2. The second Staff Meeting should be held at least one week before the Course starts.

TROOP LEADER'S MANUAL

The instructor is referred to the Troop Leader's Manual for background information and content of the sessions. Instructor's notes provided in this Manual supplement those found in the Troop Leader's Manual.

ACTIVITIES

1. *Opening Ceremony* - A very simple ceremony should be conducted, preferably at the flag area.
2. *Sing-song Campfire* (with TL's Yarn) – how to conduct a campfire, an activity to promote fellowship among participants and to help develop Patrol Spirit. Staff members take turns in introducing songs that do not need song sheets. Action songs and round songs where Patrols remain intact as groups are encouraged.
3. *Morning Routine* - Organized morning exercise should be a regular routine in this training. It is suggested that all staff members participate. in the activity.
4. *Inspection* –
 - a. First Day — Emphasize correct wearing of the uniform (placement of badges), personal cleanliness (nails, handkerchiefs) shining of buckles and shoes. Neat and tidy arrangement of personal belongings in quarters is essential if we aim for high standards.
 - b. Second Day — Stricter attention on personal cleanliness and tidiness of the arrangement of personal belongings in the quarters.
 - c. Last Inspection — done before the boys go home. Let the participants spread out their belongings with the instruction that if they have unintentionally packed items not belonging to them, they should put them in one place for the owners to pick.
5. *Noontime Activities* - Patrol Counsellors join their Patrols for lunch and in an informal meeting, will also teach the Patrol Members slidemaking (as Leaders' Patrol). Emphasis should be on how to teach the skill. Afterwards, each Patrol will prepare their songs and yells under the guidance of the Counsellors (as Troop Leaders' Council).
6. *Flag Lowering* - It is not necessary for the Troop to assemble for the flag lowering. The Service Patrol takes charge by blowing a whistle before and after the lowering of the flag. Those within hearing distance face the direction of the flag.
7. *Patrol Stunt* - Each Patrol will prepare a five-minute Patrol stunt/ skit for presentation during the campfire. They should rehearse very well so that presentations will not be dragging. Themes may be selected from anecdotes, humorous stories, the Bible/Koran or newspaper articles. Avoid stunts/skits that have undesirable moral innuendoes, those that are offensive to one's religion, race or nationality, or those that show malice and poor taste.

8. *Campfire* - This should not be longer than 1 and 1/2 hours. The staff should prepare a presentation, preferably participated in by everybody. As early as the first staff meeting a staff member should be assigned to prepare for this and to brief the other staff members of their parts before the actual campfire. Again, the don'ts in preparing stunts skits should be observed. The theme for the yarn is the "Scout Ideals." Emphasis is not so much on the "What" but on the "Why" a Scout should live up to the Ideals. The disciplined start and ending of the campfire are musts.

9. *Religious Services* - An essential part of any leadership course is the observance of religious obligations. There should be provisions for this in the program. Some denominations may group together for an ecumenical service.

10. *Patrol Project Cards* - As a follow-up of a preceding session, Patrols prepare project cards on various advancement requirements under the guidance of Patrol Counsellors. The Patrols should be convened afterwards for the critique.

11. *Closing Ceremonies* - Part of the Closing Ceremonies should be each participant's commitment in being a head, being a friend, and being a leader.

COURSE OBJECTIVES AND PROGRAMS

COURSE OBJECTIVES

At the end of the Course, the participant should be able to:

1. identify his role, duties and responsibilities as a Patrol Leader.
2. demonstrate skills necessary to fulfill his role as a Patrol Leader.

(These may be mentioned by the Course Leader during the Opening Ceremony.)

COURSE PROGRAM

FIRST DAY

Time | Mins | Session/Activity

1700 | 60 | Arrival, Settle In, Registration

1800 | 45 | Packed Dinner

1845 | 15 | Opening Ceremony

1900 | 30 | Course Organization and Routine

1930 | 45 | Smartness and Good Order

2015 | 45 | Knowing Yourself and Others

2100 | 60 | How to Run Campfire with Yarn: How to Run Campfire

2200 | Taps

SECOND DAY

Time | Mins | Session/Activity

0600 | 60 | Wake Up, Warm Up, Wash Up, Clean Up

0700 | 30 | Breakfast

0730 | 45 | Inspection, Prayers, Flag Raising Ceremony

0815 | 105 | Games:

 Competitive Games

 Intra-Patrol Games

 Designing Games

1000 | 15 | Break

1015 | 120 | Teaching Scout Skills

1215 | 105 | Lunch

 Project – Slide Making Song, Yell

 Patrol Leader's Council

1400 | 90 | Patrol Activities (Patrol Sites)

1530 | 30 | Break

1600 | 60 | Patrol Organization, Patrol Features

1700 | 60 | Patrol meetings

1800 | 30 | Flag Down

 Project: Patrol Spirit

1830 | 60 | Supper

1930 | 90 | Campfire – Yarn: Scout Ideals

2100 | 30 | Star Study

2130 | Taps

THIRD DAY

Time | Mins | Session/Activity

0600 | 60 | Wake up, Warm up, Wash-up, Clean up

0700 | 60 | Breakfast

0800 | 30 | Inspection, Prayers, Flag Raising Ceremony

0830 | 90 | Troop Meeting

1000 | 30 | Break

1030 | 90 | Scout Advancement

1200 | 120 | Lunch

Prepare Patrol Project cards

1400 | 90 | Leadership and Human Relationships

1530 | 30 | Break

1600 | Closing Ceremonies

Staff Self-Rater

Copy the following table in a clean sheet of paper. Check the column that you think aptly describes your ability to handle the stated subject. This tool will aid the Course Leader in giving assignments.

| Subjects | Mins | Not Too Keen | I Want To Try | I Can Manage | My Favorite | Remarks |
|---|------|--------------|---------------|--------------|-------------|---------|
| 1. Course Organization and Routine | 30 | | | | | |
| 2. Smartness and Good Order | 45 | | | | | |
| 3. Knowing Yourself and Others | 45 | | | | | |
| 4. Campfire (How to Run Campfire) | 60 | | | | | |
| 5. Games | 105 | | | | | |
| 6. Teaching Scout Skills | 120 | | | | | |
| 7. Patrol Activities | 90 | | | | | |
| 8. Patrol Organization, Patrol Features | 60 | | | | | |
| 9. Patrol Meetings | 60 | | | | | |
| 10. Campfire | 90 | | | | | |
| 11. Star Study | 30 | | | | | |
| 12. Troop Meeting | 90 | | | | | |
| 13. Scout Advance | 90 | | | | | |
| 14. Leadership and Human Relationship | 90 | | | | | |

COURSE ROUTINE AND ORIENTATION

1. Requirements for Completion

- a. Attendance on all session
- b. Active participation in the sessions
- c. Satisfactory completion of group and individual projects
- d. Evaluation of the staff on prescribed items.

2. *Procedure* - An overview of how the Course will be run, vis., Patrol System, group discussions, lectures, use of visual aids, demonstrations, etc. (Use of a variety of methods and techniques of teaching).

3. *Punctuality* - Tradition in Scouting course: If a member of the group is still out, the leader remains standing until the group is completed or when the instructor allows him to sit. If the leader is still out, the whole group remains standing Synchronize watches.

4. *Notebooks and Notetaking* - The participant's personal record of the course; to be checked to see if discussants are presenting the sessions in a way in which participants can understand. Suggest utilization of outline method, telegraphic phrases, sketches and matchstick figures; discourage rewriting of notes. Indicate title of session and session instructor.

5. *Uniforming* - Type A during ceremonies and specified sessions; Type B otherwise.

6. *Religious Observance* - Arrangements if Course falls on Sunday or day of obligation of whatever sect.

7. *Amenities of the Site* - Location of first-aid facilities, sleeping quarters, session areas, Patrol corners/ rooms, mess hall, sanitary facilities, etc.

8. *Group Organization* - Distribution of group duties and responsibilities, morale, rotation of leadership, group counsellors.

9. *Duty Group* - Responsibilities of the Duty Group, rotation.

10. *Timetable* - Session time and break time.

11. *General Behavior* - The Scout Law is the Law of the Course.

12. *Course Signals and Formations* - Illustrate and demonstrate signals and formations.

13. *Distribution of Materials* - Flag, staff, folders, nameplates, etc.

Project

Prepare your Patrol song and yell (to be presented during the campfire).

THE COURSE

Session No. 1: Smartness and Good Order

45 Minutes

OBJECTIVES

At the end of the session, the participant should be able to:

1. demonstrate the different Troop formations and Patrol Flag handling using whistle and/ or hand signals.
2. wear the uniform correctly.

CONTENT OUTLINE

1. Troop Formation
 - a. Whistle calls
 - b. Hand signals
 - c. Patrol Flag handling
2. Correct Uniforming

| SCORESHEET UNIFORM INSPECTION | |
|--|---|
| EXAMPLE MAKES THE DIFFERENCE! —The simple key that gets a unit fully uniformed is the attitude and example of leaders. How you wear your uniform and insignia provides the model to be copied by every Scout. | |
| NAME _____ | UNIT NO. _____ |
| | SCORE |
| NECKERCHIEF: Official neckerchief worn with correct piping and correct slide. [10 pts.] | <input type="checkbox"/> |
| SHIRTS: V-neck shirt or with collar, short sleeves, official green uniform (Type A); all buttons fastened. [10 pts.] | <input type="checkbox"/> |
| BELT: Official black belt with asp buckle (polished) [5 pts.] | <input type="checkbox"/> |
| SHORTS: (OUTDOORS at TRAINING) Olive green, pockets, all buttons fastened. [10 pts.] | <input type="checkbox"/> |
| SHOES: Official low-cut black shoe, leather/rubber; polished, and neatly tied laces. [10 pts.] | <input type="checkbox"/> |
| LEFT POCKET: Advancement Badges, World Scout Badge (small), Name cloth. [5 pts.] | <input type="checkbox"/> |
| RIGHT POCKET: Philippine Flag, BSP Pocket Strip, Membership Badge [5 pts.] | <input type="checkbox"/> |
| LEFT SLEEVE: Institutional Strip centered and touching shoulder seam, Patrol Medallion, 3 cm. below. Provisional Badge, 3 cm. below Patrol Medallion. [5 pts.] | <input type="checkbox"/> |
| RIGHT SLEEVE: Council Strip centered and touching shoulder seam, Unit Numeral, 3cm. below. Badge of Office 3 cm. below Unit Numeral. [5 pts.] | <input type="checkbox"/> |
| HAT or CAP: Optional head cover may be worn. [5 pts.] | <input type="checkbox"/> |
| Each Scout present at inspection receives 30 points. [30 pts] | <input type="checkbox"/> |
| INSPECTOR: _____ | TOTAL POINTS: <input type="checkbox"/> |
| <small>(Perfect Score is 100 / Scout)</small> | |

STRATEGY

1. Demonstration and explanation of Troop formation using hand signals and whistle calls and Patrol flag handling.
2. Allow each Patrol Leader to lead in the different formation for mastery and proper execution of the signals.
3. Uniform inspection. Here's a suggested Scoresheet for use in Uniform Inspection:

Signals and Formations

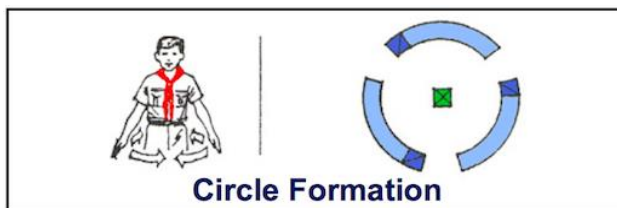
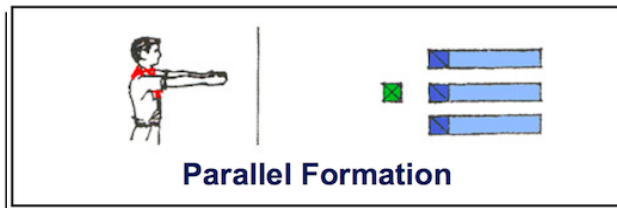
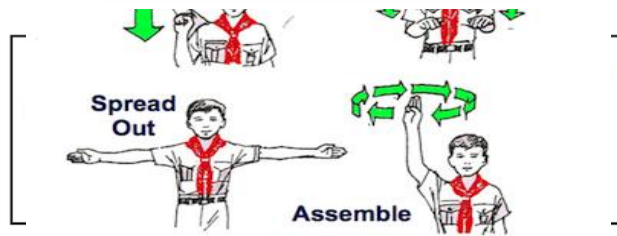
Legend:



Patrol Leader



Scoutmaster

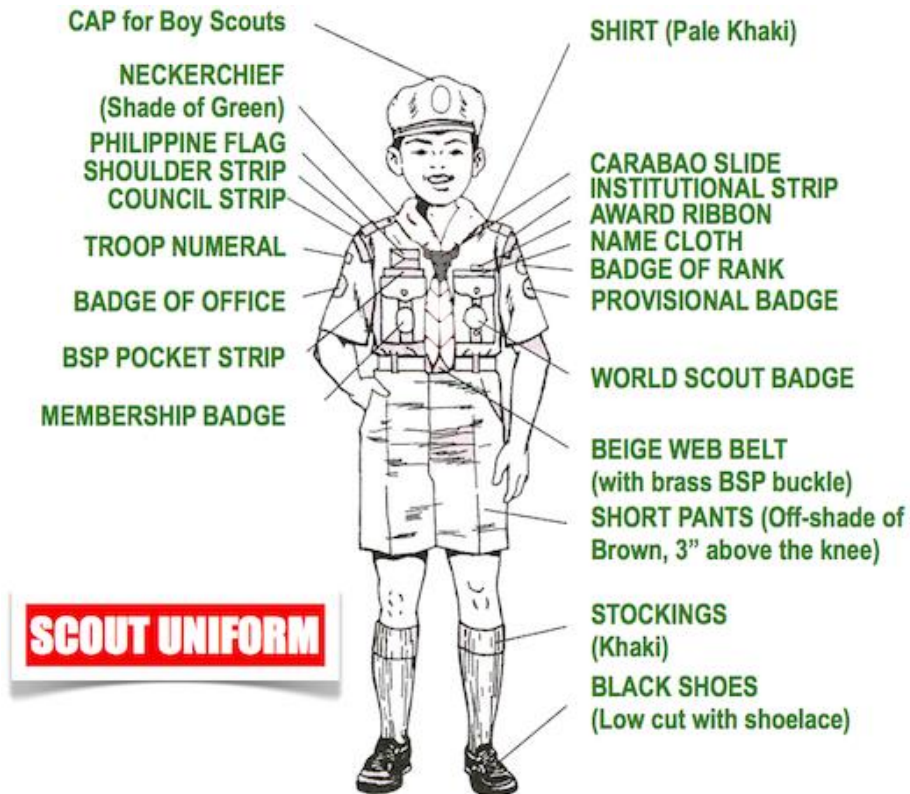


Whistle Calls/Signals (Morse Code)

| | | |
|----------------------|--|------------------|
| Attention | (one long blast) | (-----) |
| Assembly | (short, long, pause, short, short, short) | (•-- •••) |
| Patrol Leader | (short, long, long, short) | (•-- ---) |
| Double Time | (successive short) | (••••) |

NOTE: The session leader may modify the whistle call/ signal depending on the needs of the course. He may add some more whistle signals if he wishes to.

~oOo~



Session No. 2: Knowing Yourself and Others

45 Minutes

OBJECTIVE

At the end of the session, the participant should become acquainted quickly in a relatively non-threatening way.

CONTENT OUTLINE

Knowing Yourself and Others

STRATEGY

1. Each participant writes five (5) key information about himself on a sheet of paper; e.g., names, feelings, etc. The facilitator should stress legibility as participants must be able to read those information in order to become acquainted with other participants.
2. Each participant displays the completed sheet on his chest.
3. As soft music plays in the background, the participants circulate without speaking, reading each other's personal information.
4. The facilitator tells participants to move on to another person every 2 minutes for 5 to 8 times.
5. After this non-verbal phase, the participants are told to return to 2 or 3 different people they thought would be interesting, based on their previous encounter. They may now speak to each other. They may be encouraged to ask questions which they ordinarily would not ask.
6. In a plenary set-up the participants are requested to share what they have learned about their new friends.

Session NO. 3: Games

105 minutes

OBJECTIVES

At the end of the session, the participant should be able to:

1. Participate in games that develop Patrol Spirit.
2. Identify the different types of games.
3. Design games for various purposes with emphasis on intra-Patrol games.
4. Demonstrate how to conduct games.

CONTENT OUTLINE

1. Types of games
2. Games that develop Patrol Spirit

STRATEGY

1. Each staff member introduces different types of games that develop Patrol spirit, alternating vigorous and non-vigorous games.
2. Input
 - a. Types of games
 - b. How to conduct games
3. Patrols design /invert games.
4. Patrols demonstrate the new games they have designed.

GAMES

(1)

Compass Change

(Active Indoor; Patrol, Circle)

Equipment:

None

Procedure:

Scouts facing inward, each Scout representing a compass point, except the “It” who stands in the center.

“It” calls out two compass points.

The Scouts representing the points mentioned attempt to change position, while “It” tries to take the place of one of them.

Scout left without place in ring becomes next “It,” the other two change names to fit their new places.

(2)

Fitness Medley Relay

(Physical Fitness, Patrol Teams, Vigorous, Outdoor)

Equipment:

For each Patrol, provide a used tire “exterior,” two sacks, and eight triangular bandages or neckerchiefs.

Procedure:

Patrols line up in relay formation in pairs.

On signal, all pairs tie inside legs together at ankles and above knees using triangular bandage or neckerchief.

The first pair races around a mark about 50 feet in front of the Patrol.

As soon as they 'return to start, the second team repeats.

When a total of four pairs have raced and have untied their legs, first Scout steps into gunny sack with both feet and jumps around mark and back.

Repeat until eight Scouts have hopped around the course.

Then each Scout in Patrol, in turn, rolls the tire around the mark and back to start.

When all eight Scouts have rolled the tire, the event is finished.

If there are fewer than eight in Patrol, repeat chances until equivalent of eight is completed.

Scoring:

First Patrol to complete the three parts of the medley is the winner.

(3)

Horseback Relay

(Physical Fitness, Patrol Teams, Vigorous, Outdoor)

Equipment:

None

Procedure:

Patrols line up in relay formation with smallest member of each Patrol at the front of his Patrol line.

On starting the signal, he jumps up on back of Second Scout in line and the two race around a mark set about 20 ft. in front of the Patrol.

As soon as they reach the starting line, the "rider" must transfer to the next Scout in line without touching the ground.

If he touches the ground in making the transfer, he must get back on the "horse" that just took him over the course and ride around again before making the transfer.

This continues until the rider has made the rounds riding on each Scout in the Patrol.

If Patrols are less than eight, the first horse will have to repeat to make a total of seven laps.

Scoring:

First Patrol to complete seven laps of the course is the winner.

(4)

Grasshopper Race

(Active, Patrol Teams, Outdoor)

Equipment:

A Scout hat, small ball or similar item for each Patrol

Procedure:

Patrols in relay formation.

A turning line 25 feet in front is designated.

First Scout in each Patrol places object between knee hops to turning line and back without dropping object.

If item is dropped, Scout picks it up, puts it back between knees, and carries on.

First Patrol who gets it through is the winner.

(5)

Ladder-Making Contest

(Active, Outdoor)

Equipment:

Six lashing ropes, 2 poles 6-10 feet long 3 poles 2-3 feet long (all 2 inches thick) per Patrol.

Procedure:

On starting signal, Patrols lash the short poles as rungs on ladder of long poles. When finished, all players but one hold ladder upright while a single Scout climbs to the top of the ladder.

Scoring:

First to finish wins.

(6)

Knot-Tying Relay

Equipment:

One 1-meter rope per Scout in the Patrol; One Scout staff 5-6 feet long. Tags with the uses of knots printed; Red flag.

Procedure:

Patrols line up in relay formation about 10 meters from the Scout staff with the first Scout holding a RED FLAG as a sign that he is the runner.

On signal, he goes to a mid-point (5 meters) where he picks a rope with a tag where the use of the knot required is written, i.e. “Knot used for life saving” (which means BOWLINE).

The Scout goes to the Scout staff, ties the knot on the staff, goes back and gives the Red Flag to the next Scout (runner) who goes to repeat the same process and so on until the eight knots have been tied.

The ninth Scout shall tie the Sheepshank and raise it overhead to signify that his Patrol has completed all the knots.

Scoring:

The Patrol with the most number of correct knots wins.

Note: The instructions are:

“Knot used for joining the ends of a bandage” (Square Knot);

“Knot used for joining two pieces of nylon rope or nylon string” (Fisherman’s Knot);

“Hitch used for anchoring a tent strap to a tent peg” (Taut line hitch);

“Hitch used to start a square lashing” (Clove hitch);

“Hitch used to attach a halyard to a flag grommet” (Two-half hitches);

“Hitch used to start a diagonal lashing” (Timber hitch);

“Knot used for life saving” (Bowline);

“Knot used to temporarily shorten a piece of rope” (Sheepshank).

(7)

Stretcher Relay

(Active, Outdoor)

Equipment:

One strong blanket; Two strong Scout staves 6 feet long; One tall empty milk can with one end open.

Procedure:

Patrols line up in relay formation, with two “victims” in front of each.

On signal, two members of each Patrol run towards one of the victims, make a stretcher out of the blanket and the two staves, and put one victim on it.

The Umpire places the milk can filled with water on the victim when the stretcher carriers are ready.

The object of the game is to bring the victim to the finish line without spilling the water. (The can with water is to assure care rather than speed).

The first victim is left at the finish line, the stretcher is dismantled and the blanket, the staves and the water are given to the next pair of Scouts who in turn does the same to bring the 2nd victim to the finish line.

Scoring:

Patrol bringing both victims most carefully to the finish line without spilling the water wins.

(8)

Cannibal Rescue

Equipment:

One (1) piece of rope 1/4 inch x 10 meters long per Patrol.

Procedure:

Draw two parallel lines 20 feet apart. These will serve as river banks.

Form Patrols in relay formation outside and perpendicular to the lines.

Give the first Scout in each Patrol a piece of rope.

Then, tell this story (In JOB CARD FORM): *“You are fleeing from cannibals and have reached the bank of a wide river. Only one member of the Patrol knows how to swim. The rest of the Patrol has to be pulled across one at a time with the help of the rope.”*

On signal, the first Scout in each Patrol runs (swim) to the other side bringing with him the long rope.

Upon reaching the other side of the river (line), coils the rope with care and throws one end across the “river” to the second Scout.

The second Scout ties a bowline around his waist and is pulled across by the first Scout.

The second Scout unties the rope, coils it and throws it to the next Scout in line, and repeats the same procedure.

This continues until the whole Patrol is safely across.

(9)

Blind Flying Relay

(Active, Outdoor)

Equipment:

One grocery bag; One magnetic compass; Card with degree readings (For distribution to every Patrol).

Procedure:

Patrol teams line up in relay formation opposite each other. The first Scout on each team is given the grocery bag, the compass, and the card on which the top degree reading is such that it will lead him toward a pre-determined marker. On signal, he puts the bag over his head and is turned around three times. He then uses the compass to find his way to the marker. Upon reaching the marker, he reads the lower degree reading (which is 180 degrees opposite from the first reading) on the card to find his way back to his Patrol. And so on, until all members of the Patrol have gone to the marker and back.

Scoring:

The first Patrol to finish wins.

(10)

Message Relay

Equipment:

Ballpen/Pencil and writing pad.

Procedure:

The Patrols are lined-up in relay formation but members are spread wide apart from each other by outstretched arms.

A message is given to the first Scout of each Patrol who runs and whispers it to the next Scout.

The second Scout runs to the third Scout, does the same and so on until the message reaches the last Scout.

The last Scout writes down the message and runs to the Umpire who checks the message.

Scoring:

Accuracy of the message determines the winner.

(11)

Plank Transfer Relay

(Active, Outdoor)

Equipment:

2 pcs. of wooden planks measuring 2 inches x 6 inches x 8 feet per Patrol.

Procedure:

Patrols are in relay formation away from each other at two-arm lengths with the two planks in front of them, and perpendicular to the finish line.

At signal, all Patrol members stand on one plank.

Without stepping on the ground, the Patrol places the other plank in front of them towards the finish line and transfers.

They repeat the operation without stepping on the ground until they reach the finish line using the planks as Patrol stepping stones.

During the whole process, any member who falls off the plank is eliminated and the Patrol incurs a demerit.

Scoring:

The first Patrol to reach the finish line gets 100 points. Deduct 5 points for every member that falls off the plank.

(12)

Reactor Transporter

Equipment:

(For each Patrol) Six Scouts with staves 6 feet long; Seven pieces lashing cords 6 feet long; One steel nut ½ inch; One empty pineapple juice can (one gallon size) to be given to each Patrol.

Procedure:

On signal, each Patrol builds a Transporter.

This is made by making a tripod out of three staves (with tripod lashing).

Then the three staves are lashed at the base of the tripod to make the tripod sturdy.

A rope platform is made at the base of the tripod, by attaching a piece of rope to one leg, running it twice around the middle of the opposite staff, then running it twice on the middle of one of the other staff and then run around the middle of the other and tied to the starting leg.

The tin can is then placed on the platform.

The nut is then suspended by a string from the tripod and into the can without touching any part of the can.

When everything is ready, three members of the Patrol carry the Transporter to the finish line by the legs of the tripod without making a sound caused by the nut striking the can.

If a sound is heard, the Patrol returns to the starting line.

Scoring:

The first Patrol to reach the finish line gets 100 points. Deduct 5 points for every sound made by the nut striking the can.

(13)

Giant Stride

Equipment:

Two pieces bamboo spars 2 inches x 8 inches; One spar 2 inches x 8 inches long; Seven pieces rope 1/41 inch x 12 feet long.

Procedure:

Patrols are in relay formation with their materials in front of them.

On signal, the Patrol must construct an “A” type trestle with the materials.

As soon as the trestle is finished, four 12- foot long ropes are tied to the uppermost part of the trestle.

The game is played with one Scout standing on the horizontal bar and holding on to the two legs of the trestle.

By shifting his weight alternately from one foot to the other and lifting one leg of the trestle, he guides and walks with it on the ground until he reaches the finish line.

The other Scouts keep the trestle in an upright position by controlling the guy lines until they reach the finish line.

Scoring:

The Patrol that first reaches the finish line gets 100 points. Deduct 5 points for every incorrectly tied knot or lashing. Any Patrol whose rider falls off the trestle shall be automatically disqualified:

(14)

Sedan Chair

Equipment:

(Per Team) 1 Chair with side arms; 2 pieces bamboo spars 2 inches x 8 feet long; One length nylon cord at least 100 meters long; One empty gallon can with water.

Procedure:

A rope course is laid on the field with the end passing through part of the chair.

The course should be something that bends around the trees, goes over boulders, under or over other types of obstacles.

At the given signal, the two spars are lashed to the chair so that it will enable the whole Patrol to carry one of its members, who is carrying a container of water, around the course at the shortest possible time with the least water spilled.

This can be a race or a timed activity.

Session No. 4: Teaching Scout Skills

120 Minutes

OBJECTIVES

At the end of the session, the participant should be able to:

1. Show and explain the use of certain Scout skills.
2. Demonstrate how to teach certain Scout skills.

CONTENT OUTLINE

1. Teaching and explaining use of certain Scout skills
 - a. Knot-tying
 - b. Flag Code
 - c. First Aid
 - d. Uses and Care of Bolos and Knives

STRATEGY

A. Bases are set beforehand. Base instructors are briefed on the procedures. (Note — the number of bases should be as there are instructors but should not be more than twice the number of Patrols.

Suggested Bases:

1. Home repairs - leaking faucet, electrical repairs
2. Basketry
3. Knot-tying
4. First aid
5. Flag courtesy
6. Uses and care of bolos and knives
7. Preparing for a hike
8. Rope work
9. Compass work

B. Tell the boys how they will go about the base method

1. Location of bases
2. Time limit - 20 minutes
3. Whistle signals

C. Recap after all Patrols have passed the different bases.

Session No. 5: Patrol Activities

90 minutes

OBJECTIVES

At the end of the session. the participant should be able to:

1. Identify activities appropriate for the Patrol.
2. Perform some Patrol activities.

CONTENT OUTLINE

Patrol Activities

STRATEGY

1. Patrol Counsellors hand activity card to the Patrol and he must not interfere with the activity unless extremely necessary.

INSTRUCTOR'S NOTE No. 5

Patrol Activities

The Patrol Counsellor hands to the Patrol Leader an activity card that may be accomplished in a given period. The Patrol Counsellor must not interfere with the activity of the Patrol under the leadership of its Patrol Leader unless it becomes very necessary. The reason why the Patrol Counsellor acts as such in this part of the course is to impart to the boys the things that they should do while they are in their Patrol areas.

Sample Activities:

1. Make a rope ladder using lever hitches.
2. Using a sharp knife or bolo make fuzz sticks (kindling ticks) and build a fire.
3. Divide your Patrol into two (2) groups. Give each group one (1) large empty milk can (one end open) half-filled with water and conduct a water boiling contest using not more than two (2) match sticks.
4. Attach a spare button in the inside part of your shirt.

Session No. 6: Patrol Organization and Patrol Features

60 Minutes

OBJECTIVES

At the end of the session, the participant should be able to:

1. Discuss the organization of the Patrol.
2. Explain the duties and responsibilities of the Patrol.
3. Identify the features that 'develop Patrol spirit.

CONTENT OUTLINE

1. Patrol Organization
2. Patrol Features: Patrol name, Call, Yell, Flag, Signature, Medallion, Corner, Song

STRATEGY

1. Start the session by distributing strips of paper indicating the duties of each member of the Patrol (1 strip/ position).
2. Let the participants identify each position as the duties are being read or presented to them.

3. Enumerate the features that develop Patrol spirit. Allow the Patrol to meet for 2 minutes to decide on their Patrol call.
4. Conduct a game that will show the importance of any Patrol feature (i.e, Patrol call).
5. Summarize the points that were taken up.

INSTRUCTOR'S NOTE No. 6

Patrol Organization and Patrol Features

A Scout Patrol is a group of boys who enjoy being together, doing Scouting together, learning from each other, and helping each other in the spirit of the *“Three Musketeers’ One for all, all for one.”*

The spirit of such a gang is not built overnight. It is nursed along in a lot of ways - some small, like winning or losing a game - some big, like working hard on a Patrol good turn - some obvious, like giving an ear splitting Patrol yell - some hidden, like the voice that whispers: “Keep on! Don’t let the gang down!”

A true Patrol spirit will do much to shape the character of the boys in the gang.

Developing Patrol Spirit

A good Patrol Leader and the right make-up of the gang are the two biggest factors in developing Patrol Spirit.

Once a boy becomes a member of a Patrol he ordinarily remains in that Patrol until he leaves the Troop or becomes a leader. A boy needs this feeling of knowing that he is “there to stay.” That is why there is little chance for Patrol Spirit in a Troop where the Troop Leader shuffles the boys together at frequent intervals and deals them out into new Patrols. Under such a system they have no sense of belonging anywhere.

Features

1. The Patrol name is important. Instead of being merely a boy on entering a Patrol, the new Scout becomes a carabao, a *Maya* or a *Tikling*.
2. He learns to give his Patrol call and sets out to learn the habits of his Patrol animal or bird.
3. He uses the Patrol signature whenever he signs his name.
4. He wears the Patrol medallion on his shirt.
5. His Patrol Flag earned on the hike and planted in front of the Patrol tents in camp, comes to mean something to him.

Use these features of a good Patrol whenever you can. At Troop meetings, let the Patrol Leaders report: *“Nandidito pong lahat ang Tikling!”* Have a Patrol indicate that it has finished in game by giving his Patrol yell. Let them affix their Patrol signature on the hike report. Give the Patrol flag a prominent place at Troop meetings and in camp.

Each Patrol should, as far as possible, have a corner of the Troop meeting room to call its own. Let the boys decorate the Patrol corners themselves with knot boards, nature exhibits, pictures, hikes, souvenirs

and the like. If the Troop does not have its own quarters but meets in a church or a school room, Patrol screens that can be folded up and put away between meetings will do the trick. Aside from this, encourage the Patrols to find Patrol corners of their own for their Patrol meetings and to keep their own Patrol equipment.

All these things help build Patrol Spirit. But when everything is said and done, it is doing things together that counts the most. It is the patrols on meetings, hikes, camps, and special activities that make up the life of a Patrol.

Session No. 7: Patrol Meetings

60 Minutes

OBJECTIVES

At the end of the session the participants should be able to:

1. Describe and participate in a Patrol meeting.
2. Identify the parts of a Patrol meeting and explain their importance.

CONTENT O UTLINE

1. Parts of Patrol meeting.
2. Importance of the parts of a Patrol Meeting.

STRATEGY

1. Patrol Meeting

- a. *Opening Ceremony (To start right)* — Prayer, *Pambansang Awit*, *Panunumpa ng Katapatan sa Watawat*, *Panunumpa at Batas ng Scout*.
- b. *Business Period (Checking)* — Scribe checks attendance; treasurer collects dues; Scribe reads Patrol minutes of previous meeting. (Plan activities ahead).
- c. *Instruction period (Coaching)* — learning by doing, new crafts, demonstration (projects), Scout crafts or handicrafts.
- d. *Recreation period (Play)* — games, songs, yells, storytelling, fun where everyone can join.
- e. *Closing ceremony (to end on a high note)* — Taps, benediction.

2. Input - Importance of each part of a Patrol meeting.

3. Recap - Giving emphasis to the 3 C's and 3 P's.

4. Group project - Plan a Patrol meeting based on a theme.

NOTES to the Patrol Counsellors:

Patrol Meeting

After the Patrol Meeting, the Counsellors should make a recap on how the meeting was conducted, the leadership development aspects for each member of the Patrol through the performance of their duties and responsibilities as explained during the Patrol Organization giving emphasis that the method used was the Patrol Method.

INSTRUCTOR'S NOTE NO. 7

When we speak of Patrol meetings, we mean full meetings, not just Patrol corner session where the Patrol Leader gets his chance to use the leadership ability and the training you have given him.

A Patrol meeting once a week, either as part of the Troop meeting or outside, seems to get the best results.

A new Patrol often meets at the home of one of the members — usually a different home each week. While some mothers may like to serve refreshments, others will welcome Patrol meetings more readily if it is made clear that “eats” are not expected. As a Patrol grows older, it should aim to have its own regular meeting place.

Here is a good way to make sure that you have the ingredients of a good Patrol meeting — the **3 C's**

1. Ceremonies - short and impressive
2. Checking - attendance, clues, advancement
3. Coaching - Scoutcraft requirements

and the **3 P's**

1. Planning - future activities
2. Projects - service, money-earning handicrafts
3. Play - games, songs, stunts

If a Patrol has a rousing good stunt ready for Troop meetings you can be pretty sure that it has a busy Patrol meeting.

If a Patrol brings carefully made knot board or a number of exhibits for its corner, you know it has been working. The spirit, of the Patrol is also reflected in the way the boys react -- whether they are full of ideas of things to do when you ask for suggestions.

Session No. 8: Troop Meeting

90 Minutes

OBJECTIVES

At the end of the session, the participant should be able to:

1. Explain the parts and ingredients of a Troop meeting.
2. Identify the role of the Senior Patrol Leader and Patrol Leaders in Troop meetings.

3. Participate in a demonstration of a Troop meeting.

CONTENT OUTLINE

1. Parts and ingredients of a Troop meeting.
2. Role of Senior Patrol Leader and Patrol Leaders in Troop Meetings.

STRATEGY

1. Demonstration of a Troop Meeting
2. Input:
 - a. Parts and ingredients of a Troop meeting
 - b. Role of the SPL and PL in a Troop meeting

NOTES to the Course Leader:

Troop Meeting

Collecting of dues. Project making or income generating projects is usually common within the Patrol or Troop. The Troop Leader/Course Leader should explain this activity to the boys that this helps a lot in the Troop Budget. Although it is the responsibility of the Troop Committee to work for the Troop Budget, the boys are doing their share in two ways; one, as mentioned earlier and second, during the planning stage of activities.

Here's a suggested line up of activities for a troop meeting:

| PERIOD | ACTIVITY | IN CHARGE |
|---------------------------|---|---------------------|
| Pre-Opening | Kim's Game | ATL |
| Opening Ceremony | Patrol Reports, prayer, Pambansang Awit, Panunumpa sa Watawat, Uniform Inspection | SPL, Program Patrol |
| Scoutcraft Instruction | PL receives instruction on bandaging: Close head, ankle bandage APL and Members practice bandaging and three-man carry | Guest Instructor |
| In Patrol Corners | Check attendance and dues; plan hikes; prepare for contests; PL teaches members bandaging | Patrol Leaders |
| Scoutcraft Contest/ Games | Bandaging contest on skill newly learned with the patients being carried to a designated place using three-man carry. | SPL |
| Troop-in-Council | Awarding; TL's Minute | TL |
| Closing Ceremony | Announcements - troop in circle formation | Program Patrol |
| After the Meeting | Troop Leaders' Council Meeting Future Plans | SPL |

NOTES to the Senior Patrol Leader's (SPL):

Troop Leaders Council (TLC)

After the Troop Leaders Council, the SPL should explain to the boys the importance, purpose, and topics usually taken up during such meeting,

Session No. 9: Scout Advancement

90 Minutes

OBJECTIVES

At the end of the session, the participant should be able to:

1. Identify the different Boy Scout Advancement Badges.
2. Describe the role of the SPL, Patrol Leaders, Merit Badge Counsellors, and Unit Leaders in the advancement of Scouts.
3. Explain and demonstrate how to earn advancement and merit badges.

CONTENT OUTLINE

1. Advancement Badges
2. Requirements for each Advancement Badge (Advancement Scheme for Boy Scouts)
3. Steps in Advancement
4. Role of SPL, Patrol Leaders, Merit Badge Counsellors, Unit Leaders

STRATEGY

1. Start the session with a song related to advancement (e.g., Scouting Ladder, We're On the Upward Trail).
2. Input
 - a. Boy Scout Advancement badges in succession, asking them to identify each badge.
 - b. Requirements for each advancement badge based on the Advancement scheme.
 - c. Steps in advancement
 - d. Role of the Troop Leader, SPL, Patrol Leaders, Merit Badge Counsellors in the advancement scheme.

INSTRUCTOR'S NOTE No. 9

Scout Advancement

The Badge System was so designed to offer a series of basic activities which will help the boy develop himself mentally, physically and socially and to have fun while doing it. It is a method of capturing a boy's interest and exposing him successively to those experiences which will enable him to grow into a man of character, trained for citizenship and an asset to the Republic.

There are four (4) program thrusts which the boy undergoes for his advancement:

1. *Character Building...* The boy trains himself on personal cleanliness; keeping his home and surroundings tidy and orderly; attends regularly to his religious obligations; saves money through bank accounts or raises poultry and swine in order to earn money. He also works on the requirements of some merit badges required of him so as to gain more knowledge and experience that will make him a man of character.

2. *Citizenship Training...* It is in this aspect where the boy trains himself on love of country, due respect to the Philippine Flag, its evolution and symbolism. He also shares with the members of his Patrol/Troop his knowledge of the government set-up; the codes and ethics laid down by great Filipinos, and the community where he resides, including its officials. He studies Filipino heritage and culture and works on community development, citizenship, and world brotherhood for they are required merit badges, which he must earn as part of his training.

3. *Skills for Self-Reliance...* The boy develops skills in his outdoor activities, e. g. food preparation for himself, for his Patrol and for his Troop members. Other skills are on the use of the compass, bolos and knives, knots and lashings. He also concentrates on developing his swimming abilities and works on the requirements of the different merit badges, all of which are geared towards the development of certain skills as in animal husbandry, arts and craftsmanship and some technical subjects.

4. *Service To Others...* This is where the boy puts into practice several skills that he has learned. He takes training on first-aid, emergency preparedness, safety, life-saving, firemanship, soil and water conservation, public health, and signaling. This is done to equip him with the necessary know-how, for he can serve if he is prepared.

There are four (4) steps that the boy follows when he is working for his Advancement Badge:

1. *Preparation...* The boy himself prepares for the advancement badge that he is aspiring for. His interest in the advancement badge encourages him to work on its requirements, some of which are accomplished as a natural outcome of his continuous participation and involvement in the Patrol and Troop activities. It is during this preparation stage where his interest in hobbies and handicrafts are determined, for he chooses them. This part of the system exposes the boy to wider fields of training that might even lead him to his life career.

2. *Examination...* The moment the boy has completed the requirements for a certain badge, he is examined on his accomplishment, looking at every point where he needs more improvement/information/skills. He also seeks the help of his boy leaders in the Troop to check on additional know-how that he might need in the particular badge he is working for.

3. *Review...* The boy shares his experiences with adult leaders of his Troop and other Scouters and lay leaders who compose the Board of Review. All the activities, including his outdoor experiences, knowledge and information on the different merit badges that he has earned, are related by the boy; but most important of all, the reviewing board determines if the boy has lived up to the Scout Ideals. The boy does not fail during the review, even if he has not satisfied the reviewing board. Instead, he will be informed on the subjects that he must study more. Later on, he will be told to appear before a review again.

4. *Award...* A ceremony recognizing the boy's accomplishment is put up for him to receive the badge he has earned. It is at this stage where the fulfillment of his dream comes true — the awarding of the badge, recognition of all his endeavors.

In all the program thrusts that he has undergone following the steps on how he must advance, the boy competes with nobody else but himself. He does his best to excel over his previous records in all aspects. It is because of this that his advancement largely depends on himself. Merit Badges are established with a view of developing in each boy the taste for hobbies or handicrafts, one of which may ultimately lead to a career and not leave him hopeless in going out into the world.

The boy may follow these steps in his desire to earn a Merit Badge:

1. *Preparation...* The Scout selects the Merit Badge and gets advise from his Troop Leader. The TL guides the boy in filling up the application form. His TL introduces the boy to the Merit Badge Counsellor. He has a dialogue with the Counsellor. He is assigned a project regarding the subject, including the possible references.

2. *Performance...* The boy works on the assigned task, makes the project, does the research work and all other requirements given to him by his Merit Badge Counsellor regarding the badge he is applying for.

3. *Approval/Awarding...* The Merit Badge Counsellor evaluates the accomplished projects and other requirements done by the boy and approves the application, if he is satisfied. The awarding takes place after the report on the approved application is submitted to the Local Council.

The Roles of the...

A. Patrol Leader

1. Encourages his Scouts to advance and assist them in fulfilling the Scout Advancement requirements.
2. Leads patrol in Scoutcraft knowledge.

B. Troop Leader, Assistant Troop Leader, Senior Patrol Leader

1. Encourage advancement by promoting interest in mastering skills of Scouting.
2. Promote active participation in Patrol and Troop activities to open up opportunities for advancement.
3. Supervises the Troop Leaders' Council in planning outdoor activities to give the boys the chance to study nature, know their environment, and to put into actual practice their skills and knowledge of outdoor life in line with advancement requirements.

C. Merit Badge Counsellor

Chosen by the Advancement Committee to help a boy learn about a man's vocation, hobby or specialty; believes in Scouting and is willing to give his time generously to help boys.

1. Stimulates the Scout's desire to know, by suggesting new and intriguing facts on the merit badge subject.
2. Goes over the requirements, making sure that the Scout understands what he has to do and how to go about it.
3. Helps the Scout to set up a work plan, with the steps to be followed.

4. Examines the Scouts when the work is completed, making sure that all requirements have been fully met.

Session No. 10: Leadership and Human Relationships

90 minutes

OBJECTIVES

At the end of the session, the participants should be able to:

1. Differentiate the different types of leadership.
2. Explain different kinds of reaction and feelings as regards the different types of leaders.
3. Identify the kind of leadership that would be more effective for oneself.
4. Verbalize feelings on role-playing on various styles of leadership.

CONTENT

1. Types of Leadership

Democratic

Autocratic

Laissez-faire

2. Individual-Group Conflicts

STRATEGY

1. Before the start of the activity, call members and assign each one a leadership role: democratic, autocratic, and laissez-faire.
2. Divide the group into 3 sub-groups.
3. Meet each of the 3 groups and ask for one volunteer leader from each sub-group. The 3 members previously briefed by him will volunteer as leaders.
4. Each of the leaders will give instructions to his group members on how to do an activity making use of pieces of paper and scissors.
5. The other two leaders do the same thing. The method of giving instruction will vary from sub-group to sub-group.
6. After all the 3 sub-groups have finished, inform the group that each leader was assigned a role to act out.
7. Each participant shows his finished work and describes it.

Discussion...

For the Member:

1. Did you like the way your leader gave you instruction?
2. Was your leader helpful enough in relation to the task on hand?
3. Are you satisfied with your work? Why?
4. If you were to be a leader, how would you act out your work?

For the Leader:

1. How did you feel when you were assigned as a leader?
2. Was the role assigned to you reflect the type of leader you really are?
3. If you were given the freedom to choose, what type of leader would you choose?
4. Evaluate your effectiveness as a leader in this activity.

LEADERS' INSTRUCTION SHEET

Autocratic Leader:

Your job is to be as much of a dictator as you possibly can. It is important that you show this style of leadership to your group without telling them of what you are doing. Avoid accepting any suggestions from any group member. Give orders about the planning and doing the activity. The finished product is to be constructed from your ideas.

Laissez-faire Leader:

Your job is to be as much of a laissez-faire (“hands off”) leader as you possibly can. It is important that you show this style of leadership to your group without telling them of what you are doing. Avoid making any suggestions about how or what is to be done or who is to do it. Let every group member do whatever he wants. The finished product is to be constructed from their ideas.

Democratic Leader:

Your job is to be as much of a democratic leader as you possibly can. It is important that you show this style of leadership to your group without telling them of what you are doing. When a suggestion is made by you or by any group member, ask to see how many of the groups' members agree with the idea. See that everybody agrees with the idea before it is acted on. The finished product is to be the result of the group's idea.

Individual-Group Conflicts

1. Give the following instructions to the Patrol: *“Without discussing it with others each one of you will look for an object or place in the room which will be your goal. When the signal GO is given, try to bring your group to your goal. Hold hands.”*

2. After much pulling and shouting, some Patrols might be able to move towards a goal. Others may disband; others may remain in the same place, Simply observe the movements.
3. After a while, re-assemble the Patrols and give this instruction: *“This time discuss among yourselves and choose one common goal for your Patrol. At the signal GO each Patrol will move towards their goal.”*
4. Process the activity by asking what they have learned from the experience. Write down the learning on the board. Focus on the following: importance of working towards a common goal, relegating individual desires for the group, importance of group consensus, use of force, competition vs. cooperation.

Alternate Strategy

Building a Group by Music

This exercise is done with an instrumental record which has an easily discerned tempo, rhythm and mood, ethnic folk dances are especially suitable.

1. Pair. Give the following instructions:

“Select a partner. When the music starts, one of you moves to the music, as you feel it. The other person will be your mirror image; he will do what you do. If it helps to be more realistic, pretend each of you is touching the mirror with the palms of your hands. The person who is the mirror will try to follow facial expressions as well as body movements. Change who is mirroring when you want to.”

The record begins (about 3 minutes).

2. Quartet. *“Add a pair of your group. Continue to move to the music as a group of four.”* (about 3 minutes).
3. Octet. *“Add a pair of your group. Continue to move to the music as a group of eight.”* (about 3 minutes).
4. One More Time (a group of 16). *“You’re right. Add an octet to your group. Stay with the music. Move to the music as a group”* (about 3 minutes, preferably to the end of the record so that it is a natural feeling of closure). This produces exhilaration but also a good supply of creaking joints, and a surge of business for the water fountain. There should be no discussion for at least 15 minutes.

The objectives of this exercise are to examine leadership-membership relations in varying group sizes. Who follows, who leads? Is it easier to lead in a small group than a large one? Do some leadership patterns remain? Why? How is leadership determined? What roles do members have? Do they have inputs, which are listened to? Who was the leader (or leaders) at the end? How did he get his influence? On what was it based? Ask how some of the members felt in this experience. Expand on some of the answers given to the above questions or raise a few new ones. Once more the discussion should be brief and informal.

INSTRUCTOR’S NOTE No. 10

Leadership Development

One of the essentials of Scouting is the development of leadership skills in boys. It is a very special feature of the Scouting program. Little of it can be found elsewhere.

1. Leadership is doing, and not merely possessing some set of characteristics that one was born with.
2. Leadership is a set of skills that can be learned.
3. Boys can learn and practice leadership and become highly skilled in it.
4. The skills involved in leading a Patrol do not differ except in complexity from those used in leading a corporation, a union, or in doing a foreman's job in a shop.

The Functions of Leadership:

A Leader has just two functions:

1. He gets the job done.
2. He keeps the group together.

Styles of Leadership

A Leader's own style of leadership is, however, more clearly defined by the way he makes decisions. Let us look at some common styles of leadership as they might occur in the decision-making process.

Telling - The Leader considers the alternatives. He may, or may not, consider the group's feelings in his decision. He selects, or makes his decision, and tells others what to do.

Persuading - The Leader makes the decision. He persuades, or sells the group on his decision, by describing the benefits to the group.

Consulting - The Leader gives group members a chance to take part in the decision-making. He presents the problem and any related information. He may give his own ideas on how to solve the problem. He asks the group for their reactions and he picks the solution he thinks is most appropriate.

Joining - The Leader gives up his role as leader by agreeing in advance that he will abide by the group's decision. He takes part in the discussion as any other group member.

Delegating - The Leader identifies the problem and the role within which the problem is to be solved. He then turns the problem over to the group. He accepts and supports the solution, as long as it falls within the rules.

No one style of leadership is always right. A good Leader has more than one style, and knows when to use each.

GLOSSARY

ADVANCEMENT CEREMONY - An occasion for recognizing the accomplishment of the requirements for a Scout Badge.

ADVANCEMENT SCHEME - Progression from one badge to the next through the accomplishment of certain requirements by the Scout.

BADGE SYSTEM - The scheme of training boys within the framework of advancement or progressive training.

BASE METHOD - a training method in which the participants, usually divided into a number of groups, visit a series of bases or places, spending a limited period at each.

CEREMONIES - forms of ritual that recognize achievement of Scouts/ Scouters and that give inspiration and meaning to the occasion.

COMMISSIONER - A person whose aim is to help Unit Leaders get better Scouting to boys. Commissioners work directly with these leaders to create the will to do the job, and to show them how to do it.

COUNSELOR - A person skilled in counseling. The counselor makes relationship with a group so as to help that group.

COURT OF HONOR - A special ceremony for public and formal presentation of recognition of Scouts'/ Scouters' achievements.

DEMONSTRATION - A training method in which a person, or a number of people, show participants how they should carry out a task.

GOOD TURN - A good act done by a Scout/ Scouter beyond normal duty.

HANDBOOK - Guidebook for boys.

INDUCTION CEREMONY - Installing into office the duly constituted officers of a unit/ organization.

KAB SCOUTING - It is a program not merely for boys but for boys and their parents. It is home- and institution-centered. More fun and much of its benefits to the Scout depend on how his father and mother and institution play and work along with him.

KID SCOUTING - It is a parent- and home-centered program recently designed for pre-school aged boys.

LEADERSHIP TRAINING REPORT (LTR) - BSP Form 168 report to be accomplished for courses, conferences, roundtables, seminars, and other training activities.

MEMBERSHIP BADGE - Badge to be worn by a boy after he meets the entrance requirements and upon investiture as Scout.

MERIT BADGE - Badge presented to the Scout for accomplishing the requirements in a subject of his choice.

MERIT BADGE COUNSELOR — A man who is a specialist on a particular subject chosen by the Advancement Committee to help a boy learn about a man's vocation, hobby or specialty.

NEIGHBORHOOD SCOUTING - A program that is neighborhood- and-community-centered for boys 10-17 and 1/2 years of age who join Troops organized by *barangays*, organizations, as well as agricultural, trade, and vocational schools, institutions and learning centers, or group of persons.

PATROL - Basic operating unit in Scouting - a small closely knit group of 6-8 Scouts working together under the leadership of a Patrol Leader who is a member of the group and elected by the group members.

PATROL LEADER (PL) - The Scout who leads the Patrol of which he is a member.

PATROL SYSTEM - The method used by a Scout Leader to implement the program of the Scout section in such a way as to encourage maximum participation by the Scouts involved.

ROVER SCOUTING - A service program for young people to continue their attachment with Scouting. Activities, on a more mature and wider scale, are planned and carried out by the Circle with the underlying objective of service to the community.

SCOUT BADGE - The badge of membership, which consists of a trefoil and a scroll, the universal symbol of Scouting, and the national colors of red, white and blue.

SCOUTING SKILL - A skill needed in carrying out the program.

SCOUTER - A generic term used for Adult-Leaders and commissioned members of the Movement.

SCRIBE - Training Course Secretary.

SENIOR SCOUTING - A sectional program for boys of 13 to 17 and 1/2 years of age.

TRAINING - The systematic development of a person so that the person may carry out a given job. Boy activities are program matters; adult enrichment activities are training matters.

TROOP LEADER (TL) - Adult leader of the Boy Scout section.

UNIT LEADER - Any adult (whether *Langkay* Leader, *Kawan* Leader, Troop Leader, or Assistant *Langkay* Leader, Assistant *Kawan* Leader, Assistant Troop Leader) concerned in leading a unit.

WOOD BADGE (WB) - The Unit Leader training scheme introduced by the Founder. Completion of the Wood Badge is recognized by the awarding of two wooden beads which are replicas of the original beads from the necklace of the Zulu Chief, Dinizulu. The garland had been one of the mementos received by the Founder from the Zulu campaigns. BP originally presented the beads after the first Wood Badge course was conducted in 1919.

WORLD ORGANIZATION OF THE SCOUT MOVEMENT (WOSM) - World body, with headquarters in Geneva, Switzerland and registered under Swiss law. Its members are national Scout associations.