

# Scoutmaster's Junior Leader Training Kit



BOY SCOUTS OF AMERICA

In order to facilitate accounting and inventory procedures, the national office has begun to change catalog numbers on all literature. The Supply Division will deliver requested items by matching old numbers with new (where applicable). All new numbers will be added to future editions of this pamphlet.

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# Introduction

## The Junior Leader Training Plan

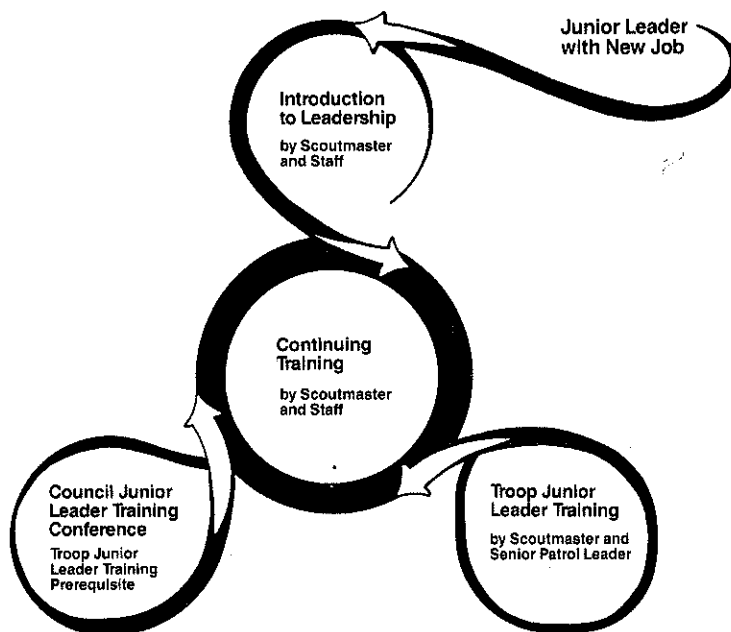
This *Scoutmaster's Junior Leader Training Kit* contains step-by-step guides for the introduction to leadership for each junior leader job, as well as job description sheets for each job. The top left corner of each sheet indicates the emblems of the leaders responsible for conducting the introduction. The top right corner indicates the junior leader for whom the sheet is intended. These sheets are to be reproduced and given to each junior leader during the session. The second part of this kit contains a video and step-by-step guide for the Scoutmaster to use in conducting troop junior leader training for his patrol leaders' council. The final section of this kit gives the Scoutmaster suggestions on how to continue the junior leader training process.

The Scoutmaster's job is to train and guide junior leaders to run *their* troop. The patrol method is the very foundation of Scouting, and working with and through junior (youth) leaders is the heart of the patrol method.

Training junior leaders is an ongoing process that begins immediately upon a Scout's appointment or election as a junior leader. It begins with a process called "introduction to leadership." The Scoutmaster then conducts "troop junior leader training" shortly after each troop election (usually held every 6 months). Other special junior leader activities are encouraged as the Scoutmaster sees fit.

In addition to the personal training conducted by the Scoutmaster, the council junior leader training conference is intended for your senior patrol leader or other older Scouts. Its purpose is to supplement the Scoutmaster's training.

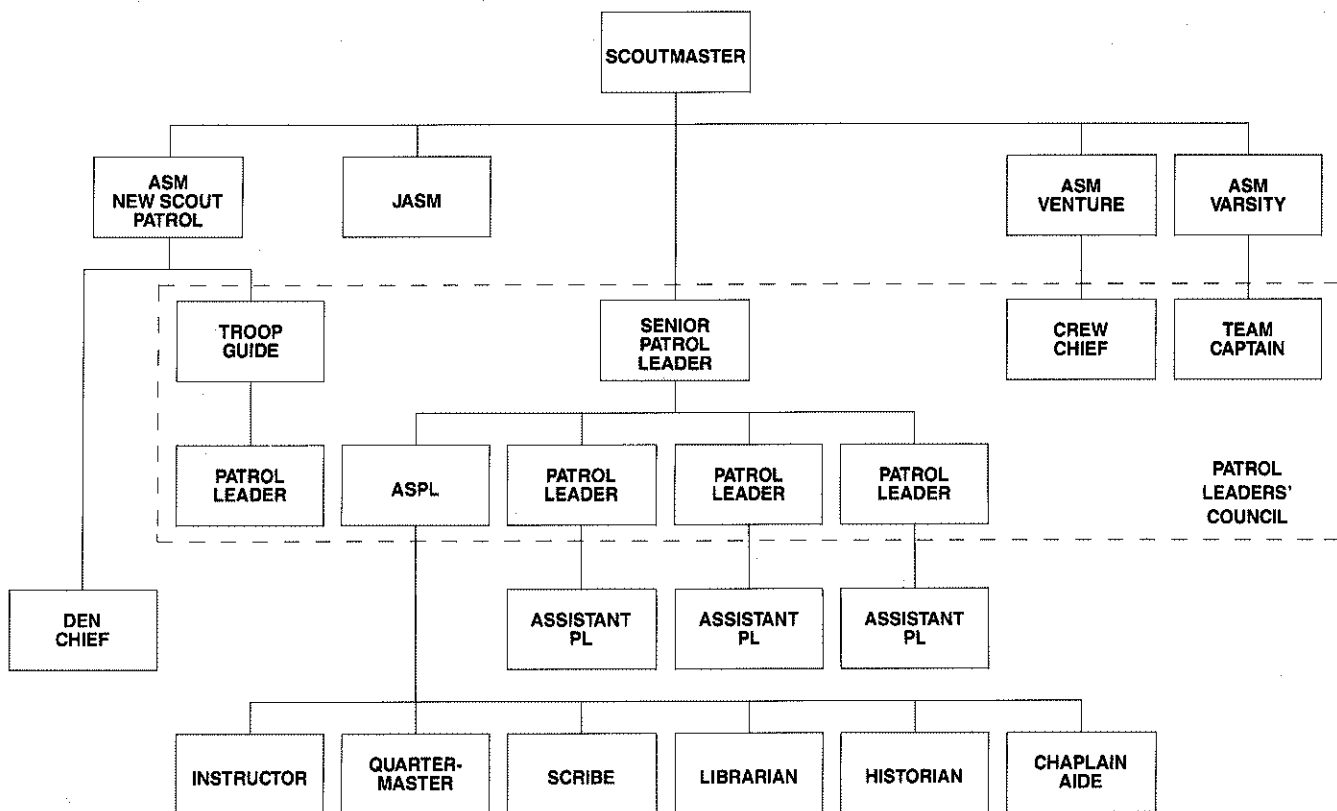
The junior leader training cycle is shown in the diagram below.



Junior Leader Training Cycle



# TROOP JUNIOR LEADER ORGANIZATION





# SECTION I

## Introduction to Leadership

This is the first step of a process which should continue as long as a Scout is in your troop. This informal training should be conducted each time a Scout takes on a new job. These sessions are for all junior leaders, but they should be done in small groups (no more than three), or if with a single Scout, perhaps at his family's home with parents

present. All junior leaders should be included.

The Scoutmaster is responsible for seeing that introduction to leadership gets done, but some jobs can best be covered by assistants. Following are logical training groupings showing the most likely person to conduct each session:

<b>Junior Leader Position</b>	<b>Conducted By</b>
Senior patrol leader	Scoutmaster
Assistant senior patrol leader	Scoutmaster and senior patrol leader
Patrol leaders (except for new Scout patrol)	Scoutmaster and senior patrol leader
Assistant patrol leaders	Patrol leader
Patrol leader of new Scout patrol (required as rotated)	Assistant Scoutmaster (new Scout patrol) and troop guide
Troop guide	Assistant Scoutmaster (new Scout patrol)
Den chief	Assistant Scoutmaster (new Scout patrol)
Varsity team captain	Assistant Scoutmaster (Varsity)
Venture crew chief	Assistant Scoutmaster (Venture)
Junior assistant Scoutmaster	Scoutmaster
Instructor	Scoutmaster and assistant senior patrol leader
Quartermaster	Assistant senior patrol leader, plus committee member responsible for equipment
Scribe	Assistant senior patrol leader, plus committee member responsible for records and finance
Librarian	Assistant senior patrol leader
Troop historian	Assistant senior patrol leader
Chaplain aide	Assistant senior patrol leader, and chaplain

The location is not important (as long as it is not secluded), but the session should be informal. The session could be held on a campout if time permits. It really should take place within the first week of the Scout's new job, if possible. Other possible locations are the Scout's home, where the adult leader can have the opportunity to meet his parents; at the adult leader's home with other family members present; or at the local ice cream parlor, if conducive to a private discussion. In any case, a light snack would be in order.

Each junior leader job is different, and the discussion will need to be tailored accordingly. Each session should contain the following elements:

*Break the Ice*—This is an informal period in which the Scout is made to feel at ease and comfortable with the session.

*Job Description*—Give the Scout the sheet for his particular job, copied from this kit. Make this a two-way discussion on the Scout's job and be sure to listen closely to him to determine his concerns.

*Expectations*—Explain to the Scout what you expect of him and what he can expect of you. Be sure both communicate and mutually understand these expectations. Tailor the expectations to the Scout; consider his age, maturity, and experience, but don't expect too little. If you expect great things, he probably will give you great things.

*Resources*—Identify the Scout's resources, including the appropriate literature for his job (listed on his job description sheet) and those adults and other junior leaders in the troop who can help him. Don't forget his parents.

*Learning Is Continuous*—Explain that his leadership role in this job is just beginning, and other training sessions will help him throughout his tenure in the job. This process will help him to continually develop and to improve his patrol or troop. Answer any questions he may have. Use your best counseling techniques.

*Assign Task*—Assign the Scout an achievable job-related task which he can complete within 1 week. This task should be simple but should allow him to exercise some leadership by actually doing his job. Discuss in detail what he could do to be successful, but don't overwhelm him. Success, even a small success, is the key here. You want to build on a series of successes.

*Followup*—It is important that you follow up on schedule with the Scout when his task is complete. If it appears that you don't think it is important enough to do, neither will he. Evaluate with him what was done well and what he feels could be done better if it were to be done again. Now assign another task and follow up. Subsequent tasks should be more challenging and take longer to complete. Get the idea? A word of caution: Don't assign tasks that other junior leaders should assign.

*Relationship*—It is vital that you use this opportunity to begin establishing a personal relationship with the junior leader. The Scout should feel that you think he has ability, that you think he is important, and that he can come to you at any time.

The following pages contain step-by-step guides for the introduction to leadership for each junior leader. It also includes job description sheets for each junior leader that are to be reproduced and handed out during the session.



## Guide for Conducting an Introduction to Leadership Session with a New Senior Patrol Leader

This guide is intended for use by the Scoutmaster when conducting an introduction to leadership session with a new senior patrol leader. To conduct this session, review chapter 5, "Training Junior Leaders," in the *Scoutmaster Handbook* and the introduction to this kit prior to meeting with the Scout. The Scoutmaster must acquaint the senior patrol leader with the material in this kit (provide copies) that will be used to train other junior leaders.

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### MATERIALS NEEDED

- *Scoutmaster Handbook*, No. 6502
  - *Junior Leader Handbook*, No. 3500
  - *Boy Scout Handbook*, No. 3229
  - *Woods Wisdom, Troop Program Features*, No. 7262A
  - *Scoutmaster's Junior Leader Training Kit*, No. 3422
  - Copy of senior patrol leader job description sheet
  - Paper and pencils
- 

### Break the Ice

- Welcome the senior patrol leader informally to this special session.
- Explain that you will help him grow in this job and in leadership skills, as well as in Scoutcraft. He will grow in his ability to work with his peers and with adults. And he will be making a substantial contribution to the Scouts in the troop.

Now ask him to mention some of the benefits he feels a boy can get from Scouting. He will probably start with the "fun" things—camping, hiking, outdoor skills, trips, making friends. But guide him toward understanding Scouting's role in developing a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

As the two of you discuss this, help him understand that he is an important influence that can cause such growth to take place, and it's a major part of his job as senior patrol leader to use his influence on the other junior leaders.

Caution: Don't let this discussion bog down in nonessentials.

Explain that the patrol method is what makes Boy Scouting special. The senior patrol leader makes the difference in whether the troop is a good troop or just a troop. Together, you (as Scoutmaster) and he (as senior patrol leader) will make the difference. Explain to him that it's his

responsibility to give leadership to the troop through the patrol leaders' council. Explain that it's your job to give him counsel and guidance, but he is the key leader.

Help him to understand that everything the troop does should be as a result of the decisions of the patrol leaders' council, of which he is chairman. Be quick to assure him that you and he will have many opportunities to discuss these meetings, and you will certainly be there to help him.

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### **Job Description**

Give him a copy of the junior leader job description sheet for senior patrol leader. Explain that this is a summary of his chief duties, and that you'll "walk through" them together to get an overall idea of what his job entails. As you do so, encourage him to react with comments and questions. Invite him to make notes on his sheet. Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

Now discuss each point one at a time.

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### **Expectations**

Tell him that all the points in the job description just discussed add up to leadership and service. In addition to the job description, tell him that you expect him to

- Live by the Scout Oath and Law.
- Set a good example.
- With the Scoutmaster's assistance, conduct introduction to leadership with assistant senior patrol leader and patrol leaders.
- Attend troop junior leader training (give dates).
- Earn advancement.
- Work with other troop leaders to make the troop go.
- Attend the council junior leader training conference (a leadership growth opportunity).

Now tell him it's time to turn the discussion around to what he can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big job, but he is not expected to do it alone. He can expect the following from you:

- You and he will have many meetings in preparation and assistance for his job.
  - You will be available for discussions or phone calls (give the best times).
  - You will back up his decisions within reason (give some examples).
  - You will listen to his ideas.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for him (uniform, language, attitude, etc.).
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**Resources**

Refer to his junior leader job description handout and point out the resource list on it, as well as other material in this kit he will need to use in training other junior leaders. Flip through the *Scoutmaster Handbook*, *Junior Leader Handbook*, and the *Boy Scout Handbook*, pointing out specifics. Suggest that he review the books to refresh his memory because this can help him in his job.

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**Learning Is Continuous**

Tell him that this is part of his continuing training and the help you will be giving him to do this important job. In fact, almost everything the Scout does will contribute to his training. Much of his training will come from mutual leadership and counsel during his tenure as senior patrol leader. Tell him that he can qualify to wear the "Trained" strip on his uniform after participating in the troop junior leader training. Announce the scheduled date and explain that you expect him to help conduct the training.

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**Questions**

Give him an opportunity to ask any questions he may have. Answer them the best you can.

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**Assign Task**

Tell him that his first job will be to train his assistant senior patrol leader, and then to train the patrol leaders. Explain that this will be a joint task between you and him. Review the "Guide for Conducting an Introduction to Leadership Session with a New Assistant Senior Patrol Leader" and the "Junior Leader Job Description for Assistant Senior Patrol Leader." The Scoutmaster should decide, based on the senior patrol leader's ability and comfort level, what specific items in the guide would be done by the senior patrol leader.

After this session with the assistant senior patrol leader has been conducted, the Scoutmaster should review the "Guide for Conducting an Introduction to Leadership Session with a Patrol Leader" and the "Junior Leader Job Description for Patrol Leader" with the senior patrol leader. Assignments would again be made for the Scoutmaster's and senior patrol leader's roles in this session. The senior patrol leader may be more comfortable now and be able to accept more responsibility in this session.

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**Followup**

Be certain that you follow up with him as you both agreed, so that you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

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**Relationship**

Express to the Scout that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help him understand this and encourage him to discuss anything with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and tell him how much you enjoyed the get-together.







## Junior Leader Job Description for Senior Patrol Leader

**INTRODUCTION:** When you accepted the position of senior patrol leader, you agreed to provide service and leadership in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with your Scoutmaster.

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**RESPONSIBLE TO:** Scoutmaster

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### **SPECIFIC DUTIES:**

- Preside at all troop meetings, events, activities, and annual program planning conference.
  - Chair the patrol leaders' council.
  - Name appointed boy leaders with the advice and consent of the Scoutmaster.
  - Assign duties and responsibilities to other leaders.
  - Work with Scoutmaster in training junior leaders.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
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**Resources:** As senior patrol leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. Other resources include your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Scoutmaster Handbook*, No. 6502
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- Copies of work sheets from *Scoutmaster's Junior Leader Training Kit* that relate to your area of responsibility.
- *Boys' Life*
- Merit badge pamphlets
- Copy of troop rules and policies
- Troop and patrol rosters
- Activity calendars (troop, district, school)
- *Troop/Team Record Book*, No. 6510
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)

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## Guide for Conducting an Introduction to Leadership Session with a New Assistant Senior Patrol Leader

This guide is intended for use by the Scoutmaster and the senior patrol leader when conducting an introduction to leadership session with a new assistant senior patrol leader. To conduct this session, review chapter 5, "Training Junior Leaders," in the *Scoutmaster Handbook* and the introduction to this kit prior to meeting with the Scout. Provide the assistant senior patrol leader with copies of the leadership sheets from *Scoutmaster's Junior Leader Training Kit* that pertain to the appointed junior leaders.

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### MATERIALS NEEDED

- *Scoutmaster Handbook*, No. 6502
  - *Junior Leader Handbook*, No. 3500
  - *Boy Scout Handbook*, No. 3229
  - *Woods Wisdom, Troop Program Features*, No. 7262A
  - *Scoutmaster's Junior Leader Training Kit*, No. 3422
  - Copy of assistant senior patrol leader job description sheet
  - Paper and pencils
- 

### Break the Ice

You and the senior patrol leader should welcome the assistant senior patrol leader informally to this special session. Explain that he will grow in this job and in leadership skills, as well as in Scoutcraft. He will grow in his ability to work with his peers and with adults. And he will be making a substantial contribution to the Scouts in the troop.

Now ask him to mention some of the benefits he feels a boy can get from Scouting. He will probably start with the "fun" things—camping, hiking, outdoor skills, trips, making friends. But guide him, if you need to, toward Scouting's role in fostering a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

As he discusses this, help him understand that he, himself, is among the chief influences that cause such growth values to take root, and it's a major part of his job as a junior leader to use this influence.

Caution: Don't let this discussion bog down in nonessentials.

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## **Job Description**

Give him a copy of the junior leader job description for assistant senior patrol leader. Explain that this is a summary of his chief duties, and that you'll "walk through" them together to get an overall idea of what his job entails. As you do so, encourage him to react with comments and questions. Invite him to make notes on his sheets. Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

Now discuss each point one at a time.

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## **Expectations**

Tell him that all the points in the job description just discussed add up to leadership and service. In addition to the job description, tell him that you expect him to

- Live by the Scout Oath and Law.
- Set a good example.
- Attend troop junior leader training (give dates).
- Earn advancement.
- Work with other troop leaders to make the troop go.
- Be responsible for training and giving direct leadership to the appointed junior leaders: scribe, librarian, troop historian, instructor, quartermaster, and chaplain aide.

Now tell him it's time to turn the discussion around to what he can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big job, but he is not expected to do it alone. He can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
  - You will back up his decisions within reason (give some examples).
  - You will listen to his ideas and give them consideration.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for him (uniform, language, attitude, etc.).
  - You will prepare him to train the appointed junior leaders.
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## **Resources**

Refer to the junior leader job description handout and point out the resource list on it. Flip through the *Junior Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Suggest that he review the books to refresh his memory because this can help him in his job.

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## **Learning Is Continuous**

Tell him that this is just the beginning of the help you will be giving him to do this important job. In fact, almost everything the Scout does will contribute to his training. Tell him that he can qualify to wear the

"Trained" strip on his uniform after participating in the troop junior leader training. Announce the scheduled date and say that you expect him to attend.

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**Questions**

Give him an opportunity to ask any questions he may have. Answer them the best you can.

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**Assign Task**

Tell him that his first job will be to train the appointed leaders of the troop. Begin with the instructors. Explain that this will be a joint task between you and him. Review the "Guide for Conducting an Introduction to Leadership Session with Newly Appointed Junior Leaders (Instructor)" and the "Junior Leader Job Description for Instructor." The Scoutmaster should decide, based on the assistant senior patrol leader's ability and comfort level, what specific items in the guide would be done by the assistant senior patrol leader.

After this session with the instructor(s) has been conducted, the Scoutmaster should review the "Guide for Conducting an Introduction to Leadership Session with Newly Appointed Junior Leaders" and the job descriptions for quartermaster, scribe, historian, librarian, and chaplain aide with the assistant senior patrol leader. Explain the role of troop committee members and the troop chaplain in these sessions. Arrange for the assistant senior patrol leader to meet with these individuals prior to the actual session with the junior leader. After these sessions have been held, the assistant senior patrol leader should have enough experience to conduct the sessions for the historian and librarian alone.

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**Followup**

Be certain that you follow up with him as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

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**Relationship**

Express to the Scout that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help him understand this and encourage him to discuss anything with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and tell him how much you enjoyed the get-together.





## Junior Leader Job Description for Assistant Senior Patrol Leader

**INTRODUCTION:** When you accepted the position of assistant senior patrol leader, you agreed to provide service and leadership in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

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**RESPONSIBLE TO:** Senior patrol leader

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### **SPECIFIC DUTIES:**

- Be responsible for training and giving direct leadership to the following appointed junior leaders: scribe, librarian, troop historian, instructor, quartermaster, and chaplain aide.
  - Help with leading meetings and activities as called upon by the senior patrol leader.
  - Take over troop leadership in the absence of the senior patrol leader.
  - Perform tasks assigned by the senior patrol leader.
  - Function as a member of the patrol leaders' council.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As the assistant senior patrol leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. Also, there are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Scoutmaster Handbook*, No. 6502
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- Copies of work sheets from *Scoutmaster's Junior Leader Training Kit* that relate to your area of responsibility.
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Copy of troop rules and policies
- Troop and patrol rosters
- Activity calendars (troop, district, school)
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)







## Guide for Conducting an Introduction to Leadership Session with New Patrol Leaders

This guide is intended for use by the Scoutmaster and the senior patrol leader when conducting an introduction to leadership session with one or more new patrol leaders. To conduct this session, review the introduction of this kit and chapter 5, "Training Junior Leaders," in the *Scoutmaster Handbook* before the session.

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### MATERIALS NEEDED

- *Scoutmaster Handbook*, No. 6502
  - *Junior Leader Handbook*, No. 3500
  - *Boy Scout Handbook*, No. 3229
  - *Woods Wisdom, Troop Program Features*, No. 7262A
  - *Scoutmaster's Junior Leader Training Kit*, No. 3422
  - Copies of patrol leader job description sheet
  - Paper and pencils
- 

### Break the Ice

Welcome the patrol leaders informally to this special session. Explain that they will grow in this job and in leadership skills as well as in Scoutcraft. They will grow in their ability to work with their peers and with adults. And they will be making a substantial contribution to the Scouts in the troop.

Now ask them to mention some of the benefits they feel a boy can get from Scouting. They will probably start with the "fun" things—camping, hiking, outdoor skills, trips, making friends. But guide them, if you need to, toward Scouting's role in fostering a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

As they discuss this, help them understand that they, themselves, are among the influences that cause such growth values to take root, and it's part of their job as junior leaders to use this influence.

Caution: Don't let this discussion bog down in nonessentials and semantics.

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## Job Description

Give each patrol leader a copy of the patrol leader job description sheet. Explain that this is a summary of their chief duties, and that you'll "walk through" it together to get an overall idea of what their job entails. As you do so, encourage them to react with comments and questions. Invite them to make notes on their sheets. Be aware that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

The following are the duties in the job description with potential for discussion:

- Plan and lead patrol meetings and activities.
- Keep patrol members informed. Make the point that the patrol leader is the main pipeline for conveying patrol leaders' council decisions and other important information.
- Share leadership by giving each patrol member a job and keeping each job filled. Have him turn to the list of patrol jobs in the *Junior Leader Handbook*. Ask if he can think of any other possibilities. Additionally, the patrol leader should conduct the introduction to leadership for his assistant patrol leader.
- Represent the patrol at all patrol leaders' council meetings and the annual program planning conference.
- Prepare the patrol to take part in all troop activities.
- Develop patrol spirit.
- Work with other troop leaders to make the troop run well.
- Know what patrol members and other leaders can do.
- Set a good example.
- Wear the uniform correctly.
- Live by the Scout Oath and Law.

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## Expectations

Tell the patrol leaders that all the points in the job description just discussed add up to leadership and service and that, in addition, they are expected to participate in junior leader training. (They're starting that right now, and there will be further opportunities later on. Ask them to write down the date of the next training session.)

Now tell them it's time to turn the discussion around to what the patrol leaders can expect from you. Tell them that you have reviewed what they are expected to do, and it's a big job, but they are not expected to do it alone. They can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
- You will back up their decisions within reason (give some examples).
- You will listen to their ideas.

- You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for them (uniform, language, attitude, etc.).
- 

## **Resources**

Refer to the patrol leader job description sheet and point out the resource list included on it. Flip through the *Junior Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Suggest that they review the books to refresh their memory because this can help them in their job. Provide the patrol leader with a copy of the assistant patrol leader's training work sheets from this kit.

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## **Learning Is Continuous**

Tell them that this is just the beginning of the help you will be giving each of them to do this important job. In fact, almost everything the Scouts do will contribute to their training. Tell them that they can qualify to wear the "Trained" strip on their uniforms after participating in troop junior leader training. Announce the scheduled date and say that you expect them to attend.

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## **Questions**

Give each Scout an opportunity to ask any questions he may have. Answer them as well as you can.

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## **Assign Tasks**

Tell him that his first job will be to train his assistant patrol leader. Review the "Guide for Conducting an Introduction to Leadership Session with a New Assistant Patrol Leader" and the "Junior Leader Job Description for Assistant Patrol Leader." Be sure to spend adequate time reviewing this process since the patrol leader will be doing this alone. If you feel that the patrol leader is uncomfortable doing this alone, the senior patrol leader should be asked to assist.

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## **Followup**

Be certain that you follow up with each Scout as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

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## **Relationship**

Express to each Scout that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help them understand this and encourage them to discuss anything with you; be sincere. Give them each a Scout handshake and a big smile and tell them how much you enjoyed the get-together.





## Junior Leader Job Description for Patrol Leader

**INTRODUCTION:** When you accepted the position of patrol leader, you agreed to provide service and leadership in our troop. That responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

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**RESPONSIBLE TO:** Senior patrol leader

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### **SPECIFIC DUTIES:**

- Plan and lead patrol meetings and activities.
  - Keep patrol members informed.
  - Assign each patrol member a job and help them succeed.
  - Represent the patrol at all patrol leaders' council meetings and at the annual program planning conference.
  - Prepare the patrol to take part in all troop activities.
  - Develop patrol spirit.
  - Work with other troop leaders to make the troop run well.
  - Know what patrol members and other leaders can do.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a patrol leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, troop committee members, your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature resources that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- Copies of work sheets from *Scoutmaster's Junior Leader Training Kit* that relate to the assistant patrol leader.
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Copy of troop rules and policies
- Troop and patrol rosters
- Activity calendars (troop, district, school)
- First Class Tracking Sheet, No. 4101C
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)
- BSA equipment catalog





## Guide for Conducting an Introduction to Leadership Session with New Assistant Patrol Leaders

This guide is intended for use by the patrol leader when conducting an introduction to leadership session with a new assistant patrol leader.

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### MATERIALS NEEDED

- *Junior Leader Handbook*, No. 6512
  - *Boy Scout Handbook*, No. 3229
  - Copies of assistant patrol leader job description sheet
  - Paper and pencils
- 

### Break the Ice

Welcome the assistant patrol leaders informally to this special session. Explain that they will grow in this job and in leadership skills, as well as in Scoutcraft. They will grow in their ability to work with their peers and with adults. And they will be making a substantial contribution to the Scouts in the troop.

Now ask them to mention some of the benefits they feel a boy can get from Scouting. They will probably start with the "fun" things—camping, hiking, outdoor skills, trips, making friends. But guide them, if you need to, toward Scouting's role in fostering a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

As they discuss this, help them understand that they, themselves, are among the influences that cause such growth values to take root, and that it's part of their job as junior leaders to use this influence.

Caution: Don't let this discussion bog down in nonessentials and semantics.

---

### Job Description

Give the Scout a copy of the junior leader job description for an assistant patrol leader. Explain that this is a summary of the Scout's chief duties, and that you'll "walk through" them together to get an overall idea of what their job entails. As you do so, encourage them to react with comments and questions. Invite them to make notes on their sheets.

Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

---

### Expectations

Tell them that all the points in the job description just discussed add up to leadership and service. Also, they are expected to participate in junior leader training. (You're starting that right now, and there will be further opportunities later on. Ask them to write down the date of the next training session.)

Now tell them it's time to turn the discussion around to what the assistant patrol leaders can expect from you. Tell them that you have reviewed what they are expected to do, and it's a big job, but they are not expected to do it alone. They can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
  - You will back up their decisions within reason (give some examples).
  - You will listen to their ideas.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for them (uniform, language, attitude, etc.).
- 

### **Resources**

Refer to the junior leader job description handout and point out the resource list on it. Flip through the *Junior Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Suggest that they review the books to refresh their memory because this can help them in their job.

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### **Learning Is Continuous**

Tell them that this is just the beginning of the help you will be giving each of them to do this important job. In fact, almost everything the Scouts do will contribute to their training.

---

### **Questions**

Give each Scout an opportunity to ask any questions he may have. Answer them the best you can.

---

### **Assign Tasks**

Now give each Scout a simple job-related assignment to do within the next week, such as the following:

- Improve a specific uniform item.
  - Plan a simple game for a troop activity using *Woods Wisdom*.
  - Plan a menu for a weekend campout for his patrol. Include cost and quantities.
- 

### **Followup**

Be certain that you follow up with each Scout as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

---

### **Relationship**

Express to the Scouts that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help them understand this and encourage them to discuss anything with you. Be sincere; really mean it. Give them a Scout handshake and a big smile, and tell them how much you enjoyed the get-together.





## Junior Leader Job Description for Assistant Patrol Leader

**INTRODUCTION:** When you accepted the position of assistant patrol leader, you agreed to provide service and leadership in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

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**RESPONSIBLE TO:** Patrol leader

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### **SPECIFIC DUTIES:**

- Assist the patrol leader in
    - planning and leading patrol meetings and activities.
    - keeping patrol members informed.
    - preparing your patrol to take part in all troop activities.
  - Take charge of the patrol in the absence of the patrol leader.
  - Represent the patrol at all patrol leaders' council meetings in the absence of the patrol leader.
  - Help develop patrol spirit.
  - Work with other troop leaders to make the troop run well.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As an assistant patrol leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There are also your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Copy of troop rules and policies
- Patrol roster
- Activity calendars (troop, district, school)
- First Class Tracking Sheet, No. 4101C
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)





## Guide for Conducting an Introduction to Leadership Session with a New Patrol Leader of a New Scout Patrol

This guide is intended for use by the assistant Scoutmaster—new Scout patrol and the troop guide when conducting an introduction to leadership session with a new patrol leader. To conduct this session, review chapter 5, "Training Junior Leaders," in the *Scoutmaster Handbook* and the introduction of this kit prior to meeting with the Scout.

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### MATERIALS NEEDED

- *Scoutmaster Handbook*, No. 6502
  - *Junior Leader Handbook*, No. 3500
  - *Boy Scout Handbook*, No. 3229
  - *Scoutmaster's Junior Leader Training Kit*, No. 3422
  - Copy of patrol leader job description sheet
  - Paper and pencils
- 

### Break the Ice

Welcome the patrol leader of the new Scout patrol informally to this special session. Explain that he will grow in this job and in leadership skills, as well as in Scoutcraft. He will grow in his ability to work with his peers and with adults. And he will be making a substantial contribution to the new Scouts in his patrol.

Explain that he will serve only a short time as patrol leader of the new Scout patrol so that other new Scouts can share in this leadership experience.

Now ask him to mention some of the benefits he feels a boy can get from Scouting. He will probably start with the "fun" things—camping, hiking, outdoor skills, trips, making friends. But guide him toward Scouting's role in fostering a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

---

### Job Description

Give the Scout a copy of the junior leader job description for patrol leader of the new Scout patrol. Explain that this is a summary of the Scout's chief duties, and that you'll "walk through" them together to get an overall idea of what the job entails. As you do so, encourage him to react with comments and questions. Invite him to make notes on his sheets.

Note: Be careful not to let it run on too long.

The following are the points in the job description with some ideas for discussion:

- With the assistance of the troop guide:
    - Plan and lead patrol meetings and activities during your term of office.
    - Prepare your patrol to take part in all troop activities.
    - Develop patrol spirit.
    - Keep patrol members informed. (Informed of what? You are the main pipeline for conveying patrol leader's council decisions and other important information.)
  - Share leadership by giving each patrol member a job, and keeping each job filled. (Have him turn to the list of patrol jobs in *Junior Leader Handbook*.)
  - Represent your patrol at all patrol leaders' council meetings during your term of office.
  - Know what patrol members and other leaders can do.
  - Set a good example. How can you persuade your guys to advance if you don't advance?
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

## Expectations

Tell him that all the points in the job description just discussed add up to leadership and service.

Now tell him it's time to turn the discussion around to what the patrol leader can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big job, but he is not expected to do it alone. The troop guide is there to help him. In addition, he can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
  - You will back up his decisions within reason (give some examples).
  - You will listen to his ideas.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for him (uniform, language, attitude, etc.).
- 

## Resources

Refer to the junior leader job description handout and point out the resource list on it. Flip through the *Junior Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Suggest that he review the books to refresh his memory because this can help him in his job.

---

**Learning Is Continuous**

Tell him that this is just the beginning of the help you will be giving him to do this important job. In fact, almost everything the Scout does will contribute to his training.

---

**Questions**

Give the Scout an opportunity to ask any questions he may have. Answer them the best you can.

---

**Assign Task**

Now give the Scout a simple job-related assignment to do within the next week, such as one of the following:

- Make a list of names and phone numbers of his patrol members.
  - Plan a simple game for a troop activity using *Woods Wisdom*.
  - Plan a menu for a weekend campout for his patrol. Include cost and quantities. Get the troop guide to help him.
- 

**Followup**

Be certain that you follow up with the Scout as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

---

**Relationship**

Express to the Scout that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings during his month or two as patrol leader of the new Scout patrol. Help him understand that and encourage him to discuss anything with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and tell them how much you enjoyed the get-together.





## Junior Leader Job Description for Patrol Leader—New Scout Patrol

**INTRODUCTION:** When you accepted the position of patrol leader—new Scout patrol, you agreed to provide service and leadership in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader. You probably will serve as patrol leader of the new Scout patrol for a month or two and should be prepared to share leadership with others in your patrol.

---

**RESPONSIBLE TO:** Senior patrol leader and troop guide

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### **SPECIFIC DUTIES:**

- With the assistance of the troop guide
    - plan and lead patrol meetings and activities.
    - prepare your patrol to take part in all troop activities.
    - develop patrol spirit.
    - keep patrol members informed.
  - Assign each patrol member a job.
  - Represent the patrol at all patrol leaders' council meetings during your term of office.
  - Know what patrol members and other leaders can do.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a patrol leader of the new Scout patrol, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, troop guide, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Copy of troop rules and policies
- Patrol roster
- Activity calendars (troop, district, school)
- First Class Tracking Sheet, No. 4101C
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)
- BSA equipment catalog







## Guide for Conducting an Introduction to Leadership Session with a New Troop Guide

This guide is intended for use by the assistant Scoutmaster—new Scout patrol when conducting an introduction to leadership session with a new troop guide. To conduct this session, review chapter 5, "Training Junior Leaders," in the *Scoutmaster Handbook* and the introduction of this kit prior to meeting with the Scout.

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### MATERIALS NEEDED

- *Scoutmaster Handbook*, No. 6502
- *Junior Leader Handbook*, No. 3500
- *Boy Scout Handbook*, No. 3229
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Scoutmaster's Junior Leader Training Kit*, No. 3422
- Copy of troop guide job description sheet
- Paper and pencils

---

### Break the Ice

Welcome the troop guide informally to this special session. Explain that he will grow in this job and in leadership skills, as well as in Scoutcraft. He will grow in his ability to work with his peers and with adults. And he will be making a substantial contribution to the new Scouts in the troop.

Now ask him to mention some of the benefits he feels a boy can get from Scouting. He will probably start with the "fun" things—camping, hiking, outdoor skills, trips, making friends. But guide him, if you need to, toward Scouting's role in fostering a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

As you discuss this, help him understand that he is a key person in the influences that cause such growth values to take root, especially with new Scouts, and that it's a major part of his job as a junior leader to use this influence.

Caution: Don't let this discussion bog down in nonessentials and semantics.

## **Job Description**

Give the guide a copy of the junior leader job description for troop guide. Explain that this is a summary of his chief duties and that you'll "walk through" them together to get an overall idea of what the job entails. As you do so, encourage him to react with comments and questions. Invite him to make notes on his sheets. Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

Now briefly discuss each point, one at a time, with the Scout.

---

## **Expectations**

Explain that all the points in the job description just discussed add up to leadership and service. In addition to the job description, tell him that you expect him to

- Live by the Scout Oath and Law.
- Set a good example.
- Attend troop junior leader training (give dates).
- Earn advancement.
- Work with other troop leaders to make the troop go.
- Understand the needs of his patrol members.
- Assist in training the patrol leader when he is elected.

Now it's time to turn the discussion around to what the troop guide can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big job, but he is not expected to do it alone. He can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
  - You will back up his decisions within reason (give some examples).
  - You will listen to his ideas.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for him (uniform, language, attitude, etc.).
- 

## **Resources**

Refer to the junior leader job description handout and point out the resource list on it. Flip through the *Junior Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Suggest that he review the books to refresh his memory because this can help him in his job. Provide him with copies of material from this kit that relate to training the patrol leader—new Scout patrol.

---

**Learning Is  
Continuous**

Tell him that this is just the beginning of the help you will be giving him to do this important job. In fact, almost everything the Scout does will contribute to his training. Tell him that he can qualify to wear the "Trained" strip on his uniform after participating in troop junior leader training. Announce the scheduled date and say that you expect him to attend.

---

**Questions**

Give him an opportunity to ask any questions he may have. Answer them the best you can.

---

**Assign Task**

Tell him that his first job will be to help train the patrol leader of the new Scout patrol. Review the "Guide for Conducting an Introduction to Leadership Session with a New Patrol Leader—New Scout Patrol" and the "Junior Leader Job Description for Patrol Leader—New Scout Patrol." Discuss the role the troop guide will play in the session and make specific assignments.

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**Followup**

Be certain that you follow up with the Scout as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

---

**Relationship**

Express to the Scout that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help him understand that he should feel free to discuss anything with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and tell them how much you enjoyed the get-together.





## Junior Leader Job Description for Troop Guide

**INTRODUCTION:** When you accepted the position of troop guide, you agreed to provide service and leadership in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

---

**RESPONSIBLE TO:** Assistant Scoutmaster—new Scout patrol

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### **SPECIFIC DUTIES:**

- Help Scouts meet advancement requirements through First Class.
  - Advise patrol leader on his duties and his responsibilities at patrol leaders' council meetings.
  - Attend patrol leaders' council meetings with the new Scout patrol leader.
  - Prevent harassment of new Scouts by older Scouts.
  - Help assistant Scoutmaster train new patrol leader when he is elected.
  - Guide new Scouts through early troop experiences to help them become comfortable in the troop and the outdoors.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a troop guide, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Copies of material from *Scoutmaster's Junior Leader Training Kit* that relate to training the patrol leader—new Scout patrol.
- Copy of troop rules and policies
- Patrol roster
- Activity calendars (troop, district, school)
- First Class Tracking Sheet, No. 4101C
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets
- BSA equipment catalog





## Guide for Conducting an Introduction to Leadership Session with New Crew Chiefs/Team Captains

This guide is intended for use by the assistant Scoutmaster–Venture/Varsity when conducting an introduction to leadership session with new crew chiefs/team captains. To conduct this session, review chapter 5, “Training Junior Leaders,” in the *Scoutmaster Handbook* and the introduction of this kit prior to meeting with the Scouts.

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### MATERIALS NEEDED

- *Scoutmaster Handbook*, No. 6502
  - *Junior Leader Handbook*, No. 3500
  - *Boy Scout Handbook*, No. 3229
  - *Woods Wisdom, Troop Program Features*, No. 7262A
  - Selected Venture/Varsity activity pamphlets
  - *Scoutmaster’s Junior Leader Training Kit*, No. 3422
  - Copies of crew chief/team captain job description sheet
  - Paper and pencils
- 

### Break the Ice

Congratulate the new crew chief/team captain on being elected to his new position of responsibility. Tell him that you are glad he has stayed in the troop and will give leadership to the older-boy program. Tell him that you have watched him grow and mature as a leader. Tell him you are proud that he has attained the rank of \_\_\_\_\_. (Note: If he is not yet an Eagle, you would like to help him reach that goal.)

As a crew chief/team captain, he can help the older boys in the troop grow as he has. He and the members of the crew/team have contributed a great deal to the well-being of the troop and its younger members.

Ask him for some positive suggestions, such as how the members of his crew/team can help the younger members of the troop. As you discuss some topics of interest, assure him that you and others will be willing to help keep the conversation positive. Help him to understand that his leadership is the key to the success of the crew/team.

---

## **Job Description**

Give the Scouts a copy of the junior leader job description for crew chief/team captain. Explain that this is a summary of the Scouts' chief duties, and that you'll "walk through" them together to get an overall idea of what their job entails. As you do so, encourage them to react with comments and questions. Invite them to make notes on their sheets. Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

Now briefly discuss each point, one at a time, with the Scouts.

---

## **Expectations**

Tell them that all the points in the job description just discussed add up to leadership and service. In addition to the job description, tell them that you expect them to

- Live by the Scout Oath and Law.
- Set a good example.
- Attend more junior leader training (give dates).
- Earn advancement.
- Work with other troop leaders to make the troop go.
- Understand the needs of their crew/team members.

Now tell them it's time to turn the discussion around to what the crew chiefs/team captains can expect from you. Tell them that you have reviewed what they are expected to do, and it's a big job, but they are not expected to do it alone. They can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
  - You will back up their decisions within reason (give some examples).
  - You will listen to their ideas.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for them (uniform, language, attitude, etc.).
- 

## **Resources**

Refer to the junior leader job description handout and point out the resource list on it. Flip through the *Junior Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Suggest that they review the books to refresh their memory because this can help them in their job since much of it relates to the crew/team.

---



## **Learning Is Continuous**

Tell them that this is just the beginning of the help you will be giving each of them to do this important job. In fact, almost everything the Scouts do will contribute to their training. Tell them that they can qualify to wear the "Trained" strip on their uniforms after participating in troop junior leader training. Announce the scheduled date and say that you expect them to attend.

---

## **Questions**

Give each Scout an opportunity to ask any questions he may have. Answer them the best you can.

---

## **Assign Tasks**

Now give the Scout a simple job-related assignment to do within the next week such as the following:

- Review the Venture/Varsity activity pamphlets and start selecting possible sources for instructors.
  - Secure input on possible coed activities.
  - Find two outside resources (outside the troop) for a specific activity.
- 

## **Followup**

Be certain that you follow up with each Scout as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

---

## **Relationship**

Express to the Scouts that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help them understand that they should feel free to discuss anything with you. Be sincere; really mean it. Give them each a Scout handshake and a big smile, and tell them how much you enjoyed the get-together.





## Junior Leader Job Description for Venture Crew Chief

**INTRODUCTION:** When you accepted the position of Venture crew chief, you agreed to provide service and leadership in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader. The Venture crew in a troop should provide older Scouts with an active high-adventure program.

---

**RESPONSIBLE TO:** Assistant Scoutmaster—Venture

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### **SPECIFIC DUTIES:**

- Using activity pamphlets, develop an active program for your crew.
  - Provide leadership to a selected crew high-adventure activity.
  - Keep crew members informed.
  - Represent the crew at all patrol leaders' council meetings.
  - Encourage crew members to take part in all troop activities.
  - Locate and secure resources necessary for crew's activities.
  - Develop crew spirit.
  - Work with troop leaders to make the troop run well.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a Venture crew chief, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Venture/Varsity activity pamphlets
- Copy of troop rules and policies
- Crew roster
- Activity calendars (troop, district, school)
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)
- BSA equipment catalog





## Junior Leader Job Description for Varsity Team Captain

**INTRODUCTION:** When you accepted the position of Varsity team captain, you agreed to provide service and leadership in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader. The Varsity team in a troop should provide older Scouts with an active sports program.

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**RESPONSIBLE TO:** Assistant Scoutmaster—Varsity

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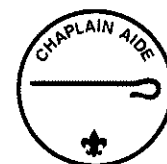
### **SPECIFIC DUTIES:**

- Using activity pamphlets, develop an active program for your team.
  - Provide leadership for the selected sports activity.
  - Keep team members informed.
  - Represent the team at all patrol leaders' council meetings.
  - Encourage team members to take part in all troop activities.
  - Locate and secure the resources necessary for a sports activity.
  - Develop team spirit.
  - Work with other troop leaders to make the troop run well.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a Varsity team captain, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Varsity/Venture activity pamphlets
- Copy of troop rules and policies
- Team roster
- Activity calendars (troop, district, school)
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)
- BSA equipment catalog





## Guide for Conducting an Introduction to Leadership Session with Newly Appointed Junior Leaders

This guide is intended for use by the assistant senior patrol leader and the appropriate adult leaders when conducting an introduction to leadership session with a new scribe, librarian, troop historian, instructor, quartermaster, and/or chaplain aide. To conduct this session, review chapter 5, "Training Junior Leaders," in the *Scoutmaster Handbook* and the introduction of this kit prior to meeting with the Scouts.

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### MATERIALS NEEDED

- *Scoutmaster Handbook*, No. 6502
  - *Junior Leader Handbook*, No. 3500
  - *Boy Scout Handbook*, No. 3229
  - *Woods Wisdom, Troop Program Features*, No. 7262A
  - *Scoutmaster's Junior Leader Training Kit*, No. 3422
  - Copies of job description sheets for the appointed junior leader positions
  - Paper and pencils
- 

### Break the Ice

Welcome the Scouts informally to this special session. Explain that they will grow in this job and in leadership skills, as well as in Scoutcraft. They will grow in their ability to work with their peers and with adults. And they will be making a substantial contribution to the Scouts in the troop.

Now ask them to mention some of the benefits they feel a boy can get from Scouting. They will probably start with the "fun" things—camping, hiking, outdoor skills, trips, making friends. But guide them, if you need to, toward Scouting's role in fostering a boy's personal growth—the "growth values" of citizenship, character, ideals, and overall fitness.

As they discuss this, help them understand that they, themselves, are key in the influences that cause such growth values to take root, and it's part of their job as junior leaders to use this influence.

Caution: Don't let this discussion bog down in nonessentials and semantics.

---

### **Job Description**

Give each Scout a copy of his junior leader job description. Explain that these are summaries of their chief duties and that you'll "walk through" them together to get an overall idea of what their jobs entail. As you do so, encourage them to react with comments and questions. Invite them to make notes on their sheets. Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

Now briefly discuss each point, one at a time.

---

### **Expectations**

Tell them that all the points in the job descriptions just discussed add up to leadership and service. In addition to the job descriptions, tell them that you expect them to

- Live by the Scout Oath and Law.
- Set a good example.
- Earn advancement.
- Work with other troop leaders to make the troop go.
- Prepare for each assignment in advance.

Now tell them it's time to turn the discussion around to what they can expect from you. Tell them that you have reviewed what they are expected to do, and it's a big job, but they are not expected to do it alone. They can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
  - You will back up their decisions within reason (give some examples).
  - You will listen to their ideas.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for them (uniform, language, attitude, etc.).
- 

### **Resources**

Refer to their junior leader job description handouts, and point out the resource list on them. Refer to the *Junior Leader Handbook* and the *Boy Scout Handbook*, pointing out specifics. Suggest that they review the books to refresh their memory because this can help them in their jobs.

---

### **Learning Is Continuous**

Tell them that this is a continuation of the help you will be giving each of them to do their jobs. In fact, almost everything they do will contribute to their training.

---



**Questions**

Give them an opportunity to ask any questions which they may have. Answer them the best you can.

---

**Assign Tasks**

Now give each Scout a simple job-related assignment to do within the next week, such as the following:

**Quartermaster**

- Determine the status of troop equipment records.
- Repair one item of troop equipment.
- Plan and estimate the cost of a cracker barrel for the troop.
- Make a list of equipment needed for a patrol overnight campout.

**Scribe**

- Find out how many Scouts are behind in troop dues.
- Review the troop record book to determine the number of rank advancements last month.
- Check the troop record book to ensure that each Scout is listed in it.

**Instructor**

- Prepare a simple lesson plan for teaching a basic Scout skill.
- Provide a list of skills he feels he can teach.
- Teach a skill.

**Chaplain Aide**

- Determine and list the religious emblem programs available to members of the troop.
- Meet with the chaplain to plan an appropriate interfaith worship service for the troop.

**Librarian**

- Make a list of the troop's merit badge pamphlets.
- Make a list of suggestions of how to improve the troop's library.

**Historian**

- Draw a diagram of the troop organization.
  - Find out when the troop was organized and who the first Scoutmaster was.
  - Start a troop scrapbook.
- 

**Followup**

Be certain that you follow up with the Scouts as you agreed, so you can mutually evaluate their assignments. Always be prepared for their next assignments at the followup meeting.

---

**Relationship**

Express to them that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help them understand that and encourage them to discuss anything with you. Be sincere; really mean it. Give them a Scout handshake and a big smile, and tell them how much you enjoyed the get-together.





## Junior Leader Job Description for Troop Scribe

**INTRODUCTION:** When you accepted the position of troop scribe, you agreed to provide service in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

---

**RESPONSIBLE TO:** Assistant senior patrol leader (and works with the troop committee member responsible for records and finance)

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### **SPECIFIC DUTIES:**

- Attend and keep a log of patrol leaders' council meetings.
  - Record attendance and dues payments.
  - Record advancement in troop records.
  - Work with appropriate troop committee members responsible for finance, records, and advancement.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a troop scribe, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Copy of troop rules and policies
- Troop and patrol rosters
- Activity calendars (troop, district, school)
- *Troop/Team Record Book*, No. 6510
- First Class Tracking Sheet, No. 4101C

40

41

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## Junior Leader Job Description for Troop Librarian

**INTRODUCTION:** When you accepted the position of troop librarian, you agreed to provide service in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

---

**RESPONSIBLE TO:** Assistant senior patrol leader

---

### **SPECIFIC DUTIES:**

- Establish and maintain a troop library.
    - Keep records on literature owned by the troop.
    - Add new or replacement items needed.
    - Have literature available for borrowing at troop meetings.
    - Keep system to check literature in and out.
    - Follow up on late returns.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a troop junior leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Scoutmaster Handbook*, No. 6502
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Copy of troop rules and policies
- Troop roster
- Activity calendars (troop, district, school)
- *Troop/Team Record Book*, No. 6510
- Varsity activity pamphlets
- Venture activity pamphlets
- Index of Scouting Literature





## Junior Leader Job Description for Troop Historian

**INTRODUCTION:** When you accepted the position of troop historian, you agreed to provide service in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

---

**RESPONSIBLE TO:** Assistant senior patrol leader

---

### **SPECIFIC DUTIES:**

- Gather pictures and facts about past activities of the troop and keep them in scrapbooks, wall displays, or information files.
  - Take care of troop trophies and keepsakes.
  - Keep information about troop alumni.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a troop junior leader, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Scoutmaster Handbook*, No. 6502
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Copy of troop rules and policies
- Troop roster
- Activity calendars (troop, district, school)
- *Troop/Team Record Book*, No. 6510







## Junior Leader Job Description for Instructor

**INTRODUCTION:** When you accepted the position of instructor, you agreed to provide service in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

---

**RESPONSIBLE TO:** Assistant senior patrol leader

### **SPECIFIC DUTIES:**

- Instruct Scouting skills as needed within the troop or patrols.
  - Prepare well in advance for each teaching assignment.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As an instructor, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Scoutmaster Handbook*, No. 6502
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Copy of troop rules and policies
- Activity calendars (troop, district, school)
- First Class Tracking Sheet, No. 4101C
- Troop meeting planning sheets (from *Woods Wisdom*)
- BSA equipment catalog





## Junior Leader Job Description for Troop Quartermaster

**INTRODUCTION:** When you accepted the position of troop quartermaster, you agreed to provide service in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

---

**RESPONSIBLE TO:** Assistant senior patrol leader (and works with the troop committee member responsible for equipment)

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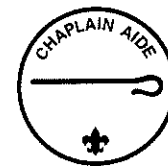
### **SPECIFIC DUTIES:**

- Keep records of patrol and troop equipment.
  - Keep equipment in good repair.
  - Issue equipment and see that it is returned in good order.
  - Suggest new or replacement items.
  - Work with troop committee member responsible for equipment.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a troop quartermaster, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Copy of troop rules and policies
- Troop roster
- Activity calendars (troop, district, school)
- *Troop/Team Record Book*, No. 6510
- BSA equipment catalog
- Troop equipment inventory book





## Junior Leader Job Description for Chaplain Aide

**INTRODUCTION:** When you accepted the position of chaplain aide, you agreed to provide service in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader.

---

**RESPONSIBLE TO:** Assistant senior patrol leader (and works with the chaplain)

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### **SPECIFIC DUTIES:**

- Keep troop leaders appraised of religious holidays when planning activities.
  - Assist chaplain or religious coordinator in meeting the religious needs of troop members while on activities.
  - Encourage saying grace at meals while camping or on activities.
  - Tell troop members about religious emblem program of their faith.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a chaplain aide, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Copy of troop rules and policies
- Troop roster
- Activity calendars (troop, district, school)
- Appropriate prayer books for troop members.
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)





## Guide for Conducting an Introduction to Leadership Session with a New Den Chief

This guide is intended for use by the assistant Scoutmaster—new Scout patrol when conducting an introduction to leadership session with a new den chief. To conduct this session, review chapter 5, “Training Junior Leaders,” in the *Scoutmaster Handbook* and the introduction of this kit prior to meeting with the Scout.

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### MATERIALS NEEDED

- *Scoutmaster Handbook*, No. 6502
  - *Junior Leader Handbook*, No. 3500
  - *Boy Scout Handbook*, No. 3229
  - *Scoutmaster's Junior Leader Training Kit*, No. 3422
  - Copy of den chief job description sheet
  - Paper and pencils
- 

### Break the Ice

Welcome the Scout informally to this special session. Explain that he will grow in this job and in leadership skills, as well as in Scoutcraft. He will grow in his ability to work with Cub Scouts, his peers, and adults. And he will be making a substantial contribution to the potential new Scouts.

Now ask him to mention some of the benefits he feels a boy can get from Scouting. He will probably start with the “fun” things— camping, hiking, outdoor skills, trips, making friends. But guide him, if you need to, toward Scouting’s role in fostering a boy’s personal growth—the “growth values” of citizenship, character, ideals, and overall fitness.

As he discusses this, help him understand that he, himself, is a key person in the influences that cause such growth values to take root, especially with Cub Scouts, and that it’s a major part of his job as a junior leader to use this influence.

Caution: Don’t let this discussion bog down in nonessentials.

---

### Job Description

Give the Scout a copy of the junior leader job description for den chief. Explain that this is a summary of the Scout’s duties, and that you’ll “walk through” them together to get an overall idea of what the job entails. As

you do so, encourage him to react with comments and questions. Invite him to make notes on his sheets. Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

Now briefly discuss each point, one at a time.

---

## **Expectations**

Tell him that all the points in the job description just discussed add up to leadership and service. In addition to the job description, tell him that you expect him to

- Live by the Scout Oath and Law.
- Set a good example.
- Attend den chief training sponsored by the Cub Scout pack or district or council.
- Earn advancement.
- Work with other troop leaders to help make the troop go.

Now tell him it's time to turn the discussion around to what he can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big job, but he is not expected to do it alone. He can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
  - You will listen to his ideas.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for him (uniform, language, attitude, etc.).
- 

## **Resources**

Refer to the junior leader job description handout and point out the resource list on it. Flip through the *Junior Leader Handbook* and the *Den Chief Handbook*, pointing out specifics. Suggest that he review the books to refresh his memory because this can help him in his job. Explain that the Cubmaster or den leader will provide more resources.

---

## **Learning Is Continuous**

Tell him that this is just the Boy Scout part of his job. The Cubmaster or den leader will provide more job-related training. Tell him that he can qualify to wear the "Trained" strip on his uniform after participating in a den chief training conference.

---

## **Questions**

Give the Scout an opportunity to ask any questions he may have. Answer them the best you can.

---



**Assign Task**

Now, give him a simple job-related assignment to do within the next week, such as one of the following:

- Meet with the den leader and/or Cubmaster and establish their duties (you should meet with them for continuity).
  - Obtain the Cub Scout books they will need.
- 

**Followup**

Be certain that you follow up with the Scout as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

---

**Relationship**

Express to the Scout that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help him understand that he should feel free to discuss anything with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and tell them how much you enjoyed the get-together.





## Junior Leader Job Description for Den Chief

**INTRODUCTION:** When you accepted the position of den chief, you agreed to provide service and leadership in our troop and assigned Cub Scout den. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader. Your den leader or Cubmaster will provide additional guidelines for your job.

---

**RESPONSIBLE TO:** Assistant Scoutmaster—new Scout patrol

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### **SPECIFIC DUTIES:**

- Serve as the activities assistant at den meetings.
  - Meet regularly with the den leader to review the den and pack meeting plans.
  - If serving as a Webelos den chief, prepare boys to join Boy Scouting.
  - Project a positive image of Boy Scouting.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a den chief, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members, as well as the Cubmaster and den leader. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Den Chief Handbook*, No. 3211A
- *Junior Leader Handbook*, No. 3500
- *Fieldbook*, No. 3200
- *Boys' Life*
- Copy of troop rules and policies
- Activity calendars (troop, district, school)
- BSA equipment catalog





## Guide for Conducting an Introduction to Leadership Session with a New Junior Assistant Scoutmaster

This guide is intended for use by the Scoutmaster when conducting an introduction to leadership session with a new junior assistant Scoutmaster. To conduct this session, review chapter 5, "Training Junior Leaders," in the *Scoutmaster Handbook* and the introduction of this kit prior to meeting with the Scout.

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### MATERIALS NEEDED

- *Junior Leader Handbook*, No. 3500
  - *Boy Scout Handbook*, No. 3229
  - *Scoutmaster Handbook*, No. 6502
  - *Scoutmaster's Junior Leader Training Kit*, No. 3422
  - Reproductions of junior leader job description sheet for a new junior assistant Scoutmaster
  - Paper and pencils
- 

### Break the Ice

Congratulate him on becoming junior assistant Scoutmaster. As an experienced Scout in the troop, he is being asked to serve in this position. You will work closely with him as he prepares to become an assistant Scoutmaster when he reaches 18 years of age.

You will depend a great deal on his ability to lead. Help him to realize that he can be a great influence on the younger Scouts because he is a role model to them. They want to be like him because they know he has come up through the ranks and has earned your trust.

---

### Job Description

Give the Scout a copy of the junior leader job description sheet for junior assistant Scoutmaster. Explain that this is a summary of the Scout's chief duties, and that you'll "walk through" them together to get an overall idea of what the job entails. As you do so, encourage him to react with comments and questions. Invite him to make notes on his sheet. Note that some of these topics can generate exciting discussion, but be careful not to let it run on too long.

Now briefly discuss each point, one at a time.

---

## Expectations

Tell him that all the points in the job description just discussed add up to leadership and service. In addition to the job description, tell him that you expect him to

- Live by the Scout Oath and Law.
- Set a good example.
- Attend junior leader training such as the council junior leader training conference (give dates).
- Earn advancement.
- Work with other troop youth and adult leaders to make the troop go.
- Explain any special job, task, or responsibility you feel appropriate for him to do.

Now tell him it's time to turn the discussion around to what he can expect from you. Tell him that you have reviewed what he is expected to do, and it's a big job, but he is not expected to do it alone. He can expect the following from you:

- You will be available for discussions or phone calls (give the best times).
  - You will back up his decisions within reason (give some examples).
  - You will listen to his ideas.
  - You will be fair.
  - You will listen to all sides of any issue.
  - You will set a good example for him (uniform, language, attitude, etc.).
- 

## Resources

Refer to the junior leader job description handout and point out the resource list on it. Flip through the *Scoutmaster Handbook*, *Junior Leader Handbook*, and the *Boy Scout Handbook*, pointing out specifics. Suggest that he review the books to refresh his memory because this can help him in his job.

---

## Learning Is Continuous

Tell him that this is a continuation of the help you will be giving him to do this important job. In fact, almost everything the Scout does will contribute to his training.

---

## Questions

Give the Scout an opportunity to ask any questions he may have. Answer them the best you can.

---

## Assign Task

Now, give him a simple job-related assignment to do within the next week, such as one of the following:

- Attend the troop committee meeting and discuss it with him.
  - Develop a list of priorities which he thinks can improve the troop.
  - Make a list of areas he thinks he can work on in the troop.
-

**Followup**

Be certain that you follow up with the Scout as you both agreed, so you can mutually evaluate his assignments. Always be prepared for his next assignment at the followup meeting.

---

**Relationship**

Express to the Scout that this meeting was really a "get-acquainted" meeting and that you hope it will be the first of many such meetings. Help him understand that he should feel free to discuss anything with you. Be sincere; really mean it. Give him a Scout handshake and a big smile, and tell them how much you enjoyed the get-together.







## Junior Leader Job Description for Junior Assistant Scoutmaster

**INTRODUCTION:** When you accepted the position of junior assistant Scoutmaster, you agreed to provide service and leadership in our troop. This responsibility should be fun and rewarding. This job description provides some of the things you are expected to do while serving as a junior leader. You should make notes on this sheet as you participate in an introduction to leadership conference with an adult troop leader. You must be at least 16 years of age, but not yet 18 years of age to serve as a junior assistant Scoutmaster. On your 18th birthday, you are eligible to become an assistant Scoutmaster.

---

**RESPONSIBLE TO:** Scoutmaster

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### **SPECIFIC DUTIES:**

- Function as an assistant Scoutmaster (except for leadership responsibilities reserved for adults 18 and 21 years of age or older).
  - Accomplish any duties assigned by the Scoutmaster.
  - Set a good example.
  - Wear the uniform correctly.
  - Live by the Scout Oath and Law.
- 

**RESOURCES:** As a junior assistant Scoutmaster, there are many resources available to you to help you do your job. These include people such as your Scoutmaster, assistant Scoutmasters, and troop committee members. There also are your fellow troop junior leaders, teachers, religious advisers, and community leaders. Some literature items that can help you follow:

- *Boy Scout Handbook*, No. 3229
- *Junior Leader Handbook*, No. 3500
- *Scoutmaster Handbook*, No. 6502
- *Woods Wisdom, Troop Program Features*, No. 7262A
- *Fieldbook*, No. 3200
- *Boy Scout Songbook*, No. 3224A
- *Boy Scout Requirements*, No. 3216B (advancement)
- *Boys' Life*
- Merit badge pamphlets
- Copy of troop rules and policies
- Troop and patrol rosters
- Activity calendars (troop, district, school)
- *Troop/Team Record Book*, No. 6510
- First Class Tracking Sheet, No. 4101C
- Campfire planner sheets, No. 3696
- Troop meeting planning sheets (from *Woods Wisdom*)
- BSA equipment catalog



## Section II

# Troop Junior Leader Training: Building the Team

After you have taken each of your new junior leaders through the introduction to leadership, it is time to get them acquainted with some basic leadership skills and to begin building a team that can effectively run their troop.

This training program is unlike any other Boy Scout training. It will involve some new techniques and terminology. It is very important that you, as the leader of this experience, carefully review this written manual and the supporting video before attempting to present this program to your junior leaders.

### The Scoutmaster's Role

The first portion of the video contains instructions for use by the Scoutmaster only. (This should not be shared with junior leaders.) Please view this portion of the video now.

#### View the first segment of the video.

You should now understand how this part of junior leader training will work. Here is a summary of the key ideas, just in case you missed a point. If you don't feel comfortable with this yet, review the first part of the video again.

### An Agenda for the Day (Start 10 a.m.)

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



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

## How to Conduct Activities

**Be prepared.**

**Familiarize yourself with the activity.** Know how the game is played, what the objectives are, and how its parts lead to the learning objective.

**Plan a strategy** ahead of time so you can help your Scouts if they get into trouble with the game.

**Check out space and equipment requirements.** Plan ahead to avoid last-minute snags.

**Review the questions** you will use in reflecting following the activity. You may want to jot down some notes while the activity is in progress. If you are so tied up in the nuts and bolts of making the activity work, you'll miss many important interactions. The key to good listening is the development of empathy, where the critical eye and ear are connected to a sense of caring. Take time to prepare in terms of the youth involved.



## Present the Game

**Make the rules clear.** Be sure the Scouts understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be **no put-downs or harassment** during the activity.

**Stand back.** Let the Scouts solve the problem themselves. Even though you may know a better solution, let them figure it out for themselves. They will learn the most from an experience they've worked through on their own. During some of the activities, you may be an active participant. This gives you an opportunity to get on common ground with your youth leaders, to be able to lead and to participate at the same time. There doesn't have to be a loss of credibility or authority. You are the leader, but can still convey the message that you're part of the group.

## Leading the Reflection

**Lay the ground rules for discussion.** Have Scouts sit so they can see each other and ask them to agree not to interrupt or make fun of each other. Let them know they are free to keep silent if they wish.

**Facilitate the discussion.** As a leader, avoid the temptation to talk about your own experiences. Reserve judgment about what the Scouts say to avoid criticizing them. Help the discussion get going, then let the Scouts take over with limited guidance from you. Avoid the temptation to jump in with both feet. Often we are so excited about the insight we've developed that we can't stop ourselves from sharing our wisdom. Give the group the opportunity to come up with it. Often, a well-placed question can crack a deadlock and get the juices flowing better than any enlightened monologue would have. Remember that the group thinks of you as the expert. They don't have to think if you step in. If you describe what you saw, be sure that your comments don't stop the boys from adding their own thoughts. Above all, be positive. Have fun with the activity and the reflection.

**Discuss what happened.** Direct open-ended questions toward specific incidents. For example, you might ask, "Who took leadership?" "What did they do that made them a leader?" "How did decisions get made?"

**Make a judgment.** Ask the group to decide if what happened is good or bad. Try to focus on the good things first. Direct their attention toward specific skills. For example, you could ask, "What was good about the way decisions were made?" Then you could ask, "What didn't work so well about the way you made decisions?"

**Generalize the experience.** We want to try to get them to see the connection between the game and regular troop experiences. You could ask, "How could we use the ideas we learned today in our troop?" Or you can be more specific. "How can we use what we learned about decision making on our campouts?"

**Set goals.** Begin with the positive. Ask them what skills they used today that they would like to keep doing. Then ask what things they need to change in order to better work together.



Reflecting on an activity should take no more than 10 to 15 minutes. The more you do it, the easier it becomes for both you and your Scouts. Remember that the real answers often lie beneath the surface. Reflection helps you ensure that these values come through to your Scouts.

### Review the rest of the video and the workbook.

Now is a good time to review the remainder of the video and this workbook. Take your time to make sure you understand each activity and what the outcome is to be. Carefully review the suggested questions. Add some of your own. Remember that close observation of the group may even bring others to mind. Once you have completed the video and workbook, it is time to start planning the big day.

## Preparing for the Big Day

The next step you need to take is to set a date, time, and location for your team-building workshop. The only requirement for a location is the availability of electricity, a videocassette recorder (VCR), and a monitor. You should schedule a full day for this experience, even though it may take less. There is no hard-and-fast schedule. This gives you more flexibility in developing each activity and the reflecting periods. Give your Scouts plenty of time, but when action or discussion lags, it is time to move on.

This training can be conducted entirely indoors, but it also lends the option of outdoor activities. Associating a "fun" activity after this training might be an excellent way to recognize your new "trained" junior leaders.

There is a limited amount of "training aids" you will need to conduct this training. A complete list is covered below.

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

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

### Who Should Attend?

This training experience is designed to build your key players into a team. The workshop is designed to work best for 10 or more people. Priority should be given to elected troop leaders (senior patrol leader, assistant senior patrol leader, troop guide, patrol leaders, Varsity team captain, Venture crew chief). Appointed leaders could be added if there are fewer than 10 members.

## The Big Day

Well, here we are. You and your junior leaders are in a room looking at each other. What now? Let's play some games. This will help everyone start to relax and have fun. You don't have to play all of the games we have suggested. When you think the group is ready, move on to the next phase.

### Warmup Games

#### MOON BALL

This is a good game that develops coordination, fast reactions, and unself-conscious participation. There is no individual competition, but the group does compete to better its record.



### **Equipment**

1 well-inflated beach ball

### **How to play the game**

Spread your group around a basketball court or open field. Use a well-inflated beach ball. The objective is to hit the ball aloft as many times as possible before the ball strikes the ground. Set an objective before beginning the game to give the group something to shoot for. The only rule is that a player cannot hit the ball twice in succession.

### **Variation**

Try this after the group becomes proficient in the basic game. Ask the group to see how many times they can strike the ball in sequence to all players without letting the ball hit the ground or missing a sequenced player.

## **YURT CIRCLE**

### **Equipment**

None

### **How to play the game**

Ask everyone to join hands and expand the circle outward until everyone feels some pull on their arms from each side. Ask the group to spread their feet to shoulder width and in line with the circumference of the circle. Now ask the group to count off by twos. Now ask all of the "ones" to lean in toward the center of the circle, and all of the "twos" to lean out (without bending at the waist). This should be done slowly. If the group works with one another, each person can accomplish a remarkable forward or backward lean. Now ask the group to reverse positions. There will be some difficulty, but keep trying.

## **EVERYBODY UP**

This activity is a good way to introduce the concept of group cooperation.

### **Equipment**

None

### **How to play the game**

Ask two people of approximately the same size to sit on the floor or ground facing one another with the bottoms of their feet opposite, knees bent, and their hands tightly grasped. From this position, ask the duo to try to pull themselves into an upright standing position. Once they are successful, add two more people, and continue until all of the group is included.



## Purpose of the Workshop

*Why are we here today?*

1. We are going to learn about a leadership style that works great in Scouting.
2. We are going to learn how to work together to accomplish a common goal.
3. We are going to learn how to deal with problems that you will likely encounter as a leader in Scouting.

The program will involve viewing a videotape and then playing games or solving problems. At the end of each of these games or problems, we are going to stop for a minute and think about what happened and then try to make sense of it.

Show the next video segment, "Leadership Styles."

## Activity 1— "Blind Square"

This activity will be used to demonstrate the "big boss" style of leadership. **The Scoutmaster will be the only one allowed to communicate.**

### Equipment

1 50-foot length of rope  
Strips of cloth for blindfolds

### How to play

Form the group in a circle. Ask each person to blindfold himself. They should then reach down and grasp the rope with both hands. The objective of this activity is to form a square, using the rope to establish the boundaries.

### Rules

1. No one may let the rope leave his hands for more than 5 seconds at a time.
2. Only the Scoutmaster may speak. The Scoutmaster may number the other people in the group if desired.
3. The Scoutmaster decides when the square is formed.

### Reflection on Activity 1

(Ask the group to sit where they are for this discussion.) This may be the toughest reflection that you do. First of all, it is the first one you will do. Secondly, you may receive criticism. You have purposely played the role of "big boss," which probably is a role these Scouts see their parents play every day. They may be hostile to this type



of leadership. If they confront their parents, they often meet resistance and punishment. Your job is to help them see the role of the Scoutmaster as an adviser, but not as the "big boss." Here are some sample questions you might ask.

1. Who took a leadership role in solving this problem? (What happened?)
2. How did decisions get made? (What happened?)
3. What kind of leader did I portray? (Make a judgment.)
4. What didn't you like about this style of leader? (Make a judgment.)
5. How often do leaders act like "big bosses?" (Generalize.)
6. How does it feel to be lead by a "big boss?" (Generalize.)
7. How often does the "big boss" style happen in Scouting? (Generalize.)
8. How could this game be played to eliminate the "big boss?" (Set goals.)

## Activity 2—"Blind Equilateral Triangle"

We just completed an activity to make a square out of a piece of rope. We did it with only one leader. This time our objective is to form an equilateral triangle (three equal sides). Everyone is blindfolded, but all can speak.

### Reflection on Activity 2

(Ask everyone to sit in a circle for discussion.)

The purpose of the reflection this time is to show the "sharing" style of leadership. Use some of these questions to get you started.

1. Who assumed leadership roles during the activity? (What happened?)
2. Did the leadership role shift during the activity? Who thought they were taking the leadership role? How did they do it? (What happened?)
3. Did you follow the leader even though you weren't sure that the idea would work? (What happened?) Why? (What happened?)
4. What did you like about this leadership style? (Make a judgment.)
5. What didn't you like about the "big boss?" (Make a judgment.)
6. How could this style of shared leadership work in our troop? (Set goals.)

## Identifying Traits of a Good Leader

At the completion of this reflection, ask the group to describe in single words what the traits of a leader should be. List these on a chalkboard or a sheet of flipchart paper.



### Leader Comments

Tommy asked a question that led the guys to do a better job of back-packing, which in turn became an enjoyable activity. There were no put-downs or "I'll-take-charge-here" attitudes, just a little focusing to help avoid a potential problem later. Compared to adults, teenagers get bossed around a lot. Scouting ought to be different. It's a chance to be with other guys, and have more control than in a job or at school.

Our job is to lead our troop, patrol, crew, or team in such a way that every Scout feels he has something to contribute and has as much fun playing the game of Scouting as you have. The alternative to the "big boss" is to share your leadership with others by helping your troop or patrol set goals and then assisting them in accomplishing those goals. The neat thing is that you can do it without being a superman.

Show the next video segment, "Cooperation."

### Activity 3—"My Friend, the Potato"

#### Equipment

1 baking potato per person

#### How to play

Distribute one baking potato to each participant. Do this very solemnly to make it more of a gag. Give the boys a minute to get to know their potato.

Next, ask each Scout to introduce their potato to the group, pointing out its unique size, shape, and other characteristics.

Once all the potatoes have been introduced, put them all in a bag and mix them up. Return a potato to each person, then have everyone try to find their own potato.

#### Reflection on Activity 3

The purpose of this activity was to show that everyone is unique and that a good leader knows and appreciates the special qualities and abilities of all members of the group. Some suggested questions follow:

1. What do you think this activity was all about? (What happened?)
2. Every potato was alike in some ways. In what ways are we like each other? (Generalize.)
3. How do these similarities help us to get things done? How could they get in the way? (Generalize.)
4. What about differences? How are we different from one another? How do differences strengthen the group as a whole? (Generalize.)



5. When do differences prevent a group from reaching its goal? (Make a judgment.)
6. How could we find out about the special qualities and abilities of each member of our troop? Are these talents differences? (Set goals.)

## Activity 4— Lunch Preparation

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

### Equipment

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

### How to play

A sack containing separate lunch menu items should be prepared for each Scout. Scouts select lunch sacks separately. The purpose of the activity is to plan a well-balanced lunch using the ingredients provided.

### Reflection on Activity 4

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

1. When you first opened your bag, did you consider not sharing? Why? (What happened?)
2. How did the group work together to prepare lunch? (What happened?)
3. Were all ideas given fair consideration? How did you feel if your idea was rejected? (Make a judgment.)
4. How difficult was it to reach a decision all could agree on? (Make a judgment.)

### Leader Comment

Our success as leaders will be determined by how well we are able to take the unique talents of each member of our group and mold them into a team committed to accomplishing a common goal.



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

This video segment deals with problem solving. There are three sequential steps a boy can take to frame a problem and help him see it in a larger context. It's a way for a boy to organize his thoughts and weigh alternatives. These steps follow:

**Empathy.** Put yourself in the other person's place.

**Invention.** Invent as many solutions to a problem as you can.

**Selection.** Decide which solution is the best for the most people. Remember that the caring perspective is as important as justice.

This portion of the video will take you through a number of conflicts and will provide possible solutions and activities for Scouts to determine solutions.

**Activity 5—"Tent Scene"**

**Equipment**

None

**How to play**

Divide the group into smaller groups of three people. Have them discuss how they would resolve the conflict over the tent flaps. They should then present their solution to the group in the form of a skit or role-playing.

When all skits have been completed, return to the video to see how Tommy went about solving the problem.

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

**Activity 6—"Nine Magazines"**

This is a very simple trick, but most of your Scouts will have to work at the solution. Use the senior patrol leader as your "confederate" and let him in on the trick. The purpose of this activity is to show the Scouts that they may need to look at several possible alternatives before arriving at a no-lose solution.

**Equipment**

9 magazines

Magic Pointer (Scout stave)



### How to play

You are the medium. You arrange nine magazines in three rows of three, forming a rectangle on the floor like so:

X	X	X
X	X	X
X	X	X

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

X	X	C
X	X	X
X	X	X

The senior patrol leader reenters the room, and without a word, you tap randomly around on the magazine covers until he miraculously identifies the chosen magazine. All are astonished and begin busily thinking up the secret you are using to communicate the chosen magazine.

Continue this until one Scout feels he knows the answer. Ask the Scout to leave the room. Select another magazine and have the Scout return. If he guesses properly, have him become the medium. Continue the game until the majority have the solution.

The secret? It's magic, of course. But it also helps if you tap each of the magazines in the same relative position on its cover as its location on the grid of the floor; in this case, the upper right-hand corner of each magazine.

X	X	C
X	X	X
X	X	X

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

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

### Activity 7—"Scene with Tommy and Sam"

#### Equipment

None

#### How to play

Divide the group in half. Ask them to use the problem-solving methods (empathy, invention, and selection) to deal with the situation between Sam and Tommy. Ask them to select two actors to portray their solution.



### Reflection on Activity 7

The purpose of this activity is to determine how well your Scouts understand the steps in problem solving. Here are some sample questions you might ask.

1. How did the solution of group 1 differ from the solution of group 2? (Make a judgment.)
2. Which solution did you prefer and why? (Make a judgment.)
3. Are there other alternatives that we might have missed? (What happened?)
4. Was it a win/win solution? Why or why not? (Make a judgment.)
5. How would you feel if you were in Sam's place? (Make a judgment.)
6. How could the problem have been avoided? (Set goals.)

### Leader Comments

This is a common problem, isn't it, guys? It is one every patrol leader must face, so we put it in the workshop. You had the advantage of the group to solve the problem. This same group will continue to be available to help as you encounter this experience or other similar conflicts. The more you deal with these "real world" situations, the better qualified you will be to resolve them.

Show the next  
video segment,  
"Team Building."

### Activity 8—"Willow in the Wind"

By this time, your junior leaders should be coming together as a team. These next two exercises will develop trust and confidence in each member of the team.

### Equipment

None

### How to play

Have junior leaders stand shoulder to shoulder in a circle with one person (the "faller") standing rigid and trusting in the center. Remaining rigid, the center person falls slowly in any direction. Before he moves very far off center, the people in the circle redirect the faller's impetus to another arc of the circle. This fall-catch-push sequence continues in a gentle fashion until the center person is relaxing (but remaining rigid) and the people in the circle have gained confidence in their ability to work together toward handling the occasional weight shift of the faller.

Change Scouts in the center until everyone has had an opportunity.



## Activity 9—"Trust Fall"

The purpose of the trust fall is, as the name implies, to develop trust among team members.

### Equipment

A platform, ladder, or stump approximately 5 feet in height

### How to play

Each Scout will be asked to stand atop the platform and fall backward into the waiting arms of his peers. The faller should be instructed to close his eyes prior to and during the fall. The faller should keep his arms close to the side of his body (hands grasping pants or crossed securely on his chest) and fall with his body held rigid and not bending at the waist.

Ask fallers to remove all objects from their pockets that may injure themselves or others. Ask catchers to remove all wrist jewelry.

The two lines of catchers stand shoulder to shoulder, facing one another, with hands extended, palms up, so that hands are alternated and close together to form a safe landing area.

Do not allow catchers facing one another to grasp hands. Knocked heads will result.

Place yourself in the catching line so that if things go wrong, you can either catch the faller or do a good job of slowing him down. After the Scouts have caught a few fallers, remove yourself from the line, but keep a close eye on what is happening.

Before any fall occurs, establish a communications code between catchers and fallers. The dialogue might be as follows:

Faller: "Ready to fall!"

Catchers: "Fall away!"

Faller: "Falling!"

Now for the big question. Do you take the plunge? If your Scouts are capable physically of catching you, then falling is a great way to show your trust in them. If your Scouts can't take the weight, do the smart thing—decline.

### Reflection on Activities 8 and 9

The last activities were designed principally to help the team develop trust in each other. Here are some questions you might consider.

1. What did you like about these two games? (Make a judgment.)
2. What is scary about the trust fall? (Make a judgment.)
3. How is the trust fall like what we have been talking about today? (Generalize.)
4. How will trusting each other help us to have a better troop? (Set goals.)



## Closing Reflection

The purpose of the day has been to build a team to run Troop \_\_\_\_\_. It has been fun and challenging. You have learned some new skills to be a leader. Use them wisely.

Before we close, I want to give each of you an opportunity to talk about today and how we can use this experience to help us be better people and a better Boy Scout troop. I'll start. (Give all Scouts an opportunity for comments, but make it clear that everyone does not have to comment.)

Here are some thoughts on what you might say as the leader.

- As an adult and a parent, there will be many times that I might overstep my boundaries and actually do something you should do. Be patient with me because adults make mistakes, too. A gentle hint might help to remind me that you can run this troop.
- As we began today, I saw a group of individuals, each with his own goals and objectives. Now I see a team ready to give leadership to Troop \_\_\_\_\_. I'm proud to be a part of the team.
- Gosh! I'm impressed. This workshop was new for me, too, but you guys really made it a success. Thanks!

Once everyone has had an opportunity for input, present each junior leader with a trained leader emblem for his uniform.





## Section III

# Continuing Training Opportunities

### Your Next Step

Today you have had the opportunity to begin developing the team that will run your Boy Scout troop. The day began by showing a comparison of two styles of leadership, "big boss" and "sharing."

Then visually and through activities, you learned how a group cooperates to accomplish a task. The third part of the experience dealt with problem solving. Here you and your Scouts were introduced to a model for problem solving and then given the opportunity to solve some common troop problems. The program finished with an activity designed to teach you to trust each other. You wrapped it all up by setting some personal and troop goals.

Junior leader training is an ongoing process. To enhance the skills learned today, you must continue to use the methodology you have learned. At patrol leaders' council meetings, talk about the kind of problems encountered at the last troop meeting and how we might have solved them better; or recognize a Scout who did a great job of dealing with a problem. As leaders, you must be alert to the many opportunities facing our junior leaders at each meeting and activity. Continuous coaching with leaders individually or in groups will help to enhance their skills and make them better leaders.

The following stories can be used at patrol leaders' council meetings to help your Scouts continue to refine their problem-solving techniques.

---

### He's a Great Guy, But . . .

I've known Rick all my life. In fact, he's one of my best friends. We've always lived on the same block. It really doesn't matter to me that he has cerebral palsy.

Well, sometimes it does. He's a great guy, but sometimes I wish he was normal. Sometimes he acts so weird. I don't mind the slow way that he talks—I'm used to it by now but I still get embarrassed. He goes to special education classes, but he's really smart. He can do anything he wants to, except be like everyone else.

I was really looking forward to going to Boy Scout camp with him this summer. Rick was anxious to go to camp, too. It's all he talked about for days. He signed up for the Cooking merit badge because he doesn't know how to cook at all. I'm in the Pioneering merit badge class.

The guys in my class are cool. Well, I'm meeting a lot of people who are cool, but these guys are *really* cool.

While we were working on our project in class today, Rick walked by. He yelled "Hi, Dan" at me. I was really busy, so I just nodded at him.

When he was gone, the class started to mimic Rick. Then they asked if he was my retarded friend. I didn't want them to think I wasn't cool, so I said he was in our troop but that I didn't know him that well.

I feel really bad about that now. I hope I didn't mess up my friendship with the guys in my class, but I don't want to hurt Rick, either. It's not my fault that Rick isn't like everybody else. Anyway, I can always make it up to him at home, can't I?

- How do you think Rick will feel if he finds out?
- What might Dan tell Rick about what happened?
- What does Dan mean when he says he can make it up at home?
- Why do you think Dan denied being friends with Rick?
- How could Dan have avoided feeling the way he feels now?
- Is someone with cerebral palsy retarded?

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## Open Mouth, Insert Foot

It had been a good meeting, especially the announcement about the canoe trip. Greg had been waiting for that for quite a while. Every June, the troop went on a wilderness canoe trip in Canada. Not everyone went, though. You had to be 15 years old, be a Star Scout who was active in the troop, and have Swimming and Canoeing merit badges. Greg could hardly wait. This was the first year he could go.

The Scoutmaster stood up for one last announcement.

"Here it comes," Greg thought. "The Memorial Day service project."

The Scoutmaster was a member of the VFW post that was the troop's chartered organization. The troop often did service projects for the VFW post.

"On Memorial Day weekend," the Scoutmaster said, "the troop will once again honor our war dead at the cemetery. We will be placing flags on the Civil War veterans' graves. We'll also provide an honor guard for the memorial service. I expect everyone here Friday after school for the stars. On Saturday, be here at 10 a.m. sharp, in full uniform, for the honor guard."

"What a pain," Greg said to himself. He had planned to go biking with some friends over the weekend. "What good is putting flags on dead veterans' graves? How about doing something with *living* people? Maybe we could be real radical and work with vets

at the veterans' home or at the Disabled American Veterans center on a day that wasn't Veterans' Day, Memorial Day, or Armed Forces Day."

Greg decided to stop complaining to himself and to talk to the Scoutmaster.

"Excuse me, Mr. Godard," he said. "Can I talk to you for a couple of minutes?"

"Sure, Greg. What is it?" asked the Scoutmaster.

"I have plans for Memorial Day. I can't make it to the project."

"Oh, do you have family plans?"

"No, I'm supposed to go biking with friends."

"Do you mean to say that biking with friends is more important than honoring veterans, Greg?" questioned Mr. Godard.

Greg knew he had upset the Scoutmaster. Mr. Godard was a retired officer with fond memories of his service. And he was especially sensitive about veterans' issues.

"I didn't say that," Greg answered. "It's just that I thought I'd like to do some other work instead. Like working with people for a change, instead of things. We do lots of things like cleaning parks and putting flags on graves, but we never seem to serve people."

"Being involved with the Memorial Day program serves people," said the Scoutmaster.

"Come on, Mr. Godard. No one cares about the Civil War graves," Greg blurted out.

"Listen, Greg." The Scoutmaster's eyes were steely and cold. "Either you show up for the project or you can forget about any canoe trip. End of conversation."

Mr. Godard turned on his heel and strode out of the room.

- What do you think will happen?
- How can Greg repair this situation?
- How was Greg unfair to the Scoutmaster?
- How was the Scoutmaster unfair to Greg?
- Whose ideas are more in line with "service to others," Greg's or the Scoutmaster's?
- What do the words "respect" and "obedience" mean?

## Looking for Some Support

Rain like this at summer camp dampens more than canvas and sleeping bags. It dampens spirits, too.

Todd knew he had to go out into it, so he shoved his clipboard under his jacket and headed out of his tent. Stepping lightly around the biggest puddles, he made his way to the dining fly.

He was on his way to the Tuesday night patrol leaders' council. There the boy leaders would review the latest list of canceled events and activities, inventory the new rain damage, and figure out what the troop could or should do. In spite of Todd's attempts to keep it light, the meeting was pretty somber. Navin and his patrol were in a good mood, but Tony, Chris, and their patrols were down in the dumps.

The last item on the meeting agenda was to go over Wednesday's duty roster. Todd handed out the rosters, confident that the last item would be done quickly and the leaders could join the rest of the troop.

But Tony took one look at the roster and bellowed out, "What do you mean, my patrol has to do firewood tomorrow?" He glanced angrily outside at the chilly drizzle. "I don't believe this. It's been raining for two days! We won't be able to find any dry wood . . . And another thing—how come we don't vote on these duty rosters?"

"It's just a rotating schedule. Back off," Todd warned. "Your patrol just happened to get firewood duty."

"And I suppose it just happened that my patrol has commissary duty?" demanded Chris. "It's a mile-long slog through the mud to get to the service area. Look at this! Navin's patrol only has to clean the latrines and police the area. That's unfair!"

"Buzz off!" Navin yelled. "We got firewood today, and we had commissary yesterday. We did it all without complaining. You should too."

"Come on, guys, mellow out," Todd said. He needed to bring the meeting back to order. "I wish it wasn't raining. I wish it was sunny and 75 degrees. It's too bad that it's not. We still have to cook and clean and get wood, and we all have to do those things. So come on, let's all pitch in."

"Yeah, pitch it in the lake, Todd," Tony hollered out. "Come on, Chris, let's go to the trading post."

"Hold it, guys," Todd said, still trying to regain control. He wished his voice wouldn't crack at times like this. "We have to work this out."

"Well, work it out without us," Tony shot back. "We're going to the TP and we aren't going to be taking care of your stupid roster. See ya."

Tony and Chris backed out of the tent.

Todd looked at Navin for some support. All he got was a shrug as Navin got up and followed the other boys.



- What are three ways to end this story?
  - How would voting on the duty roster have made a difference?
  - What do you think might happen to Tony, Chris, and Navin when their duties aren't performed?
  - If you were Todd, how would you handle rainy days at camp?
  - How would that make a difference in the conflict you read about here?
- 

## Nothing Left

"Yeah, yeah . . . um . . . yeah," stammered Bill. "Well, play practice is for the next three weeks, and I . . . um . . . won't be able to make it until after that . . . Sure, I'll be there after that . . . You bet . . . Thanks for calling, Mr. Garcia."

With that, Bill hung up the phone. He was relieved to be done talking to his Scoutmaster.

Bill was really tired of Scouting. He was 17 years old, and most of his friends had left Scouting two years ago. There wasn't anything fun to do anymore. There was nothing left for him.

The Scoutmaster was always talking about giving something back, but Bill didn't seem to get anything out of it. There didn't even seem to be any point in going to the meetings.

Bill wasn't ready to tell the Scoutmaster that he was quitting, though. He still wanted Scouting to mean something, like it had when he was 12 years old. Back then, he had loved going to camp and meetings and doing projects.

Now it all seemed so boring. Bill would be happy to go to meetings and get involved again, but there was nothing that interested him in Scouting. He figured it was a waste of time to try to do anything about it, so he'd probably better quit. Still, he couldn't bring himself to tell the Scoutmaster that his Scouting days were over.

- What are three possible endings to this story?
  - How could you help Bill make up his mind?
  - How can the Scoutmaster help Bill with his conflict?
  - What do you think the Scoutmaster means by "giving something back?"
  - When is it okay to quit an activity?
-

## Sure, I Can

"Sure, I can canoe," Sam found himself saying. "I grew up in the lake region. Everyone knows how to canoe and swim and all that stuff in Grand Marais. That's the way it is up there."

In his private thoughts, Sam was horrified. How could he tell such lies? He couldn't canoe. He couldn't swim, either. In fact, he was afraid of the water. But he had to say something. He didn't want to be left out.

Sam was finding new friends in Nebraska, where his family had just moved after living for 12 years in Grand Marais. Lots of the boys belonged to Scouting, so he joined, too. He thought it was okay to tell this little white lie. After all, where do you canoe in Nebraska?

"Great, that's just great!" piped up Zach, the senior patrol leader. "We can always use good canoeists in our troop."

"Why is that?" Sam asked.

"You see, every year our troop goes on a canoe trip," Zach explained. "We paddle the Niobrara. It has some pretty wild stretches, and sometimes some of the guys need help. It's great to have someone who lived by the Boundary Waters Canoe Area."

Sam wanted to crawl into a hole.

Zach wasn't done yet. "Hey, could you help us with swim qualifications? And maybe you could show us all a thing or two about canoeing."

Sam realized what he had gotten himself into. He'd been standing around with the guys in the troop, just trying to fit in and be a little important. They were all bragging about this award or that skill. Before he knew it, he was the expert in canoeing. How could he ever tell them now that he hated the "tippiness" of canoes? Or that he was scared to death of water? Now they were all looking at him for some great sermon about canoeing.

"Well, anyway," Zach went on, breaking the silence. "The trip is in a few weeks. Swim qualifications and canoe class start Saturday. I'll call you about what you can do. A real Boundary Waters paddler is gonna show us how! This is great!"

"Yeah," thought Sam. "This is great."

- If you were Sam, how would you have avoided being in this spot?
- How does Sam's need to make new friends lead him into telling lies?
- How can he get out of this lie?
- If he tells the Scouts the truth now, what will happen to their trust in him?
- If he doesn't tell the truth, what will happen to the lie?
- Why do you think he told the lie in the first place?



## An Easy Target

"Look, I'm sorry that Troop 76 didn't make a great first impression. And I'm sorry I didn't get here until Tuesday," Carl stood up and tried to explain. As the Troop 76 Scoutmaster, he wanted to set the record straight about his boys.

"But you have to understand," he went on, "that it's a new troop and the guys are young. Most of them don't have camping skills—they haven't had a chance to learn. And which of you is willing to teach them? We've put up with a lot of condescending treatment, and the boys and I are pretty upset. The last incident shouldn't have happened at a Boy Scout camp, of all places. And you know what? It all boils down to 76 being an inner-city troop with minority kids. We're an easy target for other troops, aren't we? That's—that's all I have to say for now."

When Carl sat down, Tom shook his head. He hated for Scoutmasters to get upset. He'd been a counselor at Camp Blue Waters for a couple of years and liked his job, except when real problems came up and Scoutmasters were upset. He knew Troop 76 had a legitimate gripe and the counselors had some explaining to do. Carl wasn't making anything up.

It all started when Troop 76 was dropped off at camp on Sunday morning. As they got out of the North End Community Center bus, they did look kind of ragtag, but that's to be expected with a first-year troop. But other units noticed where the bus came from and said, "Oh, the North End. That part of town."

Troop 76 was unorganized the first day, but that could have been because their Scoutmaster wasn't there. The two adults with the troop had never been to camp either, so they couldn't tell the boys how to do things the "camp" way.

Tom realized that he was to blame for some of the problems, since he was assigned to work with Troop 76 on check-in day. He should have been more aware of the troop, but it was more fun spending time visiting with troops he had known for several years.

When Troop 76 asked for help, the staff got huffy. They didn't think they should have to make special considerations for 76. Things moved a little more smoothly after Carl, the Scoutmaster, arrived on Tuesday.

But there were lots of little incidents—racial remarks, little quips. Nothing big, but enough to get the message across about "the black troop" or "those guys."

Tom could understand some of it. Many troops came from areas where few minorities lived. They had never had contact with blacks. And boys from rural areas had little experience with boys from cities. There was some discomfort in adjusting to different ideas.

But Tom couldn't explain other incidents. When the assistant aquatics director remarked, "Blacks just can't swim," Tom looked at him to see if he was joking. He wasn't.

And on Monday at the trading post, Troop 199 had gotten into a little shoving match with Troop 76. The Scoutmaster accused the boys from 76 of carrying knives. Well, everyone at camp carried a Scout knife!

This morning things went too far. That's why the meeting was called. A troop from the other end of the camp had complained about damage to the campsite overnight. They said some things were missing, and tarp lines had been cut. Their Scoutmaster and a couple of the boys had seen Scouts from Troop 76 in the campsite. They were sure 76 was responsible for the theft and the damage. Besides confronting Carl, they complained to the camp director.

Tom knew Troop 76 was innocent. He had just returned from a canoe overnight with 76. He knew that none of the members had been in camp when the damage was done.

- If you were Tom, what would you do?
- How could Tom have helped Troop 76 avoid some of their troubles?
- Why was Troop 76 an easy target?
- What could you do when you hear things said that aren't true?
- What are some ways to build understanding between the groups of boys who are different from each other, like the city boys and the rural boys? The black Scouts and the white Scouts?

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## Want Some?

Tony, the troop scribe, was bored. There was nothing interesting going on in the whole camp. Everyone in the troop, except for the older guys, had taken off to work on the Hiking merit badge. Tony walked around and finally decided to check out Jim's tent, where the older boys were. He walked over and let himself in.

It was really smoky and smelled strange in the tent. The smoke came from the middle of the tent, where the junior assistant Scoutmaster and the assistant senior patrol leader were lying on the floor. At first glance, Tony thought they were smoking cigarettes. Then he realized that what they had didn't smell like any cigarette he had ever smelled. The smell was definitely pot.

"Hi, Tony," giggled Jim, the senior patrol leader. "Want some?"

Tony couldn't say anything. All he could do was stare. These were the guys who were troop leaders! They were always talking about leading by example, Scout's honor, and serving the community.

"Are you guys sure this is a good idea?" Tony asked nervously.

"Of course. Anything this great has to be a good idea," answered Gabe, the junior assistant Scoutmaster.

The other guys giggled in agreement. Tony blushed and let himself out of the tent. He didn't know what to do. Should he tell someone? These were his friends, as well as his leaders. He knew they would really get in trouble if anyone found out. And what was the big deal anyway—it was just a joint. Would it matter so much if he just let it pass?

Besides, he was just the troop scribe. Maybe no one would believe him. And the boys would get really mad at him if he told someone. He didn't want to lose their friendship.

- If you were Tony, what would you do?
  - What would you say to Gabe?
  - What might happen if Tony keeps quiet?
  - How can Tony alert the adult leaders about a dangerous situation and still be loyal to the boys?
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## Helps for Junior Leaders

There are many other opportunities to help your junior leaders. A few examples follow:

- Meet with the senior patrol leader before every patrol leaders' council meeting. Using *Woods Wisdom* as a guide, help him develop an agenda for the meeting.
- Make sure that there is an opportunity for training on the agenda for each patrol leaders' council meeting.
- Involve the patrol leaders' council in planning troop program through the annual planning conference.
- Conduct special patrol leaders' council activities as a source of recognition and for teaching specialized skills.
- Use leadership topics in your Scoutmaster's Minute.
- Be conscious of each boy's strengths and weaknesses. Brag on his strengths, and help him with his weaknesses.
- Scoutmaster's conferences are an excellent opportunity for personal coaching.

Junior leaders may need specific skills related to accomplishing their job. The following are ideas for skill training:

- How to organize a patrol
- How to use a duty roster
- How to plan menus and cost control
- How to identify resources
- How to stimulate advancement

- How to encourage and control patrol competition
- How to teach skills
- How to be safe on troop and patrol outings
- How to handle patrol finances
- How to manage troop and patrol equipment
- How to do things other patrol members can't do, e.g., exotic skills such as dutch oven cooking, rappelling, etc.

## Local Council and National Junior Leader Training Opportunities

When you feel that your junior leaders are comfortable with their jobs in Scouting, it may be time to consider involving them in the junior leader training conference in your local council. This week-long experience takes an in-depth look at the skills of leadership. It also provides your junior leaders with an opportunity to learn and share ideas with other junior leaders from troops throughout your council. Get your troop committee to provide a scholarship to one or more of your junior leaders. As Scoutmaster, you should attend the orientation session so you can help your junior leader(s) implement the many new skills learned through this program.

For Scouts who demonstrate exemplary leadership and who could play an important role in the junior leader training conference in the local council, there is the National Junior Leader Instructor Camp. This program is conducted annually at Philmont Scout Ranch in New Mexico. The National Junior Leader Instructor Camp brings together top junior leaders from across the country. It teaches them how to develop and implement training concepts related to the local council junior leader training conference. Scouts wishing to participate in this program must be nominated by the local council and will be invited to attend by the Chief Scout Executive.