

The NYLT to NAYLE BRIDGE



What is the NYLT to NAYLE Bridge?

The purpose of this course is to provide a summary of National Youth Leadership Training (NYLT) skills to those youth who have been unable to attend a council NYLT course for reasons beyond their control. The Bridge course reviews all of the key leadership skills taught in NYLT, which are then reinforced by the experiential learning environment of the National Advanced Youth Leadership Experience (NAYLE).

We prefer that a council or cluster training team, preferably with NYLT experience run this as a 5 hour course so that the exercises can be experienced. However this may not be possible and we don't want a youth to once again be unable to get access to NYLT toolbox and concepts. Therefore we offer both a shortened course format without the activities, and grant the permission for qualified youth who are able to easily grasp leadership concepts to read this syllabus (and watch the required video clips) as a substitute for the course. This latter option is only allowed IF an NYLT Course Director or other qualified adult with NYLT experience will ensure that the required learning has taken place.

This course is not intended for use by Boy Scouts or Varsity youth whose councils have been offering NYLT courses and it is not to be used as a shortcut around NYLT. It will be a temporary measure to increase the number of qualified youth staff for NYLT and to attend NAYLE who have been unable to take NYLT in the past. This Bridge course will cease to exist in 2012 as there will have been 2 opportunities for all youth to attend NYLT, beginning in 2011.

A new unit leadership course, Crew Leadership Training (CLT) should be taken before this Bridge course if at all possible. It is the new Troop Leadership Training (TLT) equivalent unit level course for Venturing. Youth taking the NYLT to NAYLE Bridge should take the new CLT in their home unit as this will aid in the full understanding of the NYLT and NAYLE skill sets.

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Sample Schedule

With Activities

AM

9:00		Arrival/Check-in	
9:15	9:45	Module 1	Welcome/ Course Overview
9:45	10:00	Break	(note: you may insert this break into Module 2 if desired)
10:00	12:00	Module 2	NYLT: Vision Goals Planning

PM

12:00	12:45	Lunch	
12:45	2:00	Module 3	NYLT: EDGE Skills
2:00	3:00	Module 4	NYLT: Servant Leadership
3:00	3:15	Break	
3:15	4:00	Module 5	Putting it All Together
4:00	4:15	Closing	Completion and NAYLE Application

Without Activities

12:45		Arrival/Check-in	
1:00	1:15	Module 1	Welcome/ Course Overview
1:15	2:35	Module 2	NYLT: Vision Goals Planning
2:35	2:45	Break	
2:45	3:35	Module 3	NYLT: EDGE Skills
3:35	4:35	Module 4	NYLT: Servant Leadership
4:35	5:00	Module 5	Putting it All Together
5:00		Closing	Completion and NAYLE Application

Course Outline with activities

1. Module 1 – Course Orientation (:30)	9:15	9:45
a. Welcome / Course Overview		15 minutes
b. Purpose		15 minutes
2. Module 3 – NYLT: Vision Goals Planning (2:00)	10:00	12:00
a. Activity - Blind Tent Pitch – Round One		20 minutes
b. Finding Your Vision (1)		25 minutes
c. Communication Skills (9)		25 minutes
d. Setting Your Goals – SMART (2)		25 minutes
e. Preparing Your Plans – Planning Tool & SSC (3) (4)		25 minutes
3. Module 4 – NYLT: EDGE Skills (1:15)	12:45	2:00pm
a. Developing Your Team – Team stages (6)		25 minutes
b. Teaching EDGE (5)		25 minutes
c. Activity - Team Games		25 minutes
4. Module 5 – NYLT: Servant Leadership (1:00)	2:00	3:00
a. Resolving Conflict – EAR (7)		15 minutes
b. Making Ethical Decisions (8)		15 minutes
c. Valuing People – ROPE (10)		15 minutes
d. Activity - Blind Tent Pitch – Round Two		15 minutes
5. Module 6 – Putting it All Together (:45)	3:00	4:00pm
a. Lego Challenge		15 minutes
b. Realistic First Aid - EDGE Demo		30 minutes
c. Course Completion		15 minutes

Course Outline without activities

1. Module 1 – Course Orientation (:15)	1:00 – 1:15
a. Welcome / Course Purpose	5 minutes
b. Course Overview	10 minutes
2. Module 2 – NYLT: Vision Goals Planning (1:20)	1:15 2:35
a. Finding Your Vision (1)	20 minutes
b. Communication Skills (9)	15 minutes
c. Setting Your Goals – SMART (2)	20 minutes
d. Preparing Your Plans – Planning Tool & SSC (3) (4)	25 minutes
3. Module 3 – NYLT: EDGE Skills (:50)	2:45 3:35pm
a. Developing Your Team – Team stages (6)	25 minutes
b. Teaching EDGE (5)	25 minutes
4. Module 4 – NYLT: Servant Leadership (1:00)	3:35 4:35
a. Resolving Conflict – EAR (7)	15 minutes
b. Making Ethical Decisions (8)	15 minutes
c. Valuing People – ROPE (10)	15 minutes
5. Module 6 – Putting it All Together (:25)	4:35 5:00pm
a. Lego Challenge	15 minutes
b. Course Completion	10 minutes

Introduction

Purpose of the Course

NAYLE is now open to young men and women who are registered in a troop, team or crew. Councils may send a council contingent or units may send their youth leadership teams. Concurrent adult training will be available most weeks at Philmont for contingent leaders. Scouts must be 14 and not yet 21, from Boy Scout, Varsity and Venturing units and hold a unit leadership position and have completed NYLT.

Venturing members who have not attended NYLT will need to understand the models and content of NYLT in order for the NAYLE course to have its full impact. By 2011, National Youth Leadership Training (NYLT) will be open to both Boy Scouts and Venturing members but there are many youth who have not yet had the opportunity to take NYLT. This NYLT to NAYLE bridge course will be available from the first quarter of 2010 for those Venturers that have not been able to take NYLT.

The NYLT to NAYLE Bridge course is a temporary short course for those who would like to attend NAYLE in 2010 and 2011 but who have not been able to attend a Council NYLT training course.

Staff

Ideally, NYLT Youth Staff and experienced Adults who have completed the Trainer's EDGE course will present the course. . Council leadership may determine the appropriate training staff required to present this course.

Course Format

The NYLT to NAYLE Bridge course is 4 6 hours of curriculum most of which taken directly from the NYLT syllabus. If you wish the participants in your course to more fully experience some of the NYLT activities (such as making realistic first aid supplies) you may add these activities into your schedule by using the longer version of the schedule but it is not required – the goal is for the youth to understand the terms and models used in NYLT.

For simplicity, we have included all the material for the longer version of the course including all of the activities. If you choose to run the short version, simply skip over these sections.

While experiencing the games and activities of NYLT are the preferred method of learning NYLT concepts, some Council training teams may be unable to field an actual course, and some youth may be unable to attend a given session if only one or two courses are offered in a given location or year. Therefore it is possible for this syllabus to be read in its entirety by the youth, providing that there is a checkpoint with an adult leader to be sure that then concepts have been grasped. All the supporting DVD materials must be watched. *Only an NYLT trained adult may sign off a youth as having completed this course if this option is taken.* This should entail at least an hour of discussion with the youth to fully cover all the material in the course and be sure it is understood.

Completion

Course completion should be recorded in the Council office and an application for NAYLE should be filled out as part of the NAYLE Bridge Course.

Materials

The National Youth Leader Training Syllabus, with DVD is the primary references for background, detailed discussion and video support for much of this NAYLE Bridge course. Completion of this course is not intended to be limited by materials. Most items are easy to gather. There are several activities in this course that are intended to provide problem solving experiences that reinforce leadership skills emphasized in the training continuum and experienced at NAYLE. The most important outcome from this training event is a solid understanding of the NYLT tools and a completed NAYLE application.

Module 1—Orientation

30 Minutes (Whole group)

Session Outline

- | | |
|------------------------------|------------|
| 1) Welcome / Course Overview | 15 minutes |
| 2) Purpose | 15 minutes |

Session Materials

- Training Cards from the local council
- NYLT Memory Tip cards
- Training Report from the local council
- Graduation Certificates – filled in advance or blank

Learning Objectives

- Understand the content and requirements of this course
- Fill out an application to attend NAYLE

Arrivals

Participants should be greeting in a friendly atmosphere, where questions are answered that ensure them that their time will be fun and efficient. An opening ice breaker may be presented as time permits.

Welcome

Course Director opens the course and sets the tone for a friendly and efficient course to follow.

Opening ceremony

This can be a simple flag ceremony with a song added for pizzazz.

Announcements

Logistics, silence cell phones, miscellaneous housekeeping, restrooms, etc.

Establish a chart page or a space on the wall for parking lot items that may be covered as time permits.

Introductions

Course director introduces the staff and may share any information that may fit the class composition. Songs can be a positive experience if appropriate and fit within the time allowed.

Course Overview

The NYLT to NAYLE bridge course is centered on preparing scouts who have not had an opportunity to attend NYLT, with the necessary skill set to perform well at NAYLE beginning in the summer of 2010. This course is based on leadership skills that are learned in NYLT and the core concepts of what a leader must **KNOW** - what a leader must **BE** - and what a leader must **DO**.

Content will focus on the essential skills that are gained during an NYLT course. These are the leadership skills that make up the core content of the Training Continuum: TLT/CLT, NYLT, and NAYLE. NAYLE modules anticipate familiarity with these leadership skills and toolbox models and terms when presenting advanced experiences including: Challenging Outdoor Personal Experience (COPE), Wilderness First Aid (WFA), Search and Rescue (SAR), Leave No Trace (LNT), Global Positioning Satellite (GPS) Geocaching, Conservation, and History.

The NYLT to NAYLE BRIDGE

NAYLE will open to all programs in the summer of 2010. NAYLE is an experiential course based on the leadership skills of NYLT. Familiarity of the NYLT skill set is thus required for a proper understanding and full benefit for the participant of the NAYLE program. NYLT has only been open to Boy Scouts since its inception in 2004 and thus youth of other programs have not had the opportunity to acquire this information. Rather than wait 2+ years for these youth to have a council NYLT experience, we will allow them to take this “bridge” course in order to attend NAYLE in 2010 and 2011. After 2011, this course will be disbanded, and all participants will be required to take NYLT.

Prerequisites for the bridge course include:

- Be at least 14 years old
- Have attended the Unit level leadership training for your program. For example, Venturers would be required to have completed the new Crew Leader Training (CLT). Crew Officer’s Orientation plus VLSC will suffice in 2010 until the new CLT is available but we highly recommend that CLT be taken before NAYLE attendance if at all possible.
- Kodiak is *not* required for NAYLE or for the bridge course

The bridge course should present any material not in the above unit leadership course. Given that VLSC and CLT have slightly different leadership skill sets, all of the basic NYLT skills should be mentioned in the bridge course, especially those on the memory tip card and those called out at NAYLE. (Pass out the memory tip cards.) These include:

1. Vision—Goals—Planning: Creating a Picture of Future Success
2. SMART Goals: Specific, Measurable, Attainable, Relevant, Timely
3. Planning and Problem-Solving Tool: What, How, When, Who
4. Assessment Tool: SSC—Start, Stop, Continue
5. Teaching EDGE: Explain, Demonstrate, Guide, Enable
6. Leading EDGE™: Explain, Demonstrate, Guide, Enable—A leader’s behavior matched to the stage of team development
7. Conflict Resolution Tool: EAR—Express, Address, Resolve
8. Ethical Decisions: Right vs. Wrong, Right vs. Right, Trivial
9. Communication: MaSeR—Message, Sender, Receiver
10. Valuing People: ROPE—Reach out, Organize, Practice, Experience

Team Stages	Development Phases	Leadership Behavior Best for This Stage
Forming	High enthusiasm, low skills	Explain
Storming	Low enthusiasm, low skills	Demonstrate
Norming	Rising enthusiasm, growing skills	Guide
Performing	High enthusiasm, high skills	Enable

Policy Summary

Venturers or any scouts who have completed NYLT may attend NAYLE as of summer 2010.

Venturers, Explorers, and Varsity Scouts may take NYLT effective summer 2010 with council approval. Attendance at another council is permitted.

Kodiak is not required for the NAYLE Bridge

The core information needed for NAYLE exists in a set of NYLT Memory Tools that are presented in the NAYLE Bridge course.

Comparisons

The general categories of training topics and the exact terminology and approach varies significantly from course to course between the old Boy Scout Leadership Courses and the old Venturing courses. While we are attempting to align all training in 2010, know that VLSC and pre-2011 Kodiak do not contain the same skill set as NYLT or NAYLE.

Crew Leader Training (CLT) will replace the Venturing Leadership Skills Course (VLSC). CLT will cover unit level organization structures and will have the same core leadership skills as Troop Leadership Training (TLT) for scouts and will also lead into future updates to the Kodiak syllabus. Kodiak is being revised and is not required for this course, NYLT or for NAYLE.

Venturers complete VLSC/CLT and the NAYLE Bridge as NAYLE prerequisites. Venturers also complete Crew Officer Briefings and Crew Officer Seminars for team development and goal planning.

Module 2—NYLT: Vision Goals Planning

120 Minutes (Whole group)

Session Outline

1) Activity - Blind Tent Pitch – Round One	10 minutes
2) Vision-Goals-Planning (1) – Finding Your Vision	20 minutes
3) SMART Goal (2) – Setting Your Goals	25 minutes
4) Planning and Problem Solving (3) - Preparing Your Plans	25 minutes
5) Communication Skills (9) – checklist & video (:12)	20 minutes
6) Assessment Tool (4) – Start, Stop, Continue	20 minutes

Session Materials

- **Blind Tent Pitch**
 - One tent with poles in a bag per group of 4-6 participants
 - Neckerchiefs or blindfolds for each participant
- **Vision-Goals-Planning**
 - NYLT DVD video clip 1-16
- **SMART Goals**
 - SMART Goals Worksheet
- **Preparing Your Plans**
 - Planning Tool Worksheet
- **Communication Skills**
 - Communication Skills Checklist
- **Assessment Tool**
 - Assessment Tool

Learning Objectives

At the end of this module, participants will be able to:

- Vision - State the definition of “vision.”
- Goals - Describe and use the SMART Goals tool.
- Plans - Plan an event or activity using the What/How/When/Who Planning Tool
- Communication - Use tools for Effective Communication
- Assessment – Use the Start, Stop, and Continue to provide effective feedback

Activity - Blind Tent Pitch – Round One

10 minutes

Memory Tip

none

Tool

none

Activity

Blind Tent Pitch

Open the session with the following activity: gather all groups outside, and provide a tent and blindfolds to each group. Have everyone but one person from each group put on the blindfolds. Tell each group that the person who is not blindfolded may not touch the tent, and rather must give instructions to the other group members. First team to set up the tent, open it and get everyone inside wins. Allow groups around 10 minutes to finish activity.

Summary

- Repack the tents.
- How do things get done?
- How do we evaluate what how something can be improved?

Vision – Goals - Planning

20 minutes

Memory Tip 1

Vision- Goals-Planning: Creating a Picture of Future Success

Tool

none

Lesson

Ask: “What is a vision?”

Vision is what future success looks like. It is what you see yourself and your team becoming after an adventure such as this course. ***If you can see it, you can be it.***

Provide example [personal] vision: I see myself earning the Silver Venturing award

A vision is the centerpiece of a team, uniting each member into a force focused on a single task. If we can see it, we can be it.

Ask for several examples of a group vision from the audience. If none given, suggest a group vision such as: “We see ourselves backpacking in the Philmont backcountry.” Again ask for examples, maybe posing the question of what vision could be attached to the tent activity.

Activity (4 min)

With your group, write a vision of what you see yourselves as, at the end of this course. Write this on the large paper provided (hand out the large paper at this time). Save room on the paper, as you will add to your vision soon.

Video (8:14 minutes)

Show video clip 1-16, Finding Your Vision (Part One), which begins with John F. Kennedy’s “Ask Not” speech.

Summary

- How do things get done? [Vision-Goals-Planning]
- What is a Vision? [A picture of future success]
- If you can see it? [You can be it.]

Setting Your Goals – SMART

25 minutes

Memory Tip 2

SMART – Specific, Measurable, Attainable, Relevant, Timely

Tool

[SMART Goals Worksheet \(appendix\)](#)

Lesson

Vision is the large picture of success, but to accomplish a large vision we must set individual goals for ourselves.

Ask: “How do you eat an elephant?” Wait for several responses. “One bite at a time!”
“How do you fulfill a vision?” “One goal at a time!”

If we set a vision to eat an elephant, then each bite is a goal, bringing us closer to fulfilling our vision. A goal is a manageable, bite-sized portion of a vision. It is like a rung on a ladder, bringing us closer to the top, step by step.

We use the acronym **SMART** when setting goals. A SMART goal is one that is: Specific, Measurable, Attainable, Relevant, and Timely.

Specific - a specific goal is clear and understandable. Everyone needs to know exactly what is involved.

Measurable - you need to be able to know when you have finished your goal, or you might go on, and on, and on...

Attainable - you need to have a goal that is realistic, one that you can really accomplish.

Relevant - the goal needs to be related to your vision, otherwise you are not moving anywhere.

Timely - a goal must have a time attached, otherwise you might get stuck on a single goal, not moving any closer toward your vision.

SMART Goals Worksheet

Give each participant a copy of the SMART Goals Worksheet and discuss the checklist with the group.

Provide example of a goal: Let’s look at the vision of backpacking at Philmont again. A SMART goal might be to plan what trek to be a part of, 6 months before leaving for Philmont.

Ask the group for several examples of goals in the tent pitching activity. Entertain answers such as: correctly placing the poles, opening the tent, and getting everyone inside.

Activity (4 minutes)

Look at your team vision again, and add two goals that will help you accomplish your vision. Write these two goals below your vision. Assist groups as needed.

Summary

Specific goals help make a big vision possible. Each goal needs a specific plan to make it happen.

Preparing Your Plans – Planning Tool & SSC

25 minutes

Memory Tip 3

Planning and Problem-Solving Tool: What, How, When, Who

Tool

[Planning Tool Worksheet \(appendix\)](#)

Activity

All Aboard

We are now going to play a challenge game. As a group, you must all stand on a single cardboard square, and stay on that square for 15 seconds, without anyone touching anything besides the square. [Adjust size of square, such that each person in the group can only have one foot on the square (or for a real challenge, only provide enough room for the group minus one person so that the group must find a way to include that final person)]. Wander the room and ‘time’ each group as they are ready. After 5 minutes or when each group is finished, have everyone reassemble.

Lesson

How did your group work together to solve the problem? (Entertain several answers, looking for something mentioning a plan.) Did any group use a plan? If so, what did your plan look like?

There are four key questions to answer when preparing a plan. These questions are: What, How, When and Who? Each of these questions should be answered and written down, so that the plan can be read and understood by anyone who is interested.

Planning is the final step of setting up a vision. It is breaking down each goal, to understand how each goal will be met (using What, How, When and Who). In the elephant joke, the goals are the bites and the plan is the fork and the knife needed to take the bite.

Planning Tool Worksheet

Give each participant a copy of the Planning Tool Worksheet and discuss the checklist with the group.

Activity (3 min)

Gather as a group and look at each of the goals that you just set, and make a plan for one of those goals. Use the What, How, When, Who approach when planning. Write the plan below the goals. You have 3 minutes. Assist groups as needed.

Summary

- How do things get done? [Vision-Goals-Planning]
- What is a Vision? [A picture of future success]
- If you can see it? [You can be it.]

Communication Skills

25 minutes

Memory Tip 9

MaSeR – Message, Sender, Receiver

Tool

[Communications Skills Checklist \(appendix\)](#)

Lesson

Communicating well begins with a comfortable presenter. A comfortable presenting position is referred to as the neutral position, where the presenter is standing comfortably with arms at the sides, with an awareness of feet, hands, mouth, ears, and eyes as communication tools.

Video

Show the “Communicating Well” video (12 minutes).

Be aware of what you are doing with your feet, and where they are taking you. It is easier to focus on a presenter who is not pacing, rather using their movement to illustrate a point.

Hands can be a powerful tool, and can be used to emphasize ideas and control the flow of a discussion. When using your arms, move the entire arm not only everything past the elbow.

What you say and how you say it are both very important. To present effectively, you must use clear words that the audience can understand, and you must project those words very clearly so that the people at the back of the room can hear you and understand.

Where you are looking while presenting, can engage and audience. If you are to ask a question while looking at a specific person, you will encourage that person to provide an answer, even without directly asking them to do so.

When presenting, it is crucial that you as the presenter also listen to what your audience is saying and doing. A presenter must be able to adapt his or her presentation to what the audience needs and perhaps what questions the audience might have.

There are three parts to communicating with a friend or giving a presentation before a group. These parts are: **Message**, **Sender**, and **Receiver**, which can be abbreviated as MaSeR.

The message is the point that you wish to clearly articulate while communicating. The sender is the person sending the message, and the receiver is the person who is receiving the message. It is easy for communication to be altered by the sender, the receiver, or even an incorrect message.

Communication Skills Checklist

Give each participant a copy of the Communication Skills Checklist and discuss the checklist with the group.

Summary

Effective communications involves – position, feet, hands, mouth, eyes, and ears.

Assessment Tool (4) – Start, Stop, Continue

20 minutes

Memory Tip 4

Assessment Too: SSC – Start, Stop, Continue

Tool

[Assessment Tool \(appendix\)](#)

Lesson

Part of developing as a leader and as a learner is to assess your progression. An effective tool to do so is the SSC tool, or **Start**, **Stop** and **Continue**.

After completing any task, meeting, presentation etc, you should pause and ask yourself three questions:

- 1) **Start** – “What should I/we be doing that will make things better?”
- 2) **Stop** – “What should I/we stop doing because it isn’t helping?”
- 3) **Continue** – “What is working that I/we should continue to do?”

In asking these three questions, you can efficiently and quickly reflect on how you can become better at whatever you are doing.

To end this session, I would like you to practice using the SSC tool to evaluate my presentation. Using the questions just mentioned:

- 1) **Start** - What should I start doing to improve my presentation?
- 2) **Stop** - What should I stop doing that is not helpful to my presentation?
- 3) **Continue** - What did I do that was helpful in my presentation?

Summary

The BSA has a train the trainer course called, Trainer’s EDGE. This course is being used by councils all over the country to train youth and adult staff members of this course, NYLT, Wood Badge, and every other training event provided by our local councils. Part of the Trainer’s EDGE course, emphasizes the feedback is a gift. Using the Start, Stop, Continue tool is a positive feedback tool that should always be used in a positive manner to help everyone achieve greater success.

Module 4—NYLT: EDGE Skills

75 Minutes (Whole group)

Session Outline

- | | |
|--|------------|
| 1) Developing Your Team – Team stages | 25 minutes |
| 2) Teaching EDGE | 25 minutes |
| 3) Activity - Team Games – Dragon Tails, Kim's game, T-shirt relay | 25 minutes |

Session Materials

- Developing Your Team Worksheet
- Leadership compass
- Teaching EDGE handout
- GPS Receivers
- Neckerchiefs
- Kim's game items
- Extra large T-Shirts

Learning Objectives

At the end of this module, participants will be able to:

- Team Games - Use the skills of problem-solving, leadership, and team development.
- List and describe the four steps of the Teaching EDGE.
- Discuss using different methods of teaching/leading depending on a team's needs and goals.
- Use a GPS receiver to find a destination.
- Describe the phases that a team or other team will experience as members move toward achieving a goal or learning new skill. (Forming, Storming, Norming, Performing).
- Discuss how knowledge of the four phases can enhance the ability to lead a team or other team.

Developing Your Team – Team Stages

25 minutes

Memory Tip 6

Leading EDGE^T – Explain, Demonstrate, Guide, Enable

Tool

[Developing Your Team Worksheet \(appendix\)](#)

Lesson

A team is a group of people who share a common vision. They work together to complete goals that will help them realize their shared vision. They support and depend on one another.

STAGES OF TEAM DEVELOPMENT

One of the most valuable things to know about teams is that they progress through stages. It's happening to your team/crew right now. The development of a team occurs in a series of four clear stages:

Forming Stage:

A team is just starting out with a new group of members, or a new task. Motivation in the group is probably high. Skills at being a team/crew are probably low.

Storming Stage:

Conflicts arrive among members of the group. Motivation in the group has probably dropped from when first formed. Skills at being a team/crew are probably still not what are needed to function smoothly.

Norming Stage:

The group has been together long enough that skills are growing and the getting better at working together. Motivation and enthusiasm are growing, but they still look ahead and see there is much to do and much to learn. **Every team**, even one that has been together a long time, goes through Norming as they are learning a new skill or working to reach a new goal.

Performing Stage:

A team has developed the skills they need to achieve the goals that challenge them. They are working together well. Motivation and enthusiasm are high. The team is eager to push ahead and achieve all they can.

Leading EDGETM

All teams—go through the four stages of development.

By recognizing the stage of a team's development, you can be more effective as a member of that team in determining which leadership style is best at the time.

The NYLT compass is a strong reminder of the phases and associates Leadership Styles with stages of team development.

Team Stages	Development Phases	Leadership Style
Forming	High enthusiasm, low skills	Explain
Storming	Low enthusiasm, low skills	Demonstrate
Norming	Rising enthusiasm, growing skills	Guide
Performing	High enthusiasm, high skills	Enable

Summary

Building strong performing teams takes skills, awareness, and Servant Leadership.

Teaching EDGE

25 minutes

Memory Tip 5

Teaching EDGE™ – Explain, Demonstrate, Guide, Enable

Tool

none

Activity

Handheld GPS receivers are a big part of scouting activities and a fun worldwide game called **Geocaching**. **Geo** is the root of the word geography. It comes from the Greek word for earth. A **cache** is something stowed; in this case, something hidden.

GPS Receiver

Explain the idea that the receiver picks up signals from a system of satellites. The receiver determines positions on earth as latitude and longitude points. Explain the basic functions of the GPS receiver being used.

Demonstrate how to use a GPS receiver to enter in the latitude and longitude (waypoint) of the BSA National Office.

Guide team members in using a GPS receiver to enter into the GPS receiver a waypoint approximately 100 yards from their current position.

Enable students when you are satisfied that those you are teaching have mastered the skill to the degree that they can do it on their own. Provide more waypoints so that each student has an opportunity to enter a waypoint and navigate to that location.

Lesson

The Teaching EDGE is how we teach every skill during an NYLT course. It is also the method for you to use when you are teaching skills in your home troop and outside of Scouting whenever you are called upon to teach something.

Explain, Demonstrate, Guide, Enable.... The first letters of those words spell EDGE. This teaching method is called the Teaching EDGE™

Explaining is important because...

It clarifies the subject for the learner AND for the instructor.

Demonstrating is important because...

It allows learners to see as well as hear how something is done. They can follow the process from beginning to end.

Guiding is important because...

It allows learners to learn by doing. It allows the instructor to see how well learners are grasping the skill.

Enabling is important because....

It allows learners to use the skills themselves. It also encourages repetition – an important part of mastering a skill.

Summary

Whenever participants are in teaching and leadership situations, The Teaching EDGE will get them through.

Activity - Team Games

25 minutes

Memory Tip

none

Tool

Assessment Tool (appendix)

Activity

After each activity, allow teams to conduct a Stop, Stop, and Continue assessment.

Dragon Tails

Members of each team line up in single file. Each Scout puts his hands on the shoulders of the person in front of him. The last team member hangs a bandana or other flag from his belt. The object of the game is for the first person in each team (the one whose hands are free) to grab the bandanas from the belts of the last persons in the other teams.

Kim's Game

In this classic Scouting game, youth staff will have prepared a number of items, arranged them on a board that can be displayed upright, and covered the board with a cloth. (The items, 15 to 20 in number, might be camping oriented—a pocketknife, a tent stake, a camp mug, a piece of firewood, etc. All items should be large enough to be seen by anyone in the troop when they are gathered around for the game.) Patrols seat themselves in front of the covered board. At a signal, the cloth is removed and everyone has 60 seconds to study the items. They may not speak or make any notes. At the end of the minute, the items are again covered. The teams can move some distance from one another to ensure some privacy, then will work together to write down a team list of all the items they can remember.

Note: The NYLT syllabus describes the T-shirt relay. This may not be appropriate for mixed gender groups.

Summary

Challenge teams to use the skills of problem-solving, leadership, and team development.

Module 5—NYLT: Servant Leadership

60 Minutes (Whole group)

Session Outline

- | | |
|------------------------------------|------------|
| 1) Resolving Conflict – EAR | 15 minutes |
| 2) Making Ethical Decisions | 15 minutes |
| 3) Valuing People – ROPE | 15 minutes |
| 4) Activity - Blind Tent Pitch (2) | 25 minutes |

Session Materials

- **Resolving Conflict**
 - Conflict Resolution Checklist
- **Making Ethical Decisions**
 - NYLT DVD Day 4 scenarios (optional)
- **Valuing People**
 - 4 ft length of rope for everyone
 - Scout Oath and Law signs and World Crest emblem
 - Checklist for Ethical Decision Making
 - Valuing Others Worksheet
- **Blind Tent Pitch**
 - One tent with poles in a bag per group of 4-6 scouts
 - Neckerchiefs or blindfolds for each scout

Learning Objectives

At the end of this module, participants will be able to:

- **Resolving Conflict**
 - Use EAR (Express, Address, Resolve) as a tool for resolving conflict.
- **Making Ethical Decisions**
 - Describe three kinds of decisions: Trivial, Right vs. Wrong, Right vs. Right
- **Valuing People**
 - Use ROPE principles to strengthen our unit programs.

Resolving Conflict – EAR

15 minutes

Memory Tip 7

Express, Address, Resolve (EAR)

Tool

[Conflict Resolution Checklist \(appendix\)](#)

Lesson

Conflicts occur when people disagree. Managing conflicts can improve troop spirit and the ability of the Scouts to work together effectively.

Steps to follow to resolve a conflict:

- 1) Be aware of yourself
- 2) Be aware of others
- 3) Listen
- 4) Use your EAR

Be aware of yourself

Be aware of your own emotions. Take a deep breath. Count to ten. If you need to, count to a hundred.

Be aware of others

Be aware of others physical comfort, hunger levels, and other factors that could be affecting their emotions. You might want others to take a break before discussing the problem.

Listen

The better the information you have, the greater your chances of finding a workable solution to a conflict.

Use your EAR

EAR represents three steps in resolving conflicts:

- 1) **Express**...What you want and what are you doing to get it.
- 2) **Address**...Why is that working or why that is not working.
- 3) **Resolve**...What ways there are to solve the situation.

Ensure age differences do not create situations where younger scouts are not valued.

When efforts do not resolve a situation, it may be time to involve others.

Serious issues like drugs or hazing need to be brought to the attention of an adult.

Summary

- Of all communications skills, the most important for conflict resolution is listening.
- Use your ears much more than your mouth. Let each party express what their concerns are.
- Be aware of yourself. Stay calm and use your best communications skills.
- Be aware of others. Notice body language, tone of voice, comfort levels, and other clues to what they are saying.
- Listen. Hear what each person wants and what he is willing to do to get there. Then clarify that the solution lies with all of the parties involved.
- Use the conflict resolution EAR—Express, Address, Resolve.

Making Ethical Decisions

15 minutes

Memory Tip 8

Right vs. Wrong, Right vs. Right, Trivial

Tool

[Checklist for Ethical Decision Making \(appendix\)](#)

Lesson

The mission of the Boy Scouts of America is to prepare young people to **make ethical and moral choices** over their lifetimes by instilling in them the values of the Scout Oath and Law.

Ethics are an understanding of what is right and wrong for an individual and for groups of people. Where do ethics come from in the Boy Scouts of America? (Oath, Law, Motto, Slogan)

Life is about choices. Some are big choices. The categories of choices are:

- 1) Those that are Trivial
- 2) Those that are Right vs. Wrong
- 3) Those that are Right vs. Right

Activity

NYLT Video for Day 4 Making Ethical Decisions includes 6 interactive questions that test and reinforce the types of ethical decisions. If time and resources permit, use the NYLT DVD to allow the students to test their skills. These questions can be presented on printed paper if desired and resources warrant.

Checklist for Ethical Decision Making

Give each participant a copy of the Checklist for Ethical Decision Making and discuss the checklist with the group.

Summary

- Ethical decision-making is at the heart of the Boy Scouts of America. It is also a true measure of each person's character.
- The first step in ethical decision-making is to get the facts of the situation straight.
- Trivial choices don't require much consideration. Simply do the right thing.
- If there is a right vs. wrong choice, the action is the same...Simply do what you know is right.
- When a choice must be made between options that are right vs. right, The Checklist for Ethical Decision-making can help lead you to the correct decision.
- Our personal values are reflected in our behaviors. Behavior is not, "Do I think the right thing," but rather "Do I DO the right thing?"

Valuing People – ROPE

15 minutes

Memory Tip 10

ROPE – Reach Out, Organize, Practice, Experience

Tool

[Valuing Others Worksheet \(appendix\)](#)

Activity

- Toss Knot – Explain, Demonstrate, Guide, Enable – Troop Guides assist
 - One person can achieve a lot
- Joining Knot – have everyone make a square knot
 - Something possible because there are two ends to the rope

Lesson

How should we treat people who do not share all of our core values? What do the Scout Oath and Law tell us about how we should act towards others? Diversity fuels growth, progress and can help teams perform well. Each person has knowledge and skills that contributes to strong teams. Diversity can strengthen scouting. An effective approach to increasing diversity in teams is the ROPE Memory Tip.

ROPE

REACH OUT

Keep asking those around you to join your team in scouting.

ORGANIZE

Keep the promise of scouting and make everyone feel welcomed and valued.

PRACTICE

Practice the NYLT skills of Leading and Teaching EDGE to involve others.

EXPERIENCE

Scouting experiences are enriched as we involve others.

- Understand that the Scout Oath and Law guide us in valuing other people.
- Recognize that both the similarities we share with others and our differences can help groups be stronger.
- We have a responsibility to act in an ethical manner in our dealings with people whose core values differ from our own.
- Use ROPE principles to strengthen our unit programs.

Summary

- Joining Knot – have everyone tie square knots to make one big circle
 - Joining all members make the strongest teams
- Baden-Powell believed that the shared values of Scouting could help young people around the world see beyond their differences and build upon the strength of their diversity.
- Scouting is for everyone – worldwide.
- Our rope circle symbolizes the rope in the world crest that encompasses all who build their lives on the foundation of the Scout Oath and Law.
- Servant Leadership – is serving others - putting others before ourselves

Activity - Blind Tent Pitch (2)

15 minutes

Memory Tip

none

Tool

[Assessment Tool \(appendix\)](#)

Activity (10 min)

Blind Tent Pitch

We will now raise the tent again, this time setting goals and a plan for raising the tent. You have 5 min to plan, during which you are not allowed to touch the tent. Then you will be given another 5 min to fulfill your vision. Allow 5 min for planning, encouraging goal setting and planning for each goal, then allow groups to begin raising tent (after blindfolds are put on and a leader is designated).

Summary

- How do things get done? [Vision-Goals-Planning]
- How do we evaluate what how something can be improved? [Start-Stop-Continue]
- What is a Vision? [A picture of future success]
- If you can see it? [You can be it.]

Module 6—Putting it All Together

45 Minutes (Whole group)

Session Outline

- | | |
|------------------------------------|------------|
| 1) Lego Challenge | 15 minutes |
| 2) Realistic First Aid - EDGE Demo | 30 minutes |
| 3) Course Completion | 15 minutes |

Session Materials

Materials needed for this module:

- Kits of Lego pieces as needed for the number of small teams
- Realistic first aid supplies – one kit for each group of 4-6 students
 - Red food coloring
 - Vaseline
 - Flour
 - Cocoa powder
 - Corn syrup
 - Plastic forks/chicken bones

Learning Objectives

At the end of this module, participants will be able to:

- Reinforce learning the skills of communicating, planning, problem solving, and team building.
- Establish an awareness of the importance of risk management as a preparation for the Outpost Camp.
- Teach a skill that Scouts can share with their home units.

Lego Challenge

15 minutes

Memory Tip

none

Tool

[Assessment Tool \(appendix\)](#)

Preparations

Prepare two Lego models made of no more than a dozen Lego pieces. Each team should have the same number and kind of Lego pieces as are present in each of the models.

Activity

Lego Challenge

The session leader asks each team leader to come to a nearby location out of sight of the rest of the participants and study an object constructed of no more than a dozen Lego's. Tell the team leaders they will be giving verbal instructions to their teams to build replicas of the Lego model. They may look at the model but are not allowed to touch it. They are not to draw or write anything down.

Reassemble the group and give each team a bag containing Lego pieces. Ask the team leaders to lead their teams in reproducing the Lego model. Patrol Leaders may offer verbal instructions only. They may not touch the Lego's or in any way assist except with verbal comments.

Repeat the process with another different Lego model. This time invite a different member of the team to see the original model and to lead the team in reproducing the Lego model. Again, those leading their teams may offer only verbal instructions. Encourage teams to use their experience building the first Lego model to improve upon both the describing of the model to be reproduced and the listening required to use that information efficiently.

Challenge Discussion

Debrief the participants on their experience with the Lego activity.

What made their efforts a success? What role did good communication play? If there were difficulties communicating, why did that occur and what solutions might have been used?

Summary

- How do things get done? [Vision-Goals-Planning]
- How did you gather and share information? [MaSeR and Communication]
- How do we evaluate what how something can be improved? [Start-Stop-Continue]
- What is a Vision? [A picture of future success]
- If you can see it? [You can be it.]

Realistic First Aid - EDGE Demo

30 minutes

Memory Tip

none

Tool

[Assessment Tool \(appendix\)](#)

Preparations

NYLT employs a more elaborate mock emergency however the teaching points present an excellent opportunity. This module may be utilized with the degree of creativity and emphasis as time allows.

A “victim” with realistic first-aid wounds (cut to an arm) will interrupt the Lego Challenge during the Challenge Discussion and request medical assistance.

Medical Response

Staff members will demonstrate the correct first-aid responses according to the methods described in the *Boy Scout Handbook* and *First Aid* merit badge pamphlet.

Teaching EDGE

Staff will lead the teams through the process of developing realistic-looking first-aid wounds for use in first-aid training sessions, using the Teaching EDGE throughout.

Explain: Tell your team how the NAYLE Bridge youth staff developed the realistic injuries exhibited by the “victim” in the mock emergency.

Demonstrate: The realistic injuries displayed during the mock emergency serve as a demonstration of completed realistic wounds.

As you explain the process and materials for making realistic wounds, demonstrate by developing a simple wound that utilizes the basic techniques involved in making realistic wounds.

Guide: Guide the entire team (or as groups of two or three team members, depending on the resources available and size of the team) in selecting wounds to replicate and then applying those injuries to one or more NAYLE Bridge participants.

Enable: Encourage team members to return to their home units with these skills and use them for setting up mock emergencies that will enhance the first-aid training of other Scouts.

Summary

- Wrap up the session as time permits
- When all teams have had sufficient time to learn and practice the skills of making realistic first-aid injuries, the session leader asks each team to present their “victim”, describe the methods used to develop the “injuries”, and discuss the appropriate first-aid responses to those injuries.

Realistic first aid recipes

Fake skin from flour/Vaseline putty

1. Mix Vaseline and white flour together in your hands until it forms a putty. A spoon is helpful to scrape the putty off your hand to form a ball.
2. Slowly mix cocoa powder into the putty until it matches the skin color (does not take much cocoa powder).
3. Be sure to taper the edges to blend into the skin when applying.

Fake blood

1. Mix corn syrup, red food coloring and a little bit of water to adjust the consistency. Add small amount of cocoa powder until the correct color is achieved.

Deep cut

1. Using fake skin create a layer about $\frac{1}{4}$ inch thick that is tapered at the edges so that it is not noticeable where the fake skin starts.
2. Create a fake cut/gash in the fake skin
3. Add fake blood

Compound fracture

1. Using fake skin create a layer about $\frac{1}{4}$ inch thick that is tapered at the edges so that it is not noticeable where the fake skin starts.
2. Break a plastic fork (can also use chicken bones) to make bone fragments. Insert fake bone fragment into fake skin.
3. Add fake blood.

Course Completion

15 minutes

Course Completion

During the Realistic First Aid Demo, if not before, the staff will prepare training cards and completion certificates. These may be presented in either a formal or in an informal manner depending on time constraints of the course, the participants, and the staff.

Have prepared all the materials necessary for students and family members to complete an application to attend NAYLE – on the spot and turn those applications into the Council office for Scout Executive approval.

Provide information on future Opportunities for more training and adventure to each participant. Some information on NYLT and NAYLE is included in this syllabus.

Allow for administrative time to clean up from the course. Remember to turn in the training report via the Council training process.

Optional Closing from the Course Director -

“You have spent today learning the basic building blocks of Troop Leadership Training and Nation Youth Leadership Training. Know, Be, Do was one slogan of the day. I hope you have taken all of the leadership skills that you experienced here today to heart. These skills are the basis of all leadership, in and out of Scouting. I would like to leave you with one final challenge - to take the skills that you have learned today and create for yourself – a personal vision. In your mind, create a picture of your future success in which you go to NAYLE at Philmont and represent yourselves, your units, your council, and your families well.”

If you can See It – You can Be It.

OPPORTUNITIES

National Youth Leadership Training (NYLT)

Many councils conduct training conferences-weeklong outdoor experiences designed to enhance the leadership abilities of Scouting's youth leaders while living the Scout Oath and Law in an exciting outdoor environment. Each conference is organized by the council training committee and follows the *National Youth Leadership Training* staff guide and syllabus as an outline. NYLT is coed program open to Venturing as well as Boy Scouts beginning in 2010.

NYLT reaffirms the Scoutmaster's and Crew Advisor's responsibility to train youth leaders and reinforce the guidance already provided. In addition, the conferences have the following objectives. Give participants greater confidence and skill in leading their troop programs. Provide participants with further knowledge of Scouting's leadership tools and how they can best use these tools to carry *out* their troop responsibilities. Offer participants time to share ideas and experiences with youth leaders of other units. Create an atmosphere **in** which youths can experience Scouting at its best.

Have plenty of fun. The knowledge that youth leaders gain by attending these conferences has proven to be of such value that troop committees often find ways to raise the funds necessary to allow their youth leaders to attend. Most conferences require that participants be First Class Scouts who are at least 13 years of age. Each youth should be expected to hold a leadership position, like Senior Patrol Leader or Crew President.

Adult Scout Leaders will find that young scouts who have attended youth leadership training conferences are eager to incorporate new methods into their troop/crew leadership positions. Councils should offer orientation sessions to provide Scoutmasters and Venturing Advisors with an overview of the NYLT course content and guidance in how they can take full advantage of the enthusiasm and skills youth leaders will bring home with them.

An important part of the council NYLT conference is the vision of success and goal setting that each Scout creates during the course. This includes the post-course meeting between the Scoutmaster or Advisor and each Scout to review the goals, and a plan for the Scout to achieve the goals in the unit.

National Advanced Youth Leadership Experience

The National Advanced Youth Leadership Experience (NAYLE) is an exciting program where youth enhance their leadership skills in the Philmont Backcountry. Scouts will expand upon the team building and ethical decision making skills learned in National Youth Leadership Training (NYLT). NAYLE uses elements of the Philmont Ranger Training as well as advanced Search and Rescue skills to teach leadership, teamwork and the lessons of selfless service. NAYLE will offer Scouts an unforgettable backcountry wilderness experience where they live leadership and teamwork, using the core elements of NYLT to make their leadership skills intuitive.

The Philmont leadership is committed to making NAYLE a very special experience. Scouts will live in a team setting at Rocky Mountain Scout Camp where they use their leadership skills to resolve exciting and challenging backcountry situations. The week will conclude with a closing challenge for each Scout to build upon the legacy of Waite Phillips, the benefactor of the Philmont Scout Ranch.

NAYLE will equip youth leaders to be better leaders, NYLT staff members and/or superior camp staff. It will help guide their journey to become true “servant leaders,” able to develop all members of whichever team they lead. It provides life skills for now and the future.

Mission Statement

The mission of the National Advance Youth Leader Experience (NAYLE) is to provide Scouts with a Philmont based wilderness encounter that motivates them to follow a life of helping others succeed based on the values expressed in the Scout Oath and Law. We accomplish this mission by:

- Creating an environment of learning and fun
- Providing a clear understanding of servant leadership in challenging wilderness environments
- Providing real life opportunities for ethical decision making, mentoring and living the Scout Oath and Law
- Applying all the leadership skills taught in NYLT.

Requirements

- Successful completion of Unit Leadership Training (TLT or CLT) and National Youth Leader Training (or this Bridge course until 2012)
- Be in top physical condition; a Philmont Health and Medical Record Form is required
- Be 14 years of age by the first day of your course, but not yet 21 years old

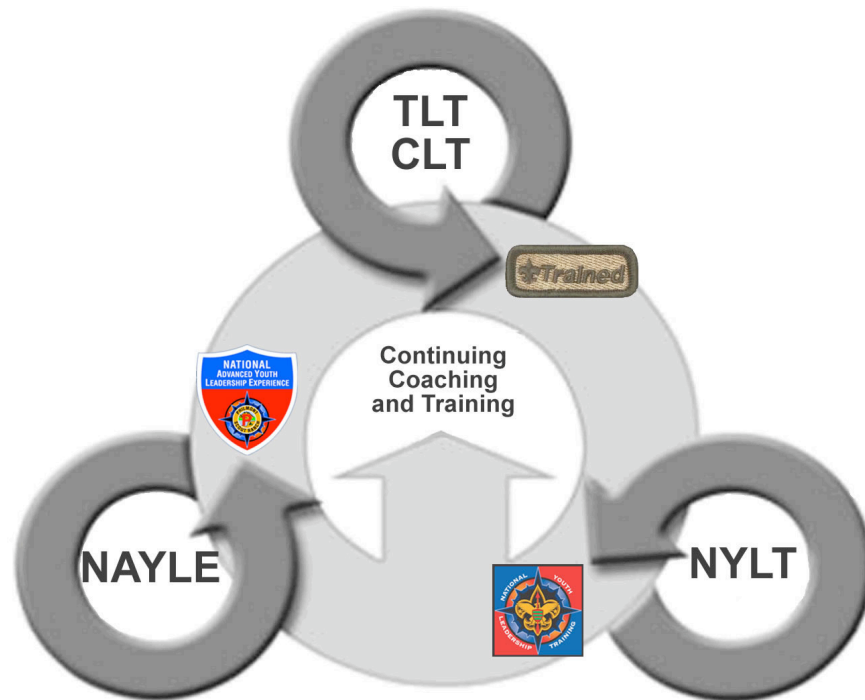
Refer to the web site for more information: www.nayle.org

SUMMARY

Training Scouts to lead is one of the Scoutmaster's and Crew Advisor's most important, rewarding, and never-ending challenges. At roundtables you can share experiences with others who are involved in guiding young men into troop leadership positions. Just as leadership is a skill that youths learn by doing, you also will find that your own ability to help Scouts develop leadership skills will increase through experience.

Formal training is important and forms the basis of Scouting's youth leadership training program. However, the continuing training opportunities that occur during actual troop activities are essential to fully developing each Scout's leadership abilities.

Leadership training not only develops the youth, it strengthens the troop. Take the time to use the teaching moments that accompany meetings and outings. Help each Scout appreciate the experiences he has had and understand how he can make the next event even better for himself and for his fellow Scouts. The most important leadership training tool you have is the example you set. The values you demonstrate in your everyday dealings will be observed by your Scouts, and the way you live your life will speak much louder than all of the words you say. The Scoutmaster's responsibility is awesome. With patience and fortitude, you will enjoy the rewards of seeing your Scouts grow in their ability to lead and to be a positive influence on others.



APPENDIX / HANDOUTS

1 - NYLT Memory Tips

Stages of Team Development



Forming: High enthusiasm, low skills

Storming: Low enthusiasm, low skills

Norming: Rising enthusiasm, growing skills

Performing: High enthusiasm, high skills

Memory Mnemonics

- **Vision—Goals—Planning** —Creating a positive future
- **SMART Goals**—Specific, Measurable, Attainable, Relevant, Timely
- **Planning and Problem-Solving Tool**—What, How, When, Who
- **Assessment Tool—SSC**—Start, Stop, Continue
- **Teaching EDGE™**—Explain, Demonstrate, Guide, Enable
- **Stages of a Team**—Forming, Storming, Norming, Performing
- **Leading EDGE™**—Explain, Demonstrate, Guide, Enable
- **Conflict Resolution Tool**—EAR—Express, Address, Resolve
- **Ethical Decisions**—Right vs. Wrong, Right vs. Right, Trivial
- **Communication**—MaSeR—Message, Sender, Receiver
- **ROPE** —Reach, Organize, Practice, Experience

2 - SMART Goals Worksheet

Goals are steps toward fulfilling a vision. They are the bites that enable you to eat the elephant.

To be effective, a goal should pass the SMART Goals test. Use the space below to write ways in which a goal you are testing fulfills each requirement of a **SMART** goal.

Specific

The Goal is Specific in these ways.

Measurable

The Goal is Measurable in these ways.

Attainable

The Goal is Attainable in these ways.

Relevant

The goal is Relevant in these ways.

Timely

The goal is Timely in these ways.

3 - Planning Tool Worksheet

Date _____ Name _____

Goal or Activity _____

[illegible]

Preparing Your Plans Worksheet

5 - The Teaching EDGE

Explain – Explain what you are going to teach and why

Demonstrate – Demonstrate the skill. Ensure that your audience can see and hear clearly. Go at a slow pace so that each step in the process is clearly demonstrated.

Guide – Provide the materials and tools needed for learners to complete the exercise. Coach/guide the learners as they go through the exercise the first time. A learner must do a new activity at least twice. That's how real learning takes place. Repetition is essential. Doing something once is not enough.

Enable – Evaluate the effort. Encourage the learners to keep trying until they master the skill. Only then have you enabled them to go off on their own and use that skill whenever they feel it is appropriate.

Remember, teaching is not effective unless learning takes place!

What would a person in each phase of learning need from a teacher?

Forming:

Storming:

Norming:

Performing:

6 - Developing Your Team Worksheet

A team is a group of people who share a common vision. They work together to complete goals that will help them realize their shared vision. They support and depend on one another.

The team method is not a way to operate a Boy Scout troop; it is the only way. Unless the team method is in operation, you don't really have a Boy Scout troop.

—Baden-Powell

Stages of Team Development

Forming - Low skills, high enthusiasm

Storming - Low skills, low enthusiasm

Norming - Growing skills, rising enthusiasm

Performing - High skills, high enthusiasm

7 - LEADERSHIP COMPASS



8 - Conflict Resolution Checklist

What strategies can we use to manage conflict?

1. Be aware of yourself.
2. Be aware of others.
3. Listen

- ☐ Bribery
- ☐ Concern
- ☐ Persuasion
- ☐ Interest
- ☐ Straightforwardness
- ☐ _____
- ☐ _____

4. Use your **EAR**

Express – What do you want and what are you doing to get it?

Address – Why is it working, or why is that not working?

Resolve – What ways are there to solve the problem?

9 - Making Ethical Decisions

Steps to Ethical Decision-Making

Life is about choices. Some are big choices, some are small. Whatever the case there are some very clear steps we can follow to make choices that are in keeping with our ethical beliefs.

Step One: Getting the Facts Straight

Any attempt to make a good decision has to begin with getting the facts of the situation straight. In some cases which seem at first quite difficult, additional facts are enough to make the correct course of action apparent. If, for example, we wish to decide how much of our forests should be cut down now, and how much left for future generations, we need first to establish some facts about the rate at which forests regenerate. These facts might be ascertained through science, or just through the experiences of people who have observed forests over long periods of time.

Step Two: Figure out What Kind of Decision It Is

The categories of choices are:

- ☐ Those that are **Trivial**
- ☐ Those that are **Right vs. Wrong**
- ☐ Those that are **Right vs. Right**

*Our personal values are reflected in our behaviors.
Behavior is not "Do I think the right thing?"
But rather "Do I DO the right thing?"*

10 - Checklist for Ethical Decision Making

This checklist can be used to test choices when you are considering whether a decision is ethical.
If you answer NO to any of the items you may be heading in the wrong direction.

Be Checks:

- | | | |
|-----------|----------|--|
| _____ Yes | _____ No | Does it conform to the Scout Oath and Law? |
| _____ Yes | _____ No | Is it legal? |
| _____ Yes | _____ No | Am I being Obedient? |
| _____ Yes | _____ No | Am I being Brave? |
| _____ Yes | _____ No | Does it conform with the Golden Rule? |

Know Checks:

- | | | |
|-----------|----------|--|
| _____ Yes | _____ No | Will this choice help me build trust with others? |
| _____ Yes | _____ No | Does it allow me to remain loyal to y values? |
| _____ Yes | _____ No | Does it conform with my religious beliefs? |
| _____ Yes | _____ No | Am I being Helpful? |
| _____ Yes | _____ No | Are my actions Friendly Courteous Cheerful and Kind? |

Do Checks:

- | | | |
|-----------|----------|--|
| _____ Yes | _____ No | Am I fulfilling my duty to God and my country? |
| _____ Yes | _____ No | Does this choice help me stay physically strong, mentally awake, and morally straight? |
| _____ Yes | _____ No | Does it conform to the principles of the Outdoor Code? |

11 - Communication Skills Checklist

- _____ **Neutral Position.** The leader stands comfortably before the audience, hands at his sides. His posture is good.
- _____ **Feet.** The leader positions himself where everyone can see and hear him without distraction. If possible, the leader moves around during the presentation.
- _____ **Hands.** The leader uses his hands and arms as communicating tools, inviting the audience's participation while not distracting them with constant motion.
- _____ **Mouth.** The leader communicates loudly enough for everyone to hear, and clearly enough for everyone to understand. He varies the tone of his voice as he talks.
- _____ **Eyes.** The leader makes eye contact with listeners.
- _____ **Ears.** The leader is aware of how listeners respond to what he says and he adjusts his communicating to fit their needs.

12 - Valuing People (Others Worksheet)

Goals are the steps you complete to fulfill a vision. Goals that are SMART will lead you in the direction you want to go.

Specific, Measurable, Attainable, Relevant, Timely

ROPE - An effective approach to increasing diversity of a team.

Reach Out - Look to those who are not like you in terms of religion, race, ability, culture and traditions.

Organize - Do all you can to help deliver the promise of the Scouting Program?

Practice - Practice using the skills of NYLT to build on the diversity in your team, troop, team, crew or ship.

Experience - The experiences you have as you include others in your unit can make your Scouting experience richer.

Training Certificate

BOY SCOUTS OF AMERICA

This certifies that _____

has successfully completed

The NAYLE Bridge Course

_____ Date _____

_____ Council Training Chair _____ NAYLE Bridge Instructor