

D.E.L.T.A.

DEVELOPING ETHICAL LEADERS THROUGH ACTION

*An Ethics in Action Program
for Boy Scouts.*

by Beth Emshoff

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MINNEAPOLIS, MINNESOTA

and the

CENTER FOR YOUTH DEVELOPMENT AND RESEARCH

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Forward

This book you are holding is unusual. It was written by a group of University colleagues who have talked about, worked and invested much of themselves in the "Ethics In Action" project on an almost daily basis for the past three years. Scouts, Scout leaders, and professional Boy Scout personnel all contributed to the effort. It represents the joint experience of developing DELTA.

Because DELTA was developed by a partnership of Scouts and University faculty, it joins the wisdom of both in a method of positive youth development. DELTA was designed to fit into Scouting. What we have come to understand is that DELTA is Scouting.

Ethical development is a major aspect of a youth becoming an adult. DELTA is a method of enhancing the ethical development of a special youth - a Scout; a person who values justice, caring, and service to others.

This book represents a very special possibility: ethically sensitive and ethically courageous Scouts and adult leaders. DELTA will show you how to make this possible.

We invite you to join us in helping Scouts learn the skills that will prepare them to become the ethical, servant leaders of tomorrow.

Preface

When the Viking Council, Boy Scouts of America approached the Center for Youth Development and Research (CYDR) at the University of Minnesota in 1985 about designing a "few activities" to teach ethical decision making, neither would have imagined the comprehensive program that has come to be called "*Ethics in Action.*" This initial request was based on parents and leaders wanting more help from Scouting in this area. Throughout that next year University faculty and council professionals met to explore how this interest in reinforcing values and ethics within the context of Scouting could best be realized.

The result was a commitment to design developmentally appropriate programs for youth at all levels of scouting. The program for Cub Scouts, **Developmental Education For Lifetime Values, (DELV)** was initiated first and completed in the fall of 1988. The Boy Scout counterpart to DELV is **Developing Ethical Leaders Through Action, (DELTA)** and that's what this book is about.

The creation and evolution of the DELTA program involved many people and organizations. CYDR colleagues were consulted almost daily for the past two years for ideas and critical comments on program directions and materials. Dr. Judith Erickson, who developed DELV, was particularly helpful throughout the process, supplying historical perspectives, insights on developmental theory, and consultations on two of the videos. She participated in the writing team that edited this book along with another CYDR colleague Dr. Michael Baizerman. Dr. Baizerman's daughter, Tasha, is the author of DELTA's *Right, Wrong, or What?* story book. Another member of the writing team, Alice Keppel, has been involved with DELTA at a couple of levels. Her husband and two sons are in the DELTA troop featured in the videos while she has done numerous editing and writing projects for DELTA over the past year. Student research assistants Chris Sells and Steve Kittel brought years of Scouting experience to the field testing of materials.

Colleagues on the Viking Council staff have been supportive and provided insights for embedding DELTA into Scouting. Jacquie Clemans always managed to get whomever or whatever was needed in a cheerful manner. Dr. John W. Larson, National Council, Boy Scouts of America, Director of Education / Community Relationships has been supportive throughout the process and provided helpful direction in the early stages of development. Gene Peterson, Mary Waters, Area Director and Tom Ford, North Central Regional Director, Boy Scouts of America have also supported this effort. Critical to the successful development of Ethics In Action has been the encouragement and advocacy of former Viking Council President Charles Hann and current President Paul Curran. Bob Gagner, Director of Camping, for the Viking Council played a critical supportive role in the development of DELTA. He worked closely with DELTA's project director for two summers at Many Point Scout Camp, helping to integrate DELTA into camp programming and staff training.

The program materials in DELTA are outstanding, due in great part to the audio-visual professionals who were involved. Barbara Lyman, the graphic artist, who designed the layout for this book and created all of the line drawings. Writer Gary Lindberg captured the essentials of program components and translated them into wonderful scripts for the five DELTA videos. Producer/director Muffy Robinson provided the magic to bring these scripts to life and earned our respect for her enduring patience and creativity. IDS Financial Corporation funded, in part, these videos which were filmed at their production facility, Studio 55. Jeff Werner, manager of Studio 55 gets much of the credit for moving the idea of these videos into reality. Perhaps the greatest insights and critical comments that helped to shape DELTA were from the Scouts and Scouters who worked with us in the pilot troops. They are the inspiration that kept us going when things bogged down. Almost thirty troops have tried and evaluated DELTA programs and materials. To all of you who have attended training sessions, shared a cup of coffee along with your impressions at camp, or helped survey Scouts, we are grateful. In particular to the leaders of several two year troops, 161 in Minneapolis, 204 in Anoka, 353 in Litchfield, and 711 in St. Anthony. The Scouts in troop 161 are the "talent" in four of the five videos. Their Scoutmaster Greg Stromberg and parents are due great thanks for all of their cooperation during the filming.

A number of the materials that are a part of DELTA have been reprinted from other sources. We wish to thank Project Adventure's Karl Rohnke, author of *Cowstails and Cobras* for permission to use or modify a number of

games that are included in this book. The *"Idea Notebook"* in the games section is from an article by Dr. Clifford Knapp and is reprinted with his permission.

Not only human resources are necessary for the creation of new programs. We wish to express our deep appreciation for financial support for design and continued development of DELTA that has been provided by the Pillsbury Foundation, the Otto Bremer Foundation, the North Central Regional Trust Fund, Super Valu Stores, Inc., the Thorpe Foundation, and the IDS Financial Corporation.

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Table of Contents

Forward

Preface

Chapter One

Scouting and Values

Chapter Two

Boy Scouting Is Youth Development
Through Learning From Experience

Chapter Three

DELTA Activities
Overview
Scouting: A Safe place for boys
Cooperative Skill Building
 "How TO" use these games and Scout Skills
 Lead the Reflection
 Initiative games (15)
 Scout Skills (25)
 Create your own Scout Skill
Self Guided Activity
Idea Notebook: Questions for Reflecting
Problem Solving Model
DELTA Good Turn
 Leaders Guide for the DELTA Good Turn
 Some additional thoughts
Program Settings for DELTA

Chapter Four

A Guide to the Ethic's In Action Videos
Leader's Guide to the "*Foxes and The Hound*"

References

Appendix

Overview of Youth Development
Awards and Recognitions
DELTA Planning Calendar

Chapter One

DELTA Leader Handbook

Scouting and Values

Sir Robert S. S. Baden-Powell founded the Boy Scout movement back in 1907. Like many people in those days, he recognized that the schools could not do all that was needed to help boys survive and prosper in Great Britain's rapidly growing urban, technological society. The non-formal Boy Scouting educational program was designed to supplement what boys were learning in school. It sought to help boys learn attitudes, values and skills. When Boy Scouting came to America in 1910, it kept Baden-Powell's original focus on personal character, physical health, practical skills for a work career and service to others. The Boy Scouts of America continues to provide today, a model program of non-formal education in which youth learn about citizenship, recreation, responsibility, caring and inter-dependency-the ways in which we are linked to others in friendships, groups, families and community.

Today's Youth

Life now is complex, sometimes even frightening. Youth are confronted with a wide array of possibilities, choices and risks. They must learn so much about the nearby world of the neighborhood, community, town or city; they must master the intellectual and interpersonal skills to be effective in our rapidly, ever changing economy. Being a youth now is hard!

Today's world can be a scary place for kids! Even small-town youth know that the alcohol and drugs that seem to be everywhere can hurt, even kill. And these are not the only real dangers in their lives. Life can be frightening and confusing. It is hard to know what is right; it is hard to figure out what to do. School doesn't teach wisdom, and often doesn't teach how to think about situations and how to decide what is right. Programs like the Boy Scouts can help, and there is a real place for them.

Scouting comes to boys through you, the leader. It is a place where youth can struggle with trying to understand, sort through and do something about the things which matter, the ideas they believe and the people about whom they care. Scouting is a *place* to think about and act on what matters - one's values.

This is what DELTA is about-helping youth master the skills they need to figure out what they believe and then to act responsibly.

DELTA builds upon and extends four core Boy Scout values:
personal honesty,
fairness in one's dealings,
respect for others
and the maintenance of a healthy self.

DELTA IS BOY SCOUTING!

The core of the Boy Scout mission is to enhance youth's ability to make ethical decisions:

It is the mission of the Boy Scouts of America to serve others by helping to instill values in young people and in other ways prepare them to make ethical choices over their lifetime in achieving their full potential.

The Viking Council of the Boy Scouts of America believes fully in this mission and has tried to implement it in its programs. In 1984, the Council surveyed parents and found that they agreed with this emphasis on personal value development, but wished more help in working it out.

DELTA is the result. This new program reflects the concerns of the organization, the Viking Council and Scouting parents. Ethics in Action means just that—that youth will define their personal values and ethics as they act, and then reflect on their actions. This is called action-learning and it is an unmatched way to enhance value development.

*DELTA means Developing Ethical Leaders Through Action. The words are crucial: **Through Action** means action-learning. It means that it is not enough just to talk about ethics and values, but that they must be lived in everyday life. Although putting ethics into action is important for everyone, it is crucial that those youth who want to help others find their way and achieve something in their schools, troops or communities be **Ethical Leaders**. Finally, **Developing** means that this is a process, not a one-shot experience or activity. It means that in the course of this development, youth leaders will change, and adults leaders will change too, and that the change can be ongoing.*

DELTA is youth and adult development in the sphere of ethics and values—in the sphere of ideas and beliefs which really matter.

DELTA is a program constructed of old and new ideas and approaches. Some parts of it will look familiar, while others will be less so. However, any way you look at it, take it apart or rebuild it,

DELTA IS BOY SCOUTING!

Values are those things which really matter to us. They are the ideas and beliefs which we hold as special. For example, Democracy is a value; so too is caring for others. We may value certain traditions such as the Sunday family dinner or certain ideas such as that all people are equal, regardless of race, gender, age or social class.

Ethics deals with what we believe to be good or bad and with the moral obligations that these beliefs imply. Ethics involves the rules for deciding right and wrong and the code of conduct that is based on our decisions. While there are some things that not everybody sees eye-to-eye with in this area, there are a whole lot more that we do agree about. For example, to steal is wrong, for most of us. So too is physical assault. Most of us don't think it is right to cheat in school; many of us think it is injustice to punish someone who didn't do anything wrong. As an idea, ethics is simple, but the consequences are profound!

Values and ethics together give our lives meaning. They are the criteria we use to decide what matters to us in our everyday lives. Our uniqueness as individuals lies in part in our ethics and how we live out our values. These are the criteria we use to judge other people and decide whether we want them as friends or consider them to be enemies. Values and ethics really matter.

Values and ethics come to us from many places in a variety of ways. Sometimes directly, and sometimes indirectly, parents teach us their values and ethical rules. Schools expose us to the values and ethical codes of others beyond our own families. Our religious training helps us to master values and ethics based on ancient traditions. We learn from our friends and neighbors, even from our enemies. We cannot forget the media—books, newspapers, films, television, etc.—as other important sources of values. So are the clubs, teams and groups to which we belong. Among these, of course, is Scouting.

Scouting **is** a set of values and a code of ethics, It is not the uniform or ranks or badges; it is what these things stand for that matters about being a Scout. What matters is that Scouts **stand for something**-they stand for a set of values about living with people, animals and things. Scouting as we find it in the Oath and the Law, is about the quality of our relationships to the world.

Scout Oath or Promise

*On my honor I will
do my best
To do my duty to
God and my
country and to obey
the Scout Law;
To help other people
at all times;
To keep myself
physically strong,
mentally awake, and
morally straight.*

Scout Law

*A Scout is:
Trustworthy
Loyal
Helpful
Friendly
Courteous
Kind
Obedient
Cheerful
Thrifty
Brave
Clean
Reverent*

Interest and concern about values and ethics is as old as organized living. We have carried these concerns from the caves of our ancestors to our houses and apartments of today. In ancient times, parents, teachers and youth leaders worried about the same kinds of things that we do. To be sure, the specifics may look rather different, but the similarities are there when we look closely.

At all times and in all places adults have been concerned about children and youth. To keep going, every society must deal with the questions about what kinds of adult people are wanted in its communities, and what must be done to make sure they come out that way. In the very broadest sense, education deals with what and how young people must learn to become good citizens. This is people-making; it is the development of child, youth, and adult character and personality.

In our pluralistic American society, we have a wide range of character and personality types from which to choose. In fact, this is a way that our values about social and political freedom are expressed: People can be different! Yet in our society there is broad agreement on ideal attributes and characteristics that cuts across our differences. Ethics is an area where there is some consensus. This is reflected, for example, in what "makes news." Public outrage follows the violation of trust. It becomes "ethical misconduct" when a government official gains from "conflict of interest," or a religious leader compromises his or her marriage vows, or a parent abuses a child.

As our society has become increasingly diverse, both in its peoples and in its technologies, maintaining the things that matter to us has become increasingly complex. As was true in Baden-Powell's day, it remains true in ours: the schools cannot do it all. We cannot be content with assigning responsibility to parents, or "the community" for failure to educate youth to be the kinds of good people we want and need. Nor can we sit back and blame the television that we watch for our "loss of values." Our values say that the development of our young people must become everybody's concern and Scouting can continue to have an important part in enhancing value and ethical development. It is not enough to react when things go wrong. We must be proactive in changing how youth learn values and ethics. We must do something!

Chapter Two

Boy Scouting is Youth Development Through Learning From Experience

DELTA is a Scouting program. It is simply a way of emphasizing and enhancing value and ethical development in youth and in adult leaders. DELTA uses approaches developed in formal schooling and non-formal education programs to help youth achieve a heightened awareness and competence in deciding about what matters to them in their everyday lives. It helps them become the persons they think **they ought to be**. Since ethical and value development is only one aspect of human development, we begin with this larger framework.

Youth Development

By youth development we mean the patterns in the systematic changes that occur over time, as youth leave childhood and enter adolescence and then young adulthood. Systematic changes in what? In their bodies, their heads, their feelings, their relationships with friends and adults and in the questions and issues that concern them and that matter to them. The idea of development should not be strange. **It is a way of thinking** about systematic changes in plants, trees, animals and even in ideas or buildings, as they go from a less complex to a more complex thing. This is not just a matter of getting bigger, however, although that is often part of it. As a youth develops, a task he was **unable to do because** he wasn't yet coordinated may become something he can do now because he is coordinated. This can be anything from shooting a basketball, hammering a nail, lighting a paper match, or climbing a rope to walking and chewing gum at the same time! (In Appendix I is a chart that outlines some of our current knowledge about the phases of mental, moral and social development.)

Development is a common sense idea: As plants, animals and people grow older, they change, typically by becoming more complex. If one watches tomato plants in a garden, it can be seen that each plant grows in its own unique way, but that in general all the plants change in pretty much the same way: they get taller, they get more leaves, the tomato flowers appear and then fall off, small tomatoes come into being and then grow larger and change color, and so on. This is development: From puppy to dog; from seed to plant; from baby to child to kid to teenager to adolescent to youth to adult ...

With plants we know enough to say:

If you want the best results, plant the seeds in prepared soil after all danger of frost has passed. Place seeds in rows 12 inches apart and at a depth of one-fourth inch. Cover with soil. Water regularly and ...

With children we know enough to say:

If you want to increase the chances that your baby will be healthy, smart, and handsome, then ...

With adolescents we know enough to say:

There are some guidelines which raise the odds that this youth will become a fine adult. Some things you can do are ...

DELTA is one of the things that you could do.

DELTA activities focus on one kind of systematic change—the changes in how youth think about ethics and values. DELTA is a method, a set of processes based on what we understand about youth development. But it is a Scouting program in content. It brings a developmental perspective to Boy Scouting and joins the two.

BOY SCOUTING IS YOUTH DEVELOPMENT!

To this mixture is added a lot of common sense and a practical knowledge about kids and about life. The result is unique - DELTA!

Obviously, no parent or Scout Leader, developmental specialist or university professor, religious teacher or the neighborhood wise man knows exactly how to guarantee the making of a fine adult. Actually, this is GREAT! Wouldn't it be awful if someone did know **all** the right moves? What if such a one gained control over the world? What if you disagreed? Where would you be then?

But that doesn't mean that everyone is on his or her own, either. What Scouters and parents and religious leaders and developmentalists and professors do know and usually agree on is, that there are *guidelines for* enhancing personal development. DELTA uses these guidelines.

Developmentalists have some basic knowledge about how youth change systematically in their bodies, in how they think and in their relationships with friends, parents and others. DELTA is about these changes. Several of them are important to think about at this point.

Ages and Stages

One way to think about youth development is in terms of "ages and stages." (There is a DELTA videotape based on these ideas.) There are some important points to remember however:

1. Age and developmental stage often don't coincide exactly;
2. As youth grow older, they *tend* to mature, but these changes are not just physical and mental. As they mature there are changes in what matters to them and what concerns them. There are also changes in how they think about their ideas and feelings and how they act on them.

The first point is easy to see. Just go to any shopping mall, or eighth grade classroom or to a middle school basketball game or to a Scout troop meeting and look at a bunch of teenagers. Even if they are the **same age**, they will vary greatly in height and weight, whether they need to shave or how high or low their voices are. Same age, different physical development.

The second point is also easy to see. Just go to a shopping mall or a Scout troop meeting or watch outside a middle school or a Saturday movie and look at a bunch of teenagers. The youngest ones will tend to be in groups of kids of the same gender and developmental age; the next older ones will tend to be in groups of mixed gender, while the oldest ones will tend to be in boy-girl couples.

Or, looking at it another way, think about whom the military tries to recruit and who signs up. Volunteers are youth, often those with strong values about defending their country. In other countries, the guerrillas who fight in revolutionary and civil wars are often youth who have deep and strong beliefs in abstract ideals such as "*freedom,*" or "*justice.*"

There is another important point to remember here:

Each youth is an individual and moves at his own pace. Thus "normal" covers a range of individual Differences. While we can make comparisons between and among kids, there is no right or wrong speed.

We cannot emphasize too strongly, that changes in each aspect of a person's development, may move at a different speed and over a different number of phases. Thus a youth's body can change more rapidly than his coordination or his friendships or his search for ideals or his interests in girls. This is called "*developmental a-synchrony.*" In everyday life, this may be seen in a little kid with a soprano voice who already understands calculus, or in a 15-year-old who is 6' 1" and seems to act more like he is twelve. Looked at from a developmental perspective, both are

unique individuals-perhaps a little "out of synch," but both are "normal." In a supportive environment, most kids have a good chance of making it to the finish line more or less "together."

As we have already said, DELTA focuses primarily on ethical and value development, that is, on the systematic changes in what and how youth think and act on things which matter to them. Let us explore this further.

Like all other aspects of development, ethical development may be thought of as change from less complex to more complex, in a more or less orderly sequence. Unlike physical development that for most young people is best enhanced by patience and waiting out the changes, ethical development can be, and most would agree, must be encouraged more directly.

Moral development can be strongly influenced by experience. Thus, the pace of movement from one phase to another and the number of phases that a person eventually moves through can be influenced by a program that provides certain kinds experiences. (All is not genetics and early family environment!)

Ethical development takes place over many years-some would say, over an entire lifetime. The way that young people talk about moral issues seems to be related to their mental development, but often seems to have little to do with the way that they act when they have to make ethical decisions. Sometimes very young children put aside self-interest and do very thoughtful things, while older youngsters who should "know better" continue to act in very immature ways. Discrepancies like these have complicated attempts to understand just how moral development happens. In recent years, however, researchers have begun to talk about the two "voices*" people use to decide about moral issues. One is "justice," that centers on rules, and the other is "caring," that centers on relationships with others. Both are very important.

*Gilligan, Carol. In *A Different Voice*. Harvard University, 1982.

Justice

Many feel that because ours is a "nation of law," we are more concerned with Justice. Justice looks out for the rights of individuals. Little children are mainly concerned with "obeying" to avoid punishment. By the time they are Boy Scout age, most will have begun to really understand such ideas as the "Golden Rule." As teens, and young adults, they will become able to separate "what is," from "what should be" and will be able to act according to their own moral standards regardless of possible consequences or what others think.

Abraham Lincoln came to see that slavery was not only a political or a property issue as the "slave states" claimed, but was a moral issue as well. He issued the Emancipation Proclamation at great cost to the nation and to himself.

Caring

The voice of caring receives less attention, but it is equally important, for ours is also a nation that cares for the common good. Young children are concerned mainly about the consequences of their behavior for themselves. But they gradually come to care about the consequences for others as well. Later, caring includes respect for others and personal responsibility for their well being.

One of the powers of the peer group in adolescence is that these kids really care about each other. We sometimes mistrust "peer pressure" because of its power to draw group members into doing things that we think they shouldn't. But probably more often than not, it is a powerful reason for doing what they should.

Justice and Caring together are powerful! They combine right and wrong, personal responsibility, concern about the consequences of one's behavior, and respect for oneself as well as for others. *This is Scouting at its best!*

Boy Scouting is the development of the individual through the group. A Boy Scout is concerned with the individual and the group, the self and others, the troop and the community. Justice and caring touch them all. DELTA emphasizes both justice and caring.

DELTA is a program to develop ethical leaders. Ethical leaders, according to Boy Scouting, must be concerned about the individual and the group, about justice and caring. How best to bring about this interest and competence. DELTA's answer is Experiential learning.

How Do We Learn?

We adults work at jobs which we have learned to do. When we think about how we have mastered our work tasks or a hobby, we usually come up with an answer such as, "*I learned it on the job*" or "*I just watched some guy do it and I caught on*" or "*The company had a training program*" or "I learned It from my dad." Most of our real skills were learned in the real world. We learned practical skills on-the-job. We learned through **experience**.

Experiential learning is the basic approach of most non-formal, out-of-school educational programs like Scouting. Experiential learning can be thought of as a circle which is opened by a need to do something. First we think about what is reasonable to do, that is, we discuss and define the issues. We explore alternatives, reason out strategies and tactics, getting ready. The next step is obvious: We DO IT! The next one may not be as obvious but is absolutely crucial. Here, we think about and reflect on what we did and all that happened. This is where we really learn!

It is so simple and so basic. Whether you farm, program computers, teach school, sell insurance or clean offices, *the process is the same*. Learning from experience is learning by doing and reflecting.

SCOUTING IS EXPERIENTIAL LEARNING!

DELTA is learning about Scouting values and ethics through experience.

DELTA IS EXPERIENTIAL LEARNING!

DELTA is a way to help youth and adult leaders use special shared experiences to understand ideas, feelings and actions related to values and ethics. Many of the DELTA activities are based on situations drawn from the "*real world*" in which kids live (and where most of their experiential education takes place). This is a very old approach to learning ethics, going all the way back to the Greeks who believed that people can only become just through living in a just society!

Reflection

"Reflecting" may be the only term in the experiential learning cycle that is somewhat unfamiliar. Reflection really includes two processes: Thinking about what occurred and making sense of it. Reflection helps *to integrate the experience* into life. This is how we learn from experience, and experience only teaches if we know how to listen.

Reflecting can be a silent, private "*conversation*" with oneself, or it may include others. It can even be a written process, or all of these. Boy Scouting occurs in small groups, so the reflection with DELTA is a spoken, small group process led by an adult. Leading group reflection is a skill, but one that can be learned easily. Chapter 3, on Games, details how to lead reflective discussions. The DELTA video "*Reflection*" also introduces and demonstrates this skill.

Experiential learning has also been called **action-learning**. Both can be shaped in a variety of ways. One form is SERVICE LEARNING. This is where the experience involves doing something for somebody else: for another person, a family, a community or the like. Sound familiar? This is Scouting's '*GOOD TURN*.' As Scouting has known from the beginning, values and ethics are learned easily when they are part of service. Scouting is a way of learning through service. *The DELTA Good Turn is Service Learning*

In doing DELTA activities, Scouts share experiences and reflect on them. DELTA activities create opportunities for the mastery of knowledge and skills such as:

- Working together, or cooperating
- Problem solving
- Service to the community

It doesn't just happen, however, and the Scout leader has an important role to play. Being a Scout leader is to be a **teacher** in a non-formal, community education program. As a leader of youth, your primary **teaching method** is **experiential education**. Your skills include **how** to use experiential education methods to help Scouts themselves design and implement the community service projects from which they will learn about values and ethics. You will be helping them to learn **what it means to be a Scout** and **how to be a Scout**.

Leaders and teachers share a concern for how to be most effective. Timing is very important. In every field, good leaders and good teachers must pay close attention to the group and the individuals in it, looking for the **RIGHT MOMENT**. In DELTA, the right moment is called *THE TEACHABLE MOMENT*-the moment when something special can be learned because something special has just happened.

For example, the leader might notice:

- Two boys who do not like each other are talking together,
- A fight among a group of boys,
- A boy on a weekend camping trip who seems lonely.

All these are ordinary moments in the life of Scouting. Extra-ordinary is the leader who can see the possibilities in such a moment, who can see the moment as an invitation to help Scouts learn about values and ethics.

Life makes experiences for the leader to notice and use as a teacher.

Chapter 3

DELTA Activities

Action Orientation and Commitment to Character = Scouting Values

Boys join Scouts in part because of the promise of "lots of action." The opportunity to "go camping" and to learn the associated skills translates into "FUN" for boys. DELTA activities are fun, action oriented and fit easily into a troop's program plan.

DELTA has three kinds of activities that are designed to help scouts *exercise* the way they think about the choices they make.

- "**Cooperative Skill Building**" activities focus on using initiative games and scout skills to teach specific objectives like teamwork or cooperation.
- "**Problem Solving**" explores ethical issues using stories and a 3-step model.
- "**The DELTA Good Turn**" involves a boy in the life of his community through service.

As a Boy Scout leader you help kids get the most out of these activities by discussing or reflecting on the experience soon after it is completed. Much of the value and "values" of scouting lie beneath the surface. It is easy to see the activities that keep young men busy, less easy to see the real purpose and benefit of the activities.

"Sticks and stones will break my bones but words can never hurt me." (Old nursery rhyme.)

Before describing these activities, we would like you to consider the kind of environment that will best support children's learning and development. Adolescents are particularly subjected to verbal put-downs by their peers and others. They are adept at the 'cheap shot'. It is a way being a teenager in America. Unlike the sticks and stones nursery rhyme, often those words hurt. No place seems to be immune to this kind of language.

Simply put, Scouting should be a *safe haven* for boys, in which there is no fear of ridicule nor harassment. DELTA activities are conducted within the context of this safe environment and you the leader set the tone and are the role model. Initially you may have to remind the boys "*no put downs or cheap shots in this troop!*" After awhile, the boys themselves will control the behavior and feel good about the difference.

It is within this environment that DELTA activities work best.

Cooperative Skill Building Activities

Scouting **is** a skill building program. For example, boys learn simple knots like a clove hitch or a square knot. They then **build** on those skills as they learn to lash and ultimately may participate in building a large structure like a monkey bridge. So too are the skills for ethical leadership built, in small steps that nurture the development of a boy's sense of responsibility for his choices and their effects on others.

In DELTA, these skills are practiced through initiative games and Scout skills. The power of these activities lie in helping boys make sense out of the game or skill by reflecting on that experience at the conclusion of the activity. The "*Ethics in Action*" video **Reflecting** illustrates this process and is a good way for you to prepare to conduct these activities.

A little more about initiative games.

Initiative games, and cooperative activities are different from most games we are familiar with. What's different is the *way* we play them. These games can be very competitive, with lots of strategy and skill without having to have someone lose. Everyone has fun and in that sense wins.

Initiative games are purposeful activities with a specific goal(s) and learning process that are less competitive and less rule oriented. They can best be described as "*action and reflection*" experiences. These games:

1. have a specific objective(s), such as cooperation, trust, or imagination, through physical and verbal group activity;
2. are problem solving in nature;
3. must be talked about or reflected upon for them to have the maximum impact on the participants;
4. are FUN!!!

George Leonard, an early "new games" pioneer wrote, "*How we play the game may turn out to be more important than we imagine for it signifies nothing less than our way of being in the world.*"

Let's look at one game the Scouts play in the *Reflecting*. video. It's an initiative game called "*All Aboard.*" The Scouts try to board a two-foot square platform without anyone's feet left touching the ground. Everyone has to stay boarded for at least ten seconds.

As you think about this game, you will see that the Scouts must cooperate if the game is to be successfully completed. Their task is to solve a problem, and everybody is part of the solution.

In games like "*All Aboard,*" one person may emerge as a leader, but that person is not necessarily a winner, at least not in the traditional sense. He does not win at someone else's expense. He is just a person who has a solution. He in turn depends on everyone else to help him accomplish something. Scouts learn to solve a problem, to cooperate, and to communicate when they play "*All Aboard.*"

FROM PARENTS MAGAZINE, 4/88:

"Many studies conducted in various social and cultural settings conclude that competition interferes with people's ability to get along... These (new games) activities provide an alternative to the mostly competitive games children see and play, and at the least, can open up their minds to the idea that there are other possibilities in life besides winning and losing."

It's not that competition is unhealthy. It gives us the drive toward excellence or the achievement of goals. Competition can be a learning experience when we test ourselves against a standard.

Scouting can balance the thrill of competition with the personal empowerment that come from working together to solve a problem or making a difference in your community.

There are 15 initiative games in this Book. If you are interested in finding more of these kind of activities, 5 games books are included in the references section.

Scout Skill Events

These events are either adaptations of current activities or designed for DELTA based on BSA Skill Award requirements. All events can be "*Scored*" and all Scouts are eligible to be recognized for skills learned and participation. The emphasis at each activity should be on **teamwork**, **effort**, and **cooperation**, as well as excellence

in the performance of the skill. After an event is conducted, scouts reflect on the experience just as in the games. After reflecting, ask the boys if they want to try the event again to improve their score. Inevitably they will.

“How To” Use These Games and Skill Events:

The following outline walks you through the steps you should consider in using the games or Scout skills with your troop. Remember the video *Reflecting* is a great tool to help you do this.

Be Prepared!

Familiarize yourself with the activity you have chosen. 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.

Figure out space and equipment requirements. If you're planning an activity for a Camporee, try it out ahead of time in your own troop to avoid last-minute snags.

Think about some questions you can use in reflecting following the activity, You may want to jot down some notes. Each activity has a few questions to get you started!

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.

Lead 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. 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 with the processing session!

Use thought-provoking questions. The following types of questions are useful in reflecting:

Open-ended questions avoid yes and no answers. "*What was the purpose of the game?*" and "*What did you learn about yourself?*"

Feeling questions require Scouts to reflect on how they feel about what they did. "*How did it feel when you started to pull together?*"

Judgment questions ask Scouts to make decisions about things. "*What was the best part?*" or "*Was it a good idea?*"

Guiding questions steer your Scouts toward the purpose of the activity and keep the discussion focused. "*What got you all going in the right direction?*"

Closing questions that help Scouts draw conclusions and end the discussion. "*What did you learn?*" or "*What would you do differently?*"

Reflecting on an activity should take no more than 10- 15 minutes. The more you do it, the easier it becomes for both you and your scouts. Remember that the value and "values" of Scouting often lie beneath the surface. Reflection helps you insure that these values come through to your scouts.

Initiative Games

BLIND SQUARE
WEIGHT PULL
MINUTE MEASURE
DIMINISHING LOAD
HEIGHT ALIGNMENT
ORDER OUT OF CHAOS
REACH FOR THE SKY
TRAFFIC JAM
ALL ABOARD
BUMP
BOWLINE STROLL
THE AMAZON
MONSTER
HUMAN LADDER
PLUTONIUM PORTATION
HOG CALL

Many initiative games have become so widely used that it is difficult to document the original source and many are referred to in multiple publications.

For our purposes, we will cite the sources that we feel are as close to original as possible with the following abbreviations:

B.S.A.'s Challenging Outdoor Physical Encounters - C.O.P.E.
Cowstails and Cobras - C.C.
Y.E.S. Handbook - Y.E.S.

BLIND SQUARE

Adapted from COPE

Objective:

To form a geometric shape with a 50 foot loop of rope.

Procedure:

Gather the group into a large circle, Place the loop of rope on the ground inside of the circle at the feet of *all* of the participants. Tell the group to blindfold themselves, then pick up the rope. When the group is ready tell them to form a perfect square with the rope. When they think they have succeeded, have them remove their blindfolds.

Rules:

- Each participant must hold onto the rope with at least one hand at all times.
- Blindfolds are to remain in place until they feel they have completed the figure.

Variations:

- Have the group form different shapes (e.g. triangle, figure eight, etc.).
- Have the group form the shapes without speaking either blindfolded or not.

Processing:

Concepts: Handicap awareness, teamwork, cooperation and communication.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did the group think the purpose of this activity was?
- How did being blind make you feel?
- Ask them to describe what happened, how well did the person perform? Why?
- How could they improve?

(Give the group the option of trying the activity a second time.)

- What happened this time that was different?
- Can you think of specific examples of when the group cooperated in completing this activity? Explain.
- What did you learn from this experience.

Materials:

- Length of rope.
- Blindfolds for everyone. (Use neckerchiefs.)

WEIGHT PULL

Adapted from COPE

Objective:

To raise and lower a weight using a rope and pulley as often as possible in a given time.

Procedure:

A weight is attached to a rope running through a pulley or tackle. Each person in the group must hold the rope behind a set point and then raise and lower the weight as many times as possible in two minutes.

Rules:

- The weight may not be dropped from the top of the pulley.
- A safety area is drawn on the ground six feet around the weight and no one is allowed to enter it.

Processing:

Concepts: Teamwork, cooperation and leadership.

You may wish to consider these questions as a starting point and then let the discussion go where the group take it.

- What was the purpose of this activity?
- Were you doing more or less work than you thought you should?
- Did the group arrange itself in any particular order?
- How were they arranged?
- What was physically hard about this activity?
- What was mentally hard about this activity?
- How well did your group do?
- What could you do to improve?

(Give the group the option to try the activity a second time.)

Materials:

- A heavy weight (about 200 pounds).
- A pulley
- A strong, large diameter rope.
- A timer.

MINUTE MEASURE

Adapted from YES and CC

Objective:

To develop an awareness of the duration of a minute and to practice estimating time spans.

Procedure:

Ask the group to find a comfortable spot and sit down. Explain that they are going to estimate three minutes. Have them close their eyes and keep them closed. They begin timing on a signal from the instructor. At the end of one minute, each one should raise their hand with one finger up. At the end of two minutes, they should raise another finger. At the end of three minutes, they should open their eyes and put down their hand. Everyone should remain silent until everyone is finished.

Rules:

- Everyone keeps their eyes closed until they finish timing.
- Everyone remains silent until the end of the activity.

Processing:

Concepts: Problem solving and self esteem.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How did you estimate the time?
- For those who finished first, how did you feel?
- What did you learn about yourself?
- Are there other ways we tell time?
- What are ways people use to estimate time?
- If you did it again, what would you do differently?
- Did you care if you were close or not?
- Would you like to do this again to see if you could improve?
- Did the time you spent waiting seem to take longer?

(Give the group the option to try the activity a second time.)

Materials:

- A watch with a second hand or a stopwatch.

DIMINISHING LOAD

Adapted from YES and C.C.

Objective:

To move a group across an open field as quickly as possible.

Procedure:

Instruct the group that they are to get across an open field as quickly as possible. To get across, a person must be carried.

Rules:

- The first person must return to be carried across.
- If someone being carried touches the ground, both must return to be carried across.

Processing:

Concepts: Problem solving, teamwork, cooperation and trust.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How did the group decide to solve the problem?
- Did anyone become the leader?
- How did the leader emerge?
- What things did you have to think about before you started?
- How did you feel when things didn't go as well as you wanted?
- How did you deal with the feelings?

(Give the group the option to try the activity a second time.)

Materials:

- None

HEIGHT ALIGNMENT

Adapted from COPE

Objective:

For the group to align themselves according to height.

Procedure:

Instruct the group to blindfold themselves. When everyone is blindfolded, tell the group to arrange themselves in a line according to height without speaking.

Rules:

- No one may talk during the activity.
- Blindfolds must remain in place throughout the activity.

Variations:

Align according to shoe size, waist measurement, etc.

Processing:

Concepts: Communication, problem solving and handicap awareness.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What bothered you about not being able to speak?
- How did you communicate?
- Who became a leader?
- How did you decide to lead or follow?
- How did you know where to fit into the line?
- What did you learn from this activity?

(Give the group the option to try the activity a second time.)

Materials:

- Blindfolds

ORDER OUT OF CHAOS

Adapted from Y.E.S.

Objective:

Develop nonverbal communication in carrying out a task.

Procedure:

The group is blindfolded. Each member is assigned a number. Once the numbers are given out, the members must line up in proper numerical order without talking.

Rules:

- No talking is allowed.
- Blindfolds should remain in place until the task is completed.

Variations:

Line up by birth month, age, alphabetized list of objects, leave out numbers (e.g. 1 2 X 4 5 X 7 X 9 10), etc.

Processing:

Concepts: Communication, problem solving, leadership and teamwork.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think is the purpose of this activity?
- What ways did you see to solve the problem?
- How did you try to communicate this solution?
- What examples can you give of not understanding what someone was trying to say?
- How did you deal with any frustration?
- What kind of leadership came out of the group?

(Give the group the option to try the activity a second time.)

Materials:

- Blindfolds

REACH FOR THE SKY

Adapted from YES

Objective:

To place a marker as high on an object (tree or wall) as possible.

Procedure:

Break the group into groups of five. The group is then to place a mark as high as possible on an object using resources of the group.

Rules:

- The group may not use the object for climbing, only for placement.

Processing:

Concepts: Teamwork, cooperation and communication.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think was the purpose of the activity? What was the best part?
- What was the hardest part?
- How did the group decide to proceed?
- How well did you communicate with one another to solve the problem?
- Did anything hamper communication?
- Can you think of specific examples of when the group cooperated in completing the activity?
- How did cooperation lead to success in the activity?
- What did you like about how the group made decisions?

(Give the group the option to try the activity a second time.)

Materials:

- Two inch masking tape or other marking material.

TRAFFIC JAM

Adapted from COPE, YES and CC

Objective:

To have two groups, of at least three people each, exchange places on a line of spaces.

Procedure:

Have the two groups line up facing each other on the spaces. There should be one more space than the number of participants and that space should be in the middle, separating the two groups.

A A A A A A _ B B B B B B B

The spaces should be one step apart.

The groups are now to switch positions on the line. A's should move to the right of the center space and the B's should end up on the left of the center space. They must do this by following these procedures:

1. Stepping off to an adjacent empty square, or
2. Stepping around a person facing the opposite way to an empty space.

Rules:

- Persons cannot move backwards.
- Persons may not step around someone facing in the same direction.
- Two people may not move at once.

Processing:

Concepts: Leadership, decision making and communication.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- Did a leader emerge and how did he lead?
- How well did the group do and why?
- If you disagreed with the group, how did you deal with it?
- What did you like about this activity?

(Be sure to give the group the option to try the activity a second time. Its a hard one!)

Materials:

- Space markers.

ALL ABOARD

Adapted from COPE

Objective:

For an entire group to stand on a two by two foot platform without anyone touching the ground.

Procedure:

Everyone in a group must get off the ground and onto the platform. For groups of 10-15, a two by two foot platform is adequate. Use smaller or larger platforms accordingly. In order to be counted as on the platform, each participant must have both feet off the ground for five seconds.

Rules:

- Everyone must have both feet off the ground, simultaneously, for 5 to **10** seconds.

Processing:

Concepts: Problem solving, teamwork, cooperation and trust.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- Did it seem simple at first?
- How difficult was the activity?
- What made the activity go well or not?
- What things involved teamwork?
- Did everyone want to cooperate?
- What did you learn from this activity?
- How did you decide what to do?

(Give the group the option to try the activity a second time.)

Materials:

- Stable two by two foot platform.

BUMP

Adapted from YES and CC

Objective:

In teams of three, to throw, catch and then transport a knotted towel fifty feet.

Procedure:

Break the group into sets of three. One person is the thrower and stands 20-30 feet away from the other two, who are catchers. The thrower tosses the towel using a lofty throw to the pair. The catchers should stand facing each other about a foot apart. The catchers must trap the towel between their upper bodies without using their arms. This should be repeated until the towel is caught. The pair must then transport the towel 50 feet and drop it into a receptacle. If the towel is dropped, they must return and do the throw and catch again. The pair then returns with the towel in their hands and change roles. This is done until all three have thrown the towel.

Rules:

- The group may not use their arms, hands or shoulders.

Processing:

Concepts: Teamwork, cooperation, trust and self esteem.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did you think was the purpose of this activity?
- Which part was the easiest?
- Was it easier the second time you were a catcher?
- What were some good points of working with your partners?
- What were some problems of working with your partners?
- How did you deal with problems?
- What kind of feeling did you have during this activity?

(Give the group the option to try the activity a second time.)

Materials:

- Knotted towel.
- Receptacle.

BOWLINE STROLL

Adapted from COPE and YES

Objective:

For the group, joined together, to travel over a course as quickly as possible.

Procedure:

Everyone in the group ties a bowline around their waist, making sure the rope is snug around their middle. Next, they should tie the free ends of their ropes to one small loop of rope. Each person should be no more than one foot from the center loop. The group must then travel from point A to point B as quickly as possible.

Rules:

- Care must be given to proceed safely.
- No one may be dragged by the group.

Processing:

Concepts: Communications, teamwork and cooperation.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did the group think the purpose of the activity was?
- How did the group decide the best way to move?
- Was anybody in the group a leader?
- How did you feel about that?
- What was the hardest part of the activity? Why?
- What was the best part of the activity?
- Can you think of specific examples of when the group cooperated in the activity?
- What did you learn from the activity?
- What did you learn about the others?
- If you were to do this again, how would you do it differently?

(Give the group the option to try the activity a second time.)

Materials:

- Enough rope for each scout to have a 4-1/2 foot section.
- One 6 inch diameter loop of rope.

THE AMAZON

Adapted from "Cowtails and Cobras."

Objective:

Using a plank, stick, pole and rope, for the group to retrieve a container placed some distance from a simulated river bank.

Procedure:

The group must use the materials provided to retrieve the container. They may use the materials and themselves in any way they see fit. (See illustration for one way.) The group may not touch the ground beyond *the "river bank."*

Rules:

- The group may only use the materials provided.
- If a participant touches the ground beyond the back, the group must start over.

Processing:

Concepts: Decision making, cooperation, problem solving and teamwork.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think the purpose of this activity was?
- How did the group decide to solve the problem?
- Were you satisfied with how decisions were made? Why or why not?
- What was the hardest part in completing the activity?
- What was the best part?
- Who assume leadership?
- Did leadership shift as the activity progressed?
- Who made suggestions for completing the activity?
- Were all of the suggestions heard?
- Why were some suggestions ignored?
- What did you do during the activity?

(Give the group the option to try the activity a second time.)

Materials:

- 30 foot length of 5/8th inch rope or goldline.
- Two by six or two by eight plank at least twelve feet long.
- A #10 can with bail handle.
- A reaching pole at least eight feet long.

MONSTER

Adapted from YES and COPE

Objective:

For the group to form a monster capable of moving and talking.

Procedure:

The group is instructed to joint themselves together to make a monster. This monster travels using both its hands and feet and it also makes its own sound before and after it moves. The group must form a monster that walks with one more leg than members of the group and one arm less. (A group of 5 would form a monster with 6 legs and 4 arms to walk.) When the monster is created, have it make its noise and move 20 feet or so, stop, and make its noise again.

Processing:

Concepts: Problem solving, decision making and team work. You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- What skills were developed by this activity?
- How did this process work for your group?
- What problems did the group have to deal with?
- How were they dealt with?
- How did you decide on the monster's call?
- What did you learn?

Materials:

None

HUMAN LADDER

Objective:

For the group to form a human ladder for group members to cross.

Procedure:

Participants are paired off and given one hardwood dowel to form a ladder rung. Several pairs standing together form a ladder. The climber starts out at one end and climbs onto the ladder, proceeding from one rung to the next. After the climber passes, the pair moves to the front of the group, extending the ladder. Have the group move from one point to another 20 - 30 feet away. Repeat with all members being climbers.

Rules:

- The rungs must be no higher than the pairs shoulders.
- Ten rungs must not move while the climber is on the rung.

Variations:

- Travel around a set of obstacles.

Processing:

Concepts: Teamwork, trust, cooperation.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- What skills were developed by this activity?
- What made the climber uncomfortable?
- What made the climber comfortable?
- How did you work with your partner?
- How did your trust increase or decrease as the activity went on?
- What responsibilities did you feel towards the group?
- What was the hardest about climbing?
- How did the group work as a whole?
- Are there times when one group member relies on the rest of the group in real life? When?

Materials:

- 5-10 hardwood dowels, 3 feet long and 1 1/4" in diameter.

PLUTONIUM PORTATION

Objective:

To move hazardous plutonium in a safe manner to a safe place.

Procedure:

Explain to the group that a paper cup of plutonium capable of killing 3.75 million people needs to be moved to a safe place without spilling. The moving must be done wearing protective garments and using the transport device available. The transport device is a rubber band with 4 or 6 three foot strings that are attached to the main rubber band with smaller rubber bands.

Scouts are paired, and one scout will be blindfolded (the protective garment). The non-blinded scout leads his partner to a string. Then, the entire group moves to the cup. Directed by their sighted partners, the scouts slip the centered rubber band over the cup by pulling their string to expand the band. Once the rubber band is securely around the cup (which is filled 3/4 with water), the group must then pick the cup up and move it 20 feet without spilling it. Once the group has completed the task or failed, change roles.

Rules:

- Blindfolds remain on, no peeking.
- Partners may only speak with each other.

Variation:

- All Scouts are blindfolded and only one person directs their action.
- No one blindfolded may speak during the exercise.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- Did you trust your partner?
- When you were blindfolded, what other senses did you depend on?
- What did you like best?
- What parts were frustrating?
- Was the communication clear?
- When something went wrong, who did you want to blame?
- Were you able to work as a team and how did it feel?
- Are there any times in real life when something like this could happen?
- What did you learn?

Materials:

- Water, paper cups or foam cups.
- Rubber bands and string.

HOG CALL

Objective:

This is a good first day game when Scouts do not know each other very well.

Procedure:

Ask the group to pair up with someone they do not know very well. Each pair should be given time to talk and find out about the other person. Pairs are then asked to choose a matching set of words. e.g. salt-pepper, black-white, etc.

Split the pairs, asking each member to walk to opposite ends of a field. When in place, Scouts are instructed to put on blindfolds. On a signal, they are to try to find their partner by shouting their matching words.

Leaders should protect individuals from running into each other or wandering off.

Rules:

- Keep blindfold on until partner is found.

Processing:

Concepts: Communication, teamwork.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think was the purpose of this game?
- What did you notice about the "noise volume" of the group at first? Did this change? Why?
- What skills were developed by this activity?
- How can these skills be applied to your scouting?
- How can these skills be applied to life outside of scouting?
- How did you and your partner decide on the pair of words you used?
- How did it feel to try to find someone with everyone shouting?
- How hard was this to do?

Materials:

- Blindfolds

Scout Skill Events

CENTIPEDE RACE
RESCUE ROPE 1
THE VENERABLE STRING BURN
"SIMON SAYS
KNOT AND LASH
"IS IT AMERICAN
LOG DISASSEMBLY
CONSERVE AND OBSERVE
RAPID TRANSIT
IN A FIT OF FITNESS
"WHAT'S THAT? SAY AGAIN
EMERGENCY HIKE
MY TREE
"WHICH WAY DO WE GO
MAP MAKING
BLIND TENT PITCH
FAHRENHEIT 212
WHAT DO I FEEL
MICRO TRAILS
BIRD MAKING
RESCUE ROPE 2
GUESSTIMATE
HIGH SPEED SCOUTING
STICK IT TO 'EM
MISSOURI (THE "SHOW-ME" STATE)

CENTIPEDE RACE

Objective:

For a human chain to travel as quickly as possible together.

Procedure:

Have the group line up single file facing in one direction. The first person should reach between his legs with his left hand and grab the right hand of the person behind him with his left hand. The second then reaches between his legs with his left hand and so on until the entire group is joined. On a signal from the starter, the group must travel (A.) as far as possible in a given time or (B.) travel set distance as fast as possible.

Rules:

- The group must maintain their grip for the entire distance or receive a penalty.

Scoring:

- A. Record the distance the group traveled or
- B. Record the time it took the group to travel the set distance.

Processing:

You may consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- How did you decide to proceed?
- What kinds of problems were there in trying to move?
- What did you like the best?
- How could you have done the race better, faster?
- How well did your group work as a centipede?

(Give the group the option to try the activity a second time.)

Materials:

- Stopwatch or watch with a second hand.

RESCUE ROPE I

Objective:

For the group to throw a rope to a "victim" and coil it as quickly as possible.

Procedure:

Select a victim and place him twenty feet from the throwing line. One at a time, each member of the group throws the rope to the victim, coils the rope and hands it to the next person. They should attempt to do this as quickly as possible.

Rules:

- Each person throws and coils once.
- Bonus points are awarded for each throw that is within reach of the victim.

Scoring:

Time event after signal to begin and record number of people in the group that throw. Subtract five seconds for each throw within reach of the "victim." Calculate the average time.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group take it.

- What skills were developed by this activity?
- How can these skills be applied to life inside and outside of scouting?
- What advice would you give to a person trying this event?
- Did you see anyone do this differently than you?
- How did you feel about doing your best for the group?
- What did you like about this? Why?

(Give the group the option to try the activity a second time.)

Materials:

- Length of rope.
- Stopwatch or watch with a second hand.

THE VENERABLE STRING BURN

Objective:

For a group to light a fire as quickly as possible that will burn through a string suspended 18 inches over it.

Procedure:

Tinder and kindling are gathered by the group after a starting signal. They then light a fire and build it until it burns through the string suspended about 18" above the pit.

Rules:

- The group will receive two matches.
- Fires may not be raised off the ground.
- Fires may not exceed 12" in height.

Scoring:

- Time the event after the signal to begin. Use a stopwatch or a watch with a second hand.
- Subtract thirty seconds for each returned match.
- Subtract one minute if second attempt is better than the first.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- What job did you do?
- Did everyone do their fair share?
- What prevented everyone from taking part?
- How did the leaders lead?
- How did you group get organized?
- What would you do differently if you could do it again?

(Give the group the option to try the activity a second time.)

Materials:

- String.
- Wooden matches.
- Uprights for string.

"SIMON SAYS"

Objective:

To respond to any orders given by a leader that is preceded by "Simon Says."

Procedure:

The group gathers in front of "Simon." Simon gives orders to the group. The orders may or may not be preceded by "Simon Says." The group must respond only to the "Simon Says" orders. If someone follows an incorrect order or follows a correct order incorrectly, they are out. The process continues until only one person remains.

Rules:

- The group should remain silent unless ordered to make noises.
- Players who are out must remain quiet.

Scoring:

Rate performance on a scale of 1-20 on the basis of cooperation, speed, skill and spirit.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think is the purpose of this activity?
- Are there any "tricks" to playing Simon?
- Why do Scouts like to play Simon?
- What made it tough to follow Simon?
- When you made a mistake did you get mad at Simon or yourself?
- Did you ever follow someone else's action instead of Simon's commands?
- What do you think of the person who lasted the longest?

(Give the group the option to try the activity a second time.)

Material:

- None.

KNOT AND LASH

Objective:

To demonstrate the ability to tie basic scout knots and lashes.

Procedure:

Each member of the patrol is given the opportunity to demonstrate the knots from the Camping Skill Award, the Square Knot, Clove Hitch, Sheet Bend, Taut Line Hitch, Two Half-Hitches and Bowline.

As a group, they should demonstrate the square, diagonal and shear lash.

Rules:

- Each knot and lash must be shown to the judge.
- Each knot and lash must be done properly.
- The group may teach one another to tie or lash.
- There is no time limit.
- The volunteer should make sure the skills are taught to all correctly.

Scoring:

The group will be scored on the number of tasks completed. For each of the six knots: 5 points if each can tie, 3 points if some can tie and 1 if no one can tie.

For each lash: 10 points if each can tie, 5 points if the group can tie and 1 point if no one can tie.

Processing:

You may consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How can these skills be applied to scouting?
- How can these skills be applied to non-scouting activities?
- Can you give specific examples of where one scout helped another?
- Did anyone who learned the knot today teach it to another scout?
- How could your group have worked better together?
- Would you like to do this again to see if you could improve?

(Give the group the option to try this activity a second time.)

Materials:

- Several lengths of rope.
- Two lashing spars.

"IS IT AMERICAN?"

Objective:

To list and describe things that are American.

Procedure:

Give the group a piece of paper. As a group, they must list persons, places or things that are American. They should be able to explain each item on the list.

Rules:

- The list may include people, places, things or sayings.
- The time limit is five minutes.
- The list should include at least three items for each participant.
- Each member must describe at least three items.

Scoring:

The group will receive 1 point for each different "American" item they list.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What items did people mention you didn't agree with?
- After they explained, how did you feel about the things they mentioned?
- What problems did people have getting things on the list?
- How did you work out these problems?
- Would you like to do this again to see if you could improve?
- What do you think is the purpose of this activity?

(Give the group the option to try the activity a second time.)

Materials:

- Paper and pencil.

LOG DISASSEMBLY

Objective:

Each participant must cut through a small log.

Procedure:

In relay fashion, the group must each cut through a small log. This is to be done as quickly and safely as possible.

Rules:

- Only one person may cut at a time.
- Saw safety rules found in the Camping Skill Award must be followed.

Scoring:

Record the average time of the group.

Average = Total Time divided by Number of Group Members)

Add five seconds for each unsafe action.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- Did anyone feel like they were not cutting fast enough?
- How did you feel?
- Did it bother you if things slowed you down?
- Did anyone see anything unsafe?
- Would you like to do this again to see if you could improve?
- What did you like best about this? Why?
- What's the purpose of this skill?

(Give the group the option to try this activity a second time.)

Materials:

- A long log with a 3" - 6" diameter.
- A safety saw.
- A stopwatch or a watch with a second hand.

CONSERVE AND OBSERVE

Objective:

To increase and improve an awareness of the environment and observation skills.

Procedure:

The group is divided by the facilitator into four groups. They are SCRIBES, SEERS, HEARERS, and FEELERS. There is only one SCRIBE. The other three groups should be roughly equal. The HEARERS and the FEELERS are blindfolded. When all this is done, the group is instructed to go out and observe as much as possible in five minutes.

The SCRIBE records all observations on paper.
The SEERS observe only what they can see.
The HEARERS observe only what they can hear.
The FEELERS observe only what they can feel.

Rules:

- SCRIBES and SEERS must lead those blindfolded.
- Only those observations recorded on paper are scored.
- The group must think about the safety of everyone.

Scoring:

The group is awarded one point for each different item listed.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- In what ways did you trust your guide?
- How did that affect your participation?
- What problems did the group have?
- How did you work around them?
- What ways did you observe?
- How may this be different from the way you normally observe?
- What do you think is the purpose of this activity?
- How do you think a blind person or a deaf person would do with this activity?

(Give the group the option to try the activity a second time.)

Materials:

- Watch.
- Paper and pencils.
- Blindfolds.

RAPID TRANSIT

Objective:

To demonstrate the skills required for transporting persons in an emergency situation.

Procedure:

Pair off the group. Line pairs along one end of an field or area. The pairs will be transporting one another from one side of the area to the other using First Aid transport techniques.

The first leg, they demonstrate the walking assist.

The second leg is done using single person carries.

The group then triples up and demonstrates two person carries for the third leg.

Next, the group transports one victim using a group carry.

For the last leg, the group must carry a different victim on a stretcher made from scavenged material. This is all done as quickly as possible.

Rules:

- Care must be used in all carries.
- If someone is dropped, that group must do that leg over.
- The group may confer on the techniques used.

Scoring:

Time event after the signal to begin until everyone has done the entire schedule of carries satisfactorily.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- Did the group have problems with any of the carries?
- When would you use these skills?
- Which carry did you enjoy the most? Why?
- What did you like or dislike about this event?
- How did it feel to be transported?

(Give the group the option to try the activity a second time.)

Materials:

- Stopwatch or watch with a second hand.

IN A FIT OF FITNESS

Objective:

To determine the average fitness level of the group.

Procedure:

The group will do a set of fitness activities. The results are averaged so the object is to have the highest average that the group can obtain.

The activities are: sit-ups, standing long jump, a 50-meter dash and a 600-meter run/walk.

Rules:

- The exercises are done as a group.
- Each person keeps track of their number, time or distance.
- Only POSITIVE reinforcement is acceptable.

Scoring:

Scoring is based on the average of the group. Averages must be calculated before scoring.

Sit-ups

less than 40	1 Pt.
41-45	2 pts.
46-50	3 pts.
more than 50	4 pts

50-Meter Dash

more than 8.2 s	1 Pt.
8.2-7.6 s	2 pts.
7.6-7.0 s	3 pts.
7.0s or less	4 pts.

Pull-Ups

less than 5	1 Pt.
5-7	2 pts.
8-9	3 pts.
more than 9	4 pts.

600-Meter Run/Walk

more than 2:35 min.	1 Pt.
2:35-2:15 min.	2 pts.
2:15-2:00 min.	3 pts.
2:00 min. or less	4 pts.

Long Jump

less than 1.75m	1 Pt.
1.75-2m	2 pts.
2.1-2.25m	3 pts.
more than 2.25	4 pts.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How can these skills be applied to life outside of scouting?
- How did the group work as a team?
- How did people work to get the highest average?
- Why is fitness important?

(Give the group the option to try the activity a second time.)

Materials:

- Metric measuring device for long jump.
- Measured course for distance run/walk.
- Stopwatch or watch with a second hand.

"WHAT'S THAT? SAY AGAIN."

Objective:

To convey a message from one person to another correctly.

Procedure:

Line up the group three feet apart. Instruct the group that a message will be given to the person at the head of the line. Each person in turn will hear the message and repeat it to the next person in line until the message is at the end of the line. That person will repeat the message aloud to the group.

Rules:

- The message should be whispered to each person.
- The message may not be repeated by the teller.
- The rest of the group should remain still and silent.

Scoring:

The group is awarded two points for each correct word and five points if the correct concept is conveyed.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How well did the message get passed?
- If the message didn't go through, why not?
- What makes it easier to remember the message?
- What tricks did you use to remember?
- In what ways are communications important?
- What can happen when communication breaks down?
- What's the real purpose of this activity?
- When do people pass messages in real life, like school?
- What does the word gossip mean?
- Why do things get distorted or changed in a game like this or in life?

(Give the group the option to try the activity a second time.)

Materials:

- A set of ten 12 word sentences.

EMERGENCY HIKE

Objective:

To determine the resourcefulness and preparedness of the group in a emergency situation.

Procedure:

The group is told that they have to leave in five minutes on an emergency twenty-five mile hike. They are to pool the materials of the group that they have with them and to determine their own preparedness. Scouts should be encouraged to be creative. After five minutes, go over the materials of the group and have them explain why the items are included.

Rules:

- The group is not allowed to return to their camp.

Scoring:

One point for each useful item.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How can these skills be applied to non-scouting activities?
- How did you help the group?
- What things did you list that weren't "things?" (Like people, scout skills, common sense?)
- How are the "things" different from the "non-things?"
- Are you a resource? How or why?
- Why don't people consider themselves resources?
- Would you like to do this again to see if you could improve?

(Give the group the option to try the activity a second time.)

Materials:

- Paper and pencil to record the list.

MY TREE

Objective:

For the group to learn to identify a tree using senses other than sight.

Procedure:

The group pairs off in a central area. One person in the pair is blindfolded and is turned around three times. After this, his partner leads him on a round about way to a tree. The blindfolded person is allowed to observe the tree using any sense but sight. When he is finished, he is led, still blindfolded, back to the start. The blindfold is then removed and the scout tries to find his tree. Repeat the process with roles reversed.

Rules:

- Blindfolded scouts should be lead in a safe manner.

Variations:

- Have them locate a rock, patch of ground, etc.

Scoring:

5 pts. for locating the tree and 5 bonus pts. for finding it within 2:00 minutes.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did you like about this activity?
- What skills were developed by this activity?
- Ask each scout how he found his tree.
- Did you trust the person leading you? Why or why not?
- Did you want the other person to find the tree or did you want them not to find it? Why?
- How is being "handicapped" for a short time different than if you had to deal with something your whole life?
- Would you like to do this again to see if you can improve?

(Give the group the option to try the activity a second time.)

Materials:

- Blindfolds.
- Watch.

"WHICH WAY DO WE GO?"

Objective:

For a patrol to correctly complete the compass course assigned.

Procedure:

Divide the patrol into teams of two or three people. Place a numbered stake in the ground for each patrol's course. Ask the patrol members to follow the course and to place a numbered stake marked "END" where they end up. Each team should be responsible for one leg of the course to assure that all participants gain experience using a compass.

Compass courses:

Course #1. From the start, go 125 feet on a compass reading of 94 degrees, then: Go 137 feet on a compass reading of 213 degrees, then: Go 140 feet on a compass reading of 340 degrees.

Course #2. From the start, go 95 feet on a compass reading of 214 degrees, then: Go 80 feet on a compass reading of 320 degrees, then: go 90 feet on a compass reading of 69 degrees.

Course #3. From the start, go 120 feet at a reading of 48 degrees, then: Go 95 feet at a compass reading of 185 degrees, then: Go 160 feet at a compass reading of 280 degrees.

Scoring:

The correct finishes to the three courses are as follows:

Course #1: 10 feet from the start on a compass reading 23 degrees. Permissible error (P.E.) is 20 feet 1 inch.

Course #2: 25.5 feet from the start on a compass reading 309 degrees. P.E. is 13 feet 3 inches.

Course #3: 78 feet from the start on a compass reading 280 degrees. P.E. is 18 feet 9 inches.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it:

- What did the group think the purpose of the activity was?
- How would the group describe their success at completing a compass course?
- What difficulties did they encounter?
- Examine the roles various individuals played and how the patrol functioned.

(Give them the opportunity to try the activity again to improve their score.)

Materials:

- Compass.
- Stakes for start and end markers.
- Compass course cards.
- Correct answers for each course.

MAP MAKING

Objective:

For the group to learn to translate the environment onto a map.

Procedure:

Each group is provided with a pencil and paper. Then they are instructed to map an area near the campsite. They may map any area. After receiving the instructions, the group may leave the area to do the mapping. They have one hour to complete the map.

Rules:

- The group may not trespass into another's area without permission.

Scoring:

- 2 pts. for N orientation.
- 2 pts. for map name.
- 2 pts. if to "scale."
- 2 pts. if key is included.
- 2 pts. if topography is used.
- 4 pts. if magnetic declination.
- 2 pts. if hydrology is represented.
- 2 pts. if vegetation is represented.
- 2 pts. if man's influence is represented (roads, buildings, etc.).
- 2 pts. if all the boys were clearly involved.

25 pts. total

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- When could you use these skills?
- How would you improve your map if you had more time?
- What part did different people play in making the map?
- Did you enjoy the activity?
- Would you like to do this activity again to see if you could improve?
- What problems did you have as a group in completing this activity?
- Was everyone involved? Why or why not?
- Who was the leader? How did you decide?

(Give the group the option to try the activity a second time.)

Materials:

- Paper.
- Pencils.

BLIND TENT PITCH

Objective:

To perform a simple task without sight or talking.

Procedure:

The group is given a two-person, or similar, tent. They are instructed to pitch the tent properly, but they are blindfolded and told not to speak.

Rules:

- Use weights instead of stakes.

Scoring:

- Time needed to pitch the tent.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- What frustrated you the most?
- How did you communicate?
- If you had to name one thing that helped you the most, what was it?
- What times in real life might you not be able to hear or see?
- Would you like to do this again to see if you can improve?
- What did you like best?
- How did it feel to not be able to see or talk?

(Give the group the option to try the activity a second time.)

Materials:

- Blindfolds.
- Two-person tent.
- Weights.
- Stopwatch.

FAHRENHEIT 212

Objective:

For a group to light a fire and boil a pint/quart of water as quickly as possible.

Procedure:

Tinder and kindling are gathered by the group after the starting signal. They start a fire and build it until a pint/quart of water suspended 6" from the ground comes to a boil.

Rules:

- The group receives two matches.

Scoring:

Time needed to boil water. Subtract thirty seconds if only one match is used. Subtract one minute if second attempt is better than the first.

Processing:

You may consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- Did anyone lead the group?
- How did that person lead?
- Are there other ways of leading?
- Did anyone get impatient?
- How did you deal with it?
- Did anyone see someone doing something they thought they could do better?
- What did you do?
- Would you like to do this again to see if you can improve?

(Give the group the option to try the activity a second time.)

Materials:

- Pot.
- Water.
- Matches.
- Tripod for suspending pot.

WHAT DO I FEEL?

Adapted from JLTC Scoutcraft file.

Objective:

To identify 15-20 items from memory.

Procedure:

Gather the group into a circle and blindfold them. Give the first person an item to be felt and identified quietly. When done, the item is passed to the next scout and another item is taken. This is repeated until all the items have been passed around. The group then removes their blindfolds and records as many of the items as possible.

Rules:

- Blindfolds must remain on while all items are in view.
- The group should remain silent.

Scoring:

The group receives 5 pts. for each correct item identified.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- When might you need these kinds of skills?
- Were the first or the last items easier to remember? Why?
- Could you identify each item?
- How did you try to remember the items?
- How did you deal with disagreements while making the list?
- Would you like the opportunity to do this again to see if you can improve?

(Give the group the option to try the activity a second time.)

Materials:

- Blindfolds.
- Paper.
- Pencils.
- 15 to 20 small items (e.g. knife, nail, marble, coin, spoon, etc.).

MICRO-TRAILS

Objective:

For the group to set up a nature trail on a small scale.

Procedure:

The group receives one meter of string and 10-12 toothpicks. They are to choose an area in a field to set up a "micro-trail." They select a starting point, mark it with a toothpick and tie a string to it. Then, using the string, they mark a trail using other toothpicks to mark interesting sites on the trail. When the group is done, they bring the judge on a "micro-trail" hike.

Rules:

- The trail can only be as long as the string.
- The time limit is fifteen minutes.

Scoring:

- 1-5 pts. for knowledge of nature.
- 1-5 pts. for creativity in trail construction.
- 1-5 pts. for interpretive work on trail hike.
- 1-5 pts. for group involvement and input.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How did the group decide where to put the trail?
- Did everyone participate in the decision? Why or why not?
- What made making a micro-trail tough?
- What ways did your observation skills improve?
- Did you teach anything? What was that?
- What did anyone learn?
- What did you like best about this activity?
- What is important about this activity?

(Give the group the option to try the activity a second time.)

Materials:

- One meter length of string
- Toothpicks

BIRD MAKING

Objectives:

To create a drawing of a specialized bird based on a descriptive name.

Procedure:

The group is given a descriptive name of a bird (e.g. red-bellied walleye stabber, three-legged Holstein-holder, etc.). The group must then interpret the name and design of a bird that fits the description. They then draw a picture of the bird.

Rules:

- They have a fifteen minute time limit.

Variations:

- The names could be plants, animals, etc.

Scoring:

- 1-5 pts. for correctness. (Does it fit the name?)
- 1-5 pts for artistic ability.
- 1-5 pts. for nature knowledge.
- 1-5 pts. for creativity.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- Did an artist emerge from the group?
- How did the artist lead the group?
- How did the artist involve the group?
- What problems arose during this activity?
- What part did you take in the activity?
- Why did you have that part?
- What was frustrating for people?
- What does creativity mean?
- How was this activity creative?

(Give the group the option to try the activity a second time.)

Materials:

Paper
Drawing Materials
Descriptive and fictional names, enough for each group.

RESCUE ROPE II

Adapted from Rescue Race JLTC Scoutcraft file.

Objective:

For the group to rescue an endangered victim.

Procedure:

Each member of the patrol is given a 5-6 foot length of rope. Then the "victim" is placed about 30 feet from the group. On a signal, the patrol must tie the ropes end to end using square knots. When the rope is completed the group must coil the rope and throw it from the imaginary shore line to the victim. The victim must catch the rope and tie a bowline around his waist. If the victim can't reach the rope, the group must recoil and throw the rope until the victim catches it.

Rules:

- Each knot should be done properly.
- The group must not drag the victim.
- The group must stay behind the line.
- The victim must stay in one spot.

Scoring:

Record the time of the event and add 15 seconds for each incorrect knot.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How can these skills be applied to your scouting?
- How can these skills be applied to life outside of scouting?
- Was everyone able to tie a knot?
- Who lead the group?
- How did the leader lead?
- How did the group decide to coil and throw the rope?
- What problems did the group have?
- How did you work out the problems?

(Give the group the option to try the activity a second time.)

Materials:

- Stopwatch or timer.
- A 5-6 foot rope for each participant.

GUESSTIMATE

Objective:

To develop the ability to determine height, distance, temperature and wind speed using simple tools.

Procedure:

Provide the group with reprints of the following from the Boy Scout Handbook (taken from the 1979 BSA Handbook).

Measuring Heights pg. 200
Measuring Widths pg. 201
Personal Measurement pg. 199
Hand Thermometer pg. 123
Beaufort Scale pg. 314

Tell the patrol that using those guides they will be asked to estimate certain measurements. Give them a number of things to estimate - a tree, a flagpole, a road, a river, a fire, the wind, several small objects.

Rules:

- The group may not use any traditional measuring devices.

Scoring:

(Using standards established by the facilitator using appropriate procedures)

10 or 25 pts. for each exact measurement (within 5%)
8 or 20 pts. for each measurement within 10%
6 or 15 pts. for each measurement within 25%
4 or 10 pts. for each measurement within 50%
2 or 5 pts. for each measurement within 200%

Processing:

You may consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed in this activity?
- When could you use these skills?
- What new skills did you learn?
- What was the most challenging part of this activity?
- Did one person or the entire group work on each problem?
- How well did that work?
- What ways could you improve the way the group worked?
- Where do you think these skills came from?
- Which one did you like best? Least? Why?

Materials:

- Handouts
- Objects which have been measured by the facilitator and are to be measured by the group.
- Paper and pencil.

HIGH SPEED SCOUTING

Objective:

To test the basic knowledge of scouts on scout items.

Procedures:

Explain to the group that they will be taking a short test on Scouting. At the start, you will uncover a poster with the test on it. For one or two minutes the scouts will be able to work on the test by themselves. At the end of the time, they should set aside their papers and pencils and the test should be covered. Points are given only for correct answers so they should write as much as possible.

Variations:

- Have the entire group work together with only one Scribe.
- Have the Scouts answer as a group in a spelling bee fashion.

Rules:

- The event is to be done individually.
- Scouts are on their honor.
- Scouts should remain quiet during the test.

Processing:

You may consider these questions as a starting point and then let the discussion go where the group takes it.

- How did the time limit affect the way you worked?
- Did you feel you did as well as you could?
- Did you know all of the answers?
- If you didn't know the answer to a question, where might you find it?
- How did others in the group affect how you did?
- When was anyone frustrated?
- Would the test be easier to do as a group?
- What do you think is the real purpose of this activity?
- Did you get organized? How?

Material:

- Stopwatch or timer.
- Test.
- Paper and pencil.

HIGH SPEED SCOUT TEST

The answers and points will be within parentheses 0.

- Troop number (? 2) Patrol name (? 2)
- Charter partner (? 4) Year BSA was founded (1910 -2)
- Founder of Scouting (B.P. - 2)
- What is the "Scout" knot (Square -1)
- Who was lost in the London Fog? (Wm. Boyce -4)
- What are the 12 points of the Scout law? (TLHFCKOCTBCR - 12)
- What is the Scout Motto? (Be prepared - 1)
- What is the Scout Slogan? (Do a good turn daily - 1)
- What is the highest rank in Scouting? (Eagle - 2)
- How many skill awards are there? (12 - 4) merit badges? (118 -18)
- How many Merit Badges can be on a long sleeve shirt? (6 - 4)
- What degree burn is the worst? (3rd - 4)
- What is the longest river in the USA? (Mississippi - 2)
- What is your council's name? (? - 4) Your District's? (? - 4)
- What is the degree of bend in your arm for the Scout Salute? (45 - 2) For the Scout sign? (90 - 2)
- On What shoulder does your troop number appear? (left - 3)
- What does O.A. stand for? (Order of the Arrow - 3)
- What are the three levels in O.A.? (Ordeal, Brotherhood, Vigil - 10)
- Who is responsible for a troop's equipment? (Quartermaster - 4)
- What is the "toughest job in Scouting?" (Patrol leader - 4)
- How far must you swim to earn the mile swim card? (1 mile - 3)
- How many Boy Scout religious awards are there? (15 - 10)
- Is there a Rabbit Raising Merit Badge? (Yes - 4)
- At what age must you quit advancing in Scouts? (18 - 4)
- What are the first three words of the Outdoor Code? (As an American - 10)
- Who is the honorary president of the BSA? (the President - 4)
- In what state is the B.S.A. headquartered? (Texas - 3)
- What year did Norman Rockwell start at Boy's Life? (1918 - 10)

STICK IT TO 'EM

Objective:

To assemble and disassemble a shear lashed pole.

Procedure:

Divide the patrol in half and place the two groups on opposite sides of a 20 foot space. On each side the groups will find 3 - 7' lashing spars and 2 lengths of lashing rope. On a signal from the judge, the two groups lash spars into a pole, pass it across the 20 foot space to the other group. Each group must disassemble the three poles it receives.

Rules:

If the pole touches the ground between the two spaces, the pole has to be brought all the way back and be re-passed. Care should be taken to prevent injury.

Scoring:

Time for the event.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- What was the hardest part of the activity?
- How did you work it out?
- Did you think of the two groups as separate or one team?
- Did you cooperate or compete?
- How did this come about?
- If one group was quicker than the other, how did the waiting group feel? or How did the working group feel?

(Give the group the opportunity to try the activity a second time.)

Materials:

- 6 - 7' lashing spars.
- 4 - lengths of lashing rope.
- Stopwatch or timer.

MISSOURI (THE "SHOW-ME" STATE)

Objective:

To improve the training skills of scouts.

Procedure:

Explain to the group that they are going to teach a scout skill to you. They will have a set time to prepare for the demonstration and the topic will be selected by drawing from a set of topics.

Let them know that you are from Missouri (the "show-me" state) and that you have to see something, you cannot simply be told.

Have a set of 25-30 simple scout skill demonstration topics in a hat or bowl. Have them draw out three topics, select one and begin to prepare for the presentation.

After the time to prepare is completed, have the group teach the skill to you.

Variations:

- Allow the group to come up with their own topics.
- Have the group teach the skill to another group.

Scoring:

Judge the group on the following criteria:

- Establish learning objective 5 pts.
- Teach by hear, see, do 25 pts.
- Application of learning 10 pts.
- Evaluation of learning 10 pts.
- Other imagination, motivation 10 pts.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- How can these skills be applied to everyday life?
- What was your role in the teaching?
- Did everyone have an equal role?
- What are some reasons to do this activity?
- How do you think of things differently when you have to teach them?
- How can you teach things you may not know much about?
- Did a teacher/leader emerge in your group?
- How did you react to that teacher/leader?
- Was it difficult to teach an adult the skill? Why or why not?

Materials:

Demonstration topics.

Demonstration Topics.

These are example demonstration topics. You may use these or think of others.

- Sharpening an ax.
- Pitching a dining fly.
- Planning a troop meeting.
- Planning a patrol hike.
- Reading a topographical map.
- Tie a square lash.
- Tie a diagonal lash.
- Tie a taut line and double half hitch.
- Treating for shock.
- Treating severe bleeding.
- Demonstrate a splice.
- The history of Scouting.
- Signs of Scouting.
- Making a fuzz stick.
- Knife safety.
- Ax safety.
- Sharpening a knife.
- Diagnose and treat burns.
- Transport of first aid victim.
- How to earn the Rank of Scout.
- Explain the positions in a Scout Troop.
- Tie a square knot, sheepshank and bowline.
- Follow a compass heading.
- Pitch a tent.
- Care of hiking boots.
- How to demonstrate a skill.
- Teach and explain Scout Oath.
- Teach and explain Scout Law.
- Demonstrate the Silent Signals.
- Explain how Scouts can help their community.
- Demonstrate Physical Fitness Skill Award fitness tests.
- Using your neckerchief for first aid.
- Scout Advancement Program.

CREATE YOUR OWN GAME OR SCOUT SKILL!!

Just follow this simple format and you can design lots of scout skill events. *"The New Games Book and the More New Games"* edited by Andrew Fluegelman, *"Cowstails and Cobras and Silver Bullets"* by Karl Rohnke, and *"The Cooperative Sports and Games Book"* and the *"Second Cooperative Sports and Games Book,"* by Terry Orlick are great resources for more games. These games should also be put into the following format.

Title:

Something creative, funny, or intriguing pertaining to the activity

Objective:

A simple one or two line description of the objective.

Procedure:

A straightforward description of how the event should happen. Written in a manner that is easy for Scouts to understand. No need to be overly detailed considering the nature of the activity.

Rules:

Limit rules where possible. They should be safety guidelines and not restrictions on the activity whenever possible.

Scoring:

Provide a scoring criteria for the Scout Skill Events only. Initiative games are not scored. The scoring should encourage participation and provide attainable goals for all participants.

Processing:

Provide the facilitator with a starting point for processing. There should be 6-12 specific questions for him/her to ask the group. Review the "Processing and Presenting Cooperative Activities" section at the front of the handbook. Another helpful resource is the "Idea Notebook," pp 95.

Materials:

To make it easier for the people doing the activity, provide most of what's needed.

CO-OPERATIVE ACTIVITIES FORMAT

Title:

Objective:

Procedure:

Rules:

Scoring:

Processing:

Materials:

On Your Own!

Here's a self guided activity for scouts to try on their own at a camporee or in a skill-o-rama. Give it your best shot! When you have done what you can, bring it to the registration area.

1. Say the Scout Oath. _____ Law. _____ Motto. _____ Slogan. _____
2. Who is William Boyce? _____
3. How many pounds in a kilogram? _____
4. Who is Ben Love? _____
5. Signatures of five Scout Masters:
6. Signatures of five SPLs.
7. Collect 15 pieces of litter.
8. Where is Philmont? _____
9. What year did Cub Scouts start? _____
10. Introduce a stranger to another stranger.
11. Tie a square knot. taut line hitch. clove hitch.
12. Give the Scout Sign. Scout Handshake.
13. Signature of a professional Scouter.
14. Signature of the Scout Executive.
15. What county are you in?
16. Do 50 jumping jacks.
17. What county is Many Point in?
20. Draw a map on the back.
21. What is the Official Boy Scout Magazine?
22. Who is the HONORARY President of the BSA?
23. Do a Good Turn.
24. Tie a sheep shank.
25. Police your Campsite.
26. Count all the troop flags.
27. Do something nice for your Scoutmaster.
28. Name the seven ranks of scouting.
29. "Box a compass."
30. Teach something new to someone.
31. Find a pinecone.
32. What does O.A. stand for?
33. What is Baden-Powell's first name?
34. Where is the BSA National Headquarters?
35. What is the address of the Viking Council BSA office?
36. What is the State Tree? State Drink
37. What does DELTA stand for?
38. Demonstrate the Scout Law?
39. Wear your uniform.
40. How many parts are there to the Safe Swim Defense Plan?
41. Give Your Patrol name. Patrol Call.
42. Show your Patrol Flag.
43. Help an adult leader with a task.

Idea Notebook

Designing Processing Questions to Meet Specific Objectives

By Clifford E. Knapp

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The ultimate goal for experiential educators is to assist participants in learning from their experiences. Participants should be taught how to apply the skills, concepts and attitudes they have learned to future life situations.

Experiential educators can improve their ability to process or debrief experiences by being clear about their objectives and then by planning strategies to meet them. Processing is a method for helping people reflect on experiences and for facilitating specific personal changes in their lives. The skill of processing primarily involves observing individuals, making assessments about what is happening, and then asking appropriate questions.

There are many personal and group growth objectives that can be achieved through adventure and other types of experiential programming. Among the more important objectives are: communicating effectively, expressing appropriate feelings, listening, appreciating self and others, decision making, cooperating, and trusting the group. If the leader has one or more of these objectives in mind, the observations, assessments, and processing questions may be better directed toward achieving these ends. The underlying assumption of this article is that if the leader and participants know where to go and how to get there, the participant is more likely to arrive. The following questions, organized by specific program objectives, are designed to assist leaders in more effectively processing experiential activities for personal and group growth.

Communicating Effectively

1. Can anyone give an example of when you thought you communicated effectively with someone else in the group? (consider verbal and non-verbal communication)
2. How did you know that what you communicated was understood? (consider different types of feedback)
3. Who didn't understand someone's attempt to communicate?
4. What went wrong in the communication attempt?
5. What could the communicator do differently next time to give a clearer message?
6. What could the message receiver do differently next time to understand the message?
7. How many different ways were used to communicate messages?
8. Which ways were most effective? Why?
9. Did you learn something about communication that will be helpful later? If so, what?

Expressing Appropriate Feelings

1. Can you name a feeling you had at any point in completing the activity? (consider - mad, glad, sad, or scared)
Where in your body did you feel it most?
2. What personal beliefs were responsible for generating that feeling? (What was the main thought behind the feeling?)
3. Is that feeling a common one in your life?
4. Did you express that feeling to others? If not, what did you do with the feeling?
5. Do you usually express feelings or suppress them?
6. Would you like to feel differently in a similar situation? If so, how would you like to feel?
7. What beliefs would you need to have in order to feel differently in a similar situation? Could you believe them?
8. How do you feel about the conflict that may result from expressing certain feelings?
9. How do you imagine others felt toward you at various times during the activity? Were these feelings expressed?
10. What types of feelings are easiest to express?... most difficult?
11. Do you find it difficult to be aware of some feelings at times? If so, which ones?
12. Are some feelings not appropriate to express to the group at times? If so, which ones?
13. What feelings were expressed non-verbally in the group?
14. Does expressing appropriate feelings help or hinder completing the initiative?

Deferring Judgment of Others

1. Is it difficult for you to avoid judging others? Explain.
2. Can you think of examples of when you judged others in the group today? ... when you didn't judge others?
3. What were some advantages to you by not judging others?
4. What were some advantages to others by you not judging them.
5. How does judging and not judging others affect the completion of the activity?
6. Were some behaviors of others easy not to judge and other behaviors difficult?
7. Would deferring judgment be of some value in other situations? Explain.
8. Can you think of any disadvantages of not judging others in this situation?

Listening

1. Who made suggestions for completing the activity?
2. Were all of these suggestions heard? Explain.
3. Which suggestions were acted upon?
4. Why were the other suggestions ignored?
5. How did it feel to be heard when you made a suggestion?
6. What interfered with your ability to listen to others?
7. How can this interference be overcome?
8. Did you prevent yourself from listening well? How?
9. Did you listen in the same way today as you generally do? If not, what was different about today?

Leading Others

1. Who assumed leadership roles during the activity?
2. What were the behaviors which you described as showing leadership?
3. Can everyone agree that these behaviors are traits of leaders?
4. How did the group respond to these leadership behaviors?
5. Who followed the leader even if you weren't sure that the idea would work? Why?
6. Did the leadership role shift to other people during the activity? Who thought they were taking the leadership role? How did you do it?
7. Was it difficult to assume a leadership role with this group?
8. Why didn't some of you take a leadership role?
9. Is it easier to take a leadership role in other situations or with different group members? Explain.
10. Did anyone try to lead the group, but felt they were unsuccessful? What were some possible reasons for this? How did it feel to be disregarded?

Following Others

1. Who assumed a follower role at times throughout the activity? How did it feel?
2. How did it feel to follow different leaders?
3. Do you consider yourself a good follower? Was this an important role in the group today? Explain.
4. How does refusal to follow affect the leadership role?
5. What are the traits of a good follower?
6. How can you improve your ability to follow in the future?

Making Group Decisions

1. How were group decisions made in completing the activity?
2. Were you satisfied with the ways decisions were made? Explain.
3. Did the group arrive at any decisions through group consensus? (some didn't get their first choice, but they could "live" with the decision)
4. Were some decisions made by one or several individuals?
5. Did everyone in the group express an opinion when a choice was available? If not, why not?
6. What is the best way for this group to make decisions? Explain.
7. Do you respond in similar ways in other groups?
8. What did you like about how the group made decisions? What didn't you like?

Cooperating

1. Can you think of specific examples of when the group cooperated in completing the activity? Explain.
2. How did it feel to cooperate?
3. Do you cooperate in most things you do?
4. How did you learn to cooperate?
5. What are the rewards of cooperating?
6. Are there any problems associated with cooperation?
7. How did cooperative behavior lead to successfully completing the activity?
8. How can you cooperate in other areas of your life?
9. Did you think anyone was blocking the group from cooperating? Explain.

Respecting Human Differences

1. How are you different from some of the others in the group?
2. How do these differences strengthen the group as a whole?
3. When do difference in people in a group prevent reaching certain objectives?
4. What would this group be like if there were very few differences in people? How would you feel if this were so?
5. In what instances did being different help and hinder the group members from reaching their objectives?

Respecting Human Commonalties

1. How are you like some of the others in the group?
2. Were these commonalties a help to the group in completing their task? Explain.
3. Were these commonalties a hindrance to the group in completing their task? Explain.
4. Do you think you have other things in common with some of the group members that you haven't found yet?
5. How did this setting help you discover how you are similar to others?

Trusting the Group

1. Can you give examples of when you trusted someone in the group? Explain.
2. Is it easier to trust some people and not others? Explain.
3. Can you think of examples when trusting someone could not have been a good idea?
4. How do you increase your level of trust for someone?
5. On a scale of 1-10, rate how much trust you have in the group as a whole. Can you explain your rating?
6. What did you do today that deserves the trust of others?
7. How does the amount of fear you feel affect your trust of others?

Closure Questions

1. What did you learn about yourself?
2. What did you learn about others?
3. How do you feel about yourself and others?
4. What new questions do you have about yourself and others?
5. What did you do today of which you are particularly proud?
6. What skill are you working to improve?
7. Was your behavior today typical of the way you usually act in groups? Explain.
8. How can you use what you learned in other life situations.
9. What beliefs about yourself and others were reinforced today?
10. Would you do anything differently if you were starting the activity again with this group.
11. What would you like to say to the group members?

Problem Solving For Scouts

Daily we make choices about lots of things. Some are easy and others very difficult. The difficult ones often are in relation to another person or persons. For adolescents, these relationship choices are very powerful and often painful. DELTA has designed some ways to help Scouts think about relationship problems and to then consider how to resolve these problems in an ethical way.

These are skills not unlike the ones developed in the games and are done within the same context that you use in reflecting.

To help you understand the problem solving strategy that DELTA is suggesting, you will first want to view the video *The Foxes and Hounds*. This is a "stop and do" video that uses a fable to teach a strategy to solve problems. At two points in the video you are asked to turn off the TV and discuss the issue that's been presented. (In Chapter 4, there is an extensive guide to using this film). After you are clear about how this strategy works, you may wish to then use the video with your scouts.

There is another 'program help' for problem solving and that is *Right, Wrong, or What?* a book of stories. The first section, *With Family and Friends* explores a number of dilemmas that many adolescents experience. Part two, *Inside Scouting*, is specific to those conflicts that can and do arise in most troops. Although the stories are written from a young person's perspective, the situations involving loyalty, honesty, and the like, extend into adult life. Thinking and talking about these stories are good ways for boys to check out what they might do in similar situations.

With some practice this activity then can be conducted by older boy leaders. In the back cover of the story book is a card that describes the problem solving strategy. It was designed to be a quick reference guide for you and is an abbreviated form of the following.

DELTA's problem solving model

EMPATHY INVENTION SELECTION

These 3 concepts are 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 are defined as:

Empathy. Putting yourself in the other person's place.

Invention. Inventing as many solutions to a problem as you can.

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

Here are some things for you to think about as you prepare to help Scouts think about problems.

Identify problems and conflicts. There are no right nor wrong problems. Every problem is worth discussing, even if it seems silly. Once the silliness is out of the way, the group can get down to business.

Find several perspectives. Ask your Scouts to put themselves into the story as different characters. How would they feel if they were the boy smoking pot? Or the Scout who found him?

Consider several alternative solutions. Brainstorm, and be flexible. Try to help the Scouts find three ways to end each story. How could they avoid the problem in the first place? Ask "what if" questions for "it depends" answers.

Choose a solution that helps or takes care of the most people. There may not be an obvious answer. Sometimes the answer isn't one YOU would choose. Maybe, in some cases, nobody can win. Or maybe the boys will learn that sometimes it's O.K. not to be loyal.

Use the teachable moment. Apply this thinking whenever you can in your Scouting setting. After four or five stories, your boys should be able to generate their own problem-solving discussions. Hopefully, they can begin to use these skills in real-life situations.

Here are examples of questions that lead boys to consider these steps and are taken from "*Right, Wrong or What?*"

Empathy.

How would you feel if you were Harry?
Why do you think Dan denied being friends with Rick?
What made him think he would win?

Invention.

What ways could Peter work things out with Sharon?
What are three ways to solve this problem?
How could Doug have avoided shoplifting in the first place?

Selection.

Should Paul's parents find out about the cheating?
How could John be friends with both groups?
Where should Tom's loyalty lie?

The stories give you a good place to begin to try this strategy out. Like other DELTA skills, these problem-solving skills let Scouts take charge of a problem, instead of a problem taking charge of the boy.

Of course these skills require some work to learn. If Scouts are given the opportunity to practice them first in non-threatening situations, they hopefully will be able to think clearly when they face real-life problems.

The DELTA Good Turn

All ethics so far evolved rest on a single premise: that the individual is a member of a community of independent parts... It implies a respect for his fellow members and also a respect for the community as such.

*Aldo Leopold
"Sand County Almanac"*

Doing a "good turn" is doing service and is one of Scouting's oldest values. The DELTA Good Turn asks boys to become involved in their community in ways or with people they may have considered different, weird or of no consequence. When you, the leader help boys reflect on their experience of giving service, you are helping them learn what it means to truly be a citizen in this country. They will understand that difference is not good or bad, just different. They will come to experience the power which lies in joint action on a common concern. They experience how they "make a difference" in the lives of others. When done with justice and caring, this power is democracy in action. Democracy, in our system, is the right and obligations of citizenship individual and joint action. The experience of giving service and learning from the experience is one of the most powerful ways we can encourage ethical development of youth in America. It is also an essential ingredient for protecting and preserving our political democracy.

The following leader's guide walks you through a four week planning calendar. The various worksheets that are described are available in a DELTA Program Materials Supplement.

Leader's Guide for the DELTA Good Turn

The following is a Week-by-week planning for conducting the DELTA Good Turn (D.G.T.).

Week I

In the first week of the D.G.T., Scouts learn about the project and focus on community needs.

1. Begin by showing the video "Make a Difference", discuss it with the Scouts, and give each boy the Scouts Overview. Both of these program aids will help you explain what the D.G.T. is about and why it's important. They contain information he can share with his parents and others about the project.
2. After this discussion, distribute the worksheets entitled "*Things You Are Concerned About in Your Community*." Lead a brain storming session, reinforcing the rules about brainstorming that are on the worksheets. You may wish to use big sheets of paper, flip charts, or blackboards for this activity.

Note: It is important that you emphasize the idea that concerns and needs are based on the people of the community and not the community as a place. For instance, if a Scout suggests that his community has only one playground, you should might ask him to look at the people this problem affects. In this case, children don't have a place to play. The positive impact of doing community service lies in the direct connection that a boy has with the people being served. He will come to see that he can make a difference.

3. Distribute the "*Community Concerns List*." Ask the Scouts to take one home and complete it for the next meeting. Encourage them to talk with their parents, teachers, clergy, and others who can help complete the list. Those conversations might also yield ideas and unexpected resources for the D.G.T. The troop's collection of these ideas will form the basis for deciding and planning its D.G.T. project.

This help sheet asks the Scout to focus on a few areas of interest, and to be creative about what the troop might be able to do. It could also start him thinking about those who could help him help others.

Week II

This week, Scouts collect and narrow the areas of concern and begin to consider project possibilities.

1. Distribute the help sheet entitled "Things You Can Do About Community Concerns." Using a flipchart or blackboard, record the suggestions that Scouts share from the "Community Concerns List" they completed during the week. You might want to put the following headings on the board.

CONCERNS SOLUTIONS GROUPS/AGENCIES

2. Lead a brainstorming session in which the boys complete the first two categories. Remember to steer the ideas in the right direction - toward service to people - without slowing the exchange.
3. Distribute the "Persons or Groups that Can Help Others" help sheet. In this critical step, help the boys consider what agencies or groups are advocates for or represent the people you want to help. Contact your local United Way for assistance. The Minneapolis chapter, for instance, helps groups by distributing a booklet called "*Youth Makes A Difference*," and will act as a clearing house for scout's ideas with agencies.

DELTA's "*Developing Volunteer Contacts*" handout, your troop's charter partner, and state and local offices of volunteer services can all provide you with agencies or programs who are ready to have Scouts volunteer.

4. Have the Scouts vote or otherwise reach a consensus on one of two areas or concern for the final project.

Note: Community service providers are willing to do much of the work needed to put a project together. They are also accustomed to coordinating volunteers. When the Scouts have decided which group they would like to work with, it is your job as leaders to find a contact person at an agency who will act as a coordinator.

Week III

D.G.T. has been a big part of your troop program for two weeks. It's time for a week off. During this week, however, troop leadership will have two important tasks.

1. Contact community service providers who work in the Scouts' areas of concern. Recruit the person who will act as coordinator and establish lines of communication with that person for the Scouts.

This coordinator can also help identify specific projects for the boys. While the final project may not be exactly what the Scouts had in mind, it must be close enough to allow Scouts to know they had a major voice in the final outcome.

2. Draw up a tentative service schedule for scouts. (The coordinator can help with this.) Scouts should volunteer from two to three hours a month.

Week IV

At this meeting, you will describe the project to the Scouts. Tell them the project goals, who they will be working for, who will supervise them, and anything else they need to know.

Distribute the last help sheet, "*D.G.T. Project Report.*" Help Scouts complete this form, which reflects on the process they have just completed. Here's a good place for the troop committee to help with the scheduling and with the Scout's reports. Send these reports home to parents, to ensure that they know about the project and the schedules.

Some Additional Thoughts ...

Motivation: In order for this project to work, the boys must be motivated about the project. As a leader, refer to the positive opportunities this project offers. If the boys seem discouraged about the effort that must go into helping others, remind them about the canoe trip in the video "*Make A Difference.*" Sometimes you won't know what there is to "get" out of something until it's over.

Leadership: Older boys, like those in Leadership Corps or Senior Patrols should be directly involved in planning for D.G.T. They will get as much or more out of this as the younger boys. It's good experience for them to contact agencies, figure out schedules, and arrange transportation. Adult leaders may consider volunteering too!

Transportation: This can be a real detriment to a successful project. The troop committee and leadership corps should work transportation problems out so that no Scout is denied the opportunity to be involved for lack of a ride. Parents should be heavily solicited for this part of the project.

Finally ...

Once your Scouts are well under way with their project(s) you will want to periodically meet with them in small groups to reflect on their experiences. In the video "*Out of the Woods,*" Andy and his Scoutmaster take a few minutes in the meeting to talk about his friend at the nursing home. Andy understands that Mrs. Johnson has come to depend on his visits and that she smiles a lot when he's there. He is able to tell his Scoutmaster "*I feel like I'm really making a difference in her life.*" The other side to this is that Mrs. Johnson is making a difference in Andy's life too!

The time you take with your Scouts to talk about these experiences guarantees that they will get the maximum benefit from the DELTA Good Turn.

Program Settings For DELTA

DELTA activities are designed for traditional Scouting settings. To be most effective, troops would integrate DELTA activities into their year long planning. A sample guide is included in the appendix and 11"x17" planning forms are also available in the Program Supplements packet. Most troops who have worked with the DELTA materials agree that it takes about a full year for leaders to get really used to these activities and to build them into their year plans. It takes effort but the overwhelming response is that it's well worth the effort. The best place to begin DELTA is at camp. The following suggests a way to implement DELTA at a resident camp.

DELTA At Camp

Troops sign up for DELTA as a program option that is staffed by camp personnel. It would involve four hours in the program schedule for a troop with additional time (approximately 2 hours) for training adult leaders early in the week. The two troop activities should be scheduled so they do not interfere with merit badge opportunities.

Problem solving activity. This can be an ethical journey, a role play, or a campfire session using DELTA stories. This activity gives Scouts a chance to focus on their responsibilities for others, and a chance to learn DELTA's problem solving strategy.

Cooperative activities at the C.O.P.E. course. (Challenging Outdoor Physical Encounter). The entire troop is actively involved in low course activities and initiative games. Leaders observe the staff role modeling the way to conduct the games that are in this book, especially the reflection component.

One other activity of your choice. This gives you a chance to try out one of the activities in this book. It might be a DELTA Good Turn for some person(s) in your camp, i.e. a mentally handicapped troop or dining hall staff. Or, you might want to try leading a game and reflection. A teachable moment may occur and DELTA skills can help you help your scouts make sense of the event.

Scouts may earn a DELTA segment for their camp patch after completing these activities.

DELTA Flavored Events.

Camporees are a great place to insert the initiative games and Scout Skills that are outlined in this book. A number of camp staff have woven some of these activities into their camp-wide events or program areas (conservation area or waterfront). Counselor-In-Training and Senior Patrol Leader orientation programs have used these activities as a part of their course structure as have junior Leader Training Courses.

DELTA Program Materials

The following program materials are available to help you get started with DELTA.

- This Leader Handbook is a resource and a tool to get you started.
- 5 Videos for Scouters and parents as well as Scouts. Chapter four gives a quick synopsis of each and the appropriate audience. These are the most powerful tools for you to get into DELTA. View each of them several times. You'll see something new each time!
- "Right, Wrong, Or What?" problem solving stories for Scouts.
- A program supplement package that contains camera ready handouts for use with Scouts. A planning calendar is also included in this packet.
- Awards, recognition and incentives. These are detailed in the appendix.

Some Considerations When Working With Youth

Be aware of the range of developmental levels within the group.

This is the message in Chapter Two. DELTA's video "*Ages and Stages*" illustrates some of those differences and highlights some of the most common mistakes we can make with kids, like '*bigger is more mature*'. It comes down to looking at each boy individually and not making assumptions about him based on other boys his age.

Practice Effective Communication patterns

Adults tend to talk **at** children and not **with** them. There are some ways to think about communication with your children or the Scouts in your troop.

- **Qualify** your opinions to avoid making judgment statements. Practice saying "I think" when you are leading your Scouts in an activity. This leads them to reflect on their own reaction to an event.
- **Exchange** information with your Scouts rather than lecturing them. When we lecture, we seldom give children any new information, and we don't learn what it is that they know. Remember that communication is a two-way process, and the feedback is half of the process. Ask your Scouts "What do you think is the purpose of this game?"
- **Suggest** rather than tell. If one solution stands out, point out its pros and cons, then step back and let the Scouts discover for themselves whether it's the best one. A suggestion should always be framed in the form of a question, such as "Don't you think this game showed you some ideas about learning to cooperate?"
- **Listen** to your Scouts just as much as you talk to them. To be a good listener, practice these three habits: Focus on the speaker, accept what he says, and try to draw out more information. "I think that's a good idea. Where else do you think it would work?"
- **Summarize** your understanding of the situation or the solution for your Scouts to avoid misunderstandings. "Read back' their ideas to them, so that they can see if they've said what they wanted to say.. In the video, the Scout leader says "So you're telling me that Peter became the leader because he had a good idea."

Respect your Scout's point of view. Treat them as fairly as you would treat adults in similar situations. If you use respect in communications with your Scouts, nearly all of the habits listed here will fall into place naturally. Respect breeds good communication.

Chapter Four

Guide to Ethics in Action Videos

The following Ethics in Action videos are available for DELV and DELTA through the Viking Council. The first four are stories that explain and detail some of the important Ethics in Action concepts. The fifth, *"The Foxes and the Hound"*, is a stop-and-do film during which you lead your troop through a problem-solving exercise. You apply the skills learned in the video to the story and then to problems in your own troop.

"Out of the Woods"

Time required: 19 minutes. For parents, community leaders, chapter partners and others. An overview and rationale for Ethics in Action.

In *"Out of the Woods"*, you meet many of our DELV and DELTA Scouts. You are introduced to Paul the Scoutmaster, who is out camping with his troop. During a visit by a mysterious stranger, Paul envisions a program that seems ideal for helping Scouts learn and live the values inherent in Scouting. He looks back at his own past to understand problems that boys in his troop are having, and into the future for their solutions.

"Reflecting"

Time required: 13 minutes. For adult leaders and camp staff. An explanation of the concepts of reflecting and processing.

"Reflecting" shows a den leader and a Scoutmaster helping Scouts to make sense out of an activity so they can *learn from experience*. In a camp setting, the value and values of Scouting are made clear to the boys through the process of reflecting.

"Ages and Stages"

Time required: 13 minutes. For parents, Scout leaders, camp staff, and other adults. A brief look at stages of youth development.

"Ages and Stages" provides a glimpse at the natural progression of ethical development in youth in order to promote an understanding of and a good working relationship with adolescents. The setting is a summertime family reunion, with children ranging in age from seven to sixteen. We learn about the profound developmental differences between the ages, and how changes come about over time in a child's life.

"Make A Difference"

Time required: 12 minutes. Four Scouts and Scouters, and Parents. An explanation and justification for the DELTA Good Turn.

A rock This film explains the who and why of the DELTA Good Turn. A Rock star magically steps out of a poster on a boy's bedroom wall. He teaches the boy not only how to organize his troop in a DELTA Good Turn, but shows him the answer to his questions *"What's in it for me?"*

"The Foxes and the Hound"

Time required: 13 minutes. For Scouts and Scouters. An exercise in problem-solving.

This video will help you give your Scouts a plan for solving problems in a thoughtful, ethical way. Its message is illustrated through a fable, but carries into a troop setting where boys use the plan to solve their own problems. At two points in the story, you'll be instructed to turn off the video for a leader activity. Those are times when you should lead a discussion, using questions like those suggested in the video.

A Leader's Guide for this video is included in this chapter, p. 115.

How to use Ethics in Action videos

These videos can be shown at troop meetings, committee meetings, parent meetings and the like. Although they were written for scouting audiences, anyone watching them would benefit from viewing them. Don't hesitate to share them with your colleagues, or to make them available to your boys to watch with their families!

Leader's Guide to *"The Foxes and the Hound"*

Understanding the Problem - *Empathy*

After you turn off the video the first time, begin the discussion by talking about the foxes' point of view.

- Can your Scouts name the emotions the foxes might have?
- What frightens them about the hound?
- How do they feel about the way the living arrangements are working?

In the video, the hound tells us how he feels. But if we are to understand the entire problem, we need to know how the foxes feel, too.

When your Scouts have listed their feelings, encourage them to define the problem they're describing in very precise terms.

- Do only the foxes have a problem here?
- They run from the hound because they are instinctively afraid of him, but what are the foxes doing that aggravates the hound?
- How does he feel when they exclude him from their play?

Answering questions like these helps Scouts see what problems are on both sides. They come closer to knowing what another person is feeling and that's empathy!

Solving Problems Through *Invention*

When your Scouts understand the problem thoroughly, it's time to begin an invention session. Inventors everywhere are solving problems with creative solutions. Ask your Scouts to become inventors, too. Lead an invention session much as you lead a *brainstorming* session. Here are some ground rules:

- Set a reasonable time limit;
- Record all ideas on paper, a flipchart, or chalkboard;
- Reserve judgment on the ideas until the time is up,

Making a *Selection*

Begin the selection process when the Scouts have generated several ideas. Try to choose a solution that helps both sides. Talk about the suggestion offered here.

- Would it be fair for the foxes to leave their den just because the hound wants to be their friend?
- When should one go out of his way to accommodate a friend?
- What feelings could that cause?

Circle your selection. Turn on the video again after you've talked through the foxes dilemma and have come to a consensus on a solution.

The Problem With Alan

In the next section, the video troop practices empathy, invention, and selection on its problem with Alan. In the second leader activity period, you may focus on the problem with Alan or on a real problem in your own troop.

Remember that in this fable, the hound is big and clumsy, and that makes him behave in a certain way. But he can't do much about either his looks or his behavior. Ask your Scouts to think about their own troop.

- What are some conditions that they can't change within their troop?
- To what kinds of problems can those conditions lead?
- How will knowing as much as you can about problems like those lead to being more empathetic?

These are the kinds of questions that lead to empathy. When you have completed the problem-solving steps of invention and selection, compare your solution with the video troop's solution. In the video, one Scout suggested that the troop should tell Alan he couldn't belong there.

- How would that help both sides?
- What happens to Alan if he's told he can't belong to an organization like Scouts?
- Why is it unhealthy for a group to be intolerant of differences?
- Why is telling Alan about the troop problem the best solution?

Turn on the video when your troop has solved Alan's problem.

Beyond the Solution

This video ends just as someone in the troop is about to act on the solution. But finding the solution doesn't end the problem. Problem solving takes courage. One of these Scouts must step up and say "Alan we'd like to talk to you about something." That can feel risky.

And besides feeling risky, having to point out problems requires tact and care to minimize hurt feelings. Often both sides must compromise. The boys in the video troop want to let Alan know they'd like to be friends with him. They'll compromise for the sake of the troop by changing the way they're treating him.

This plan for problem-solving is not the only plan, but it's a beginning, and an opportunity for dialogue between Scouts and leaders. The video could prompt some big questions from your Scouts - ethical issues do provoke serious consideration. It's not a leader's task to give Scouts answers to these questions, but it is their job to help boys find good answers within themselves.

Often the best approach is the most simple. Can your Scouts answer how they would feel if they were a fox, a hound, or Alan? Invite them to take that other person's perspective, see the world through his or her eyes. If the choices they make for someone else were made for them as well, would they be happy with the outcome?

References

This list of selected references is provided for Scout leaders and parents who would like to read more about moral development in children or teaching ethical decision-making. The references offer a variety of viewpoints. Most are currently available in paperback editions through your local book store, or can be found in libraries.

Publications of the Boy Scouts of America.

The Official Boy Scout Handbook
The Official Scout-Master Handbook
Youth's Frontier: Ethical Decision Making

These publications are available through your local Scout shop.

Publications of the Viking Council - Ethics in Action Resources

Right, Wrong, or What?
DELV Packet of Program Materials
Ethics in Action videotapes:
"Out of the Woods"
"Reflecting"
"Ages and Stages"
"Make A Difference"
"The Foxes and the Hound" (with Leader's Guide) DELTA Program Supplements packet

The following Ethics in Action resources are available through the Viking Council, Boy Scouts of America, 5300 Glenwood Avenue, Minneapolis, Minnesota, 55422.

Written for Adults

Benson, Peter, Williams, Dorothy, and Johnson, Arthur. *The Quicksilver Years: The Hopes and Fears of Early Adolescence*. Harper & Row, 1987.

Summarizes several national surveys by the Search Institute based in Minneapolis, which in total polled 8,000 youth in grades five through nine, and over 10,000 of their parents. The report includes information about beliefs, values, worries, school life, and more; it offers comparisons of parent and youth responses.

Cherry, Clare. *Please Don't Sit on the Kids: Alternatives to Punitive Discipline*. David S. Lake, Publishers, 1983.

Written for teachers, but relevant for anyone who works with groups of children. Rejects the notion that "discipline equals punishment" and suggests alternatives.

Claby, John, and Elias, Maurice. *Teach Your Child Decision Making*. Doubleday, 1986.

Based on the premise that decision-making can be taught in an 8 step process. Written for parents, and provides them a way of analyzing their own decision-making patterns. Many examples of situations, some unexpected and unusual.

Crary, Elizabeth. *Kids Can Cooperate: A Practical Guide to Teaching Problem-Solving*. Parenting Press, 1984.

Written for parents of school-age children; suggests problemsolving procedures and ways of teaching them.

Damon, William. *The Moral Child: Nurturing Children's Natural Moral Growth*. The Free Press, 1988.

A "state of the art" summary of what is known about children's growth. Advocates a relationship of "respectful engagement" that provides consistent adult response yet allows the child to experience personal responsibility and to make real moral choices. Suggests that service projects and similar activities are ways to affirm positive values in children.

Elkind, David. *The Hurried Child: Growing Up Too Fast Too Soon*. Addison-Wesley, 1981.

A harsh look at the pressures and stress that American society places on its children and youth to push them to premature adulthood.

Eyre, Linda and Eyre, Richard. *Teaching Children Responsibility*. Ballantyne Books, 1984.

Suggests practical ways of gaining a child's cooperation in meeting his or her own responsibilities; somewhat heavy emphasis on obedience and discipline. Written by a couple with eight children.

Fasteau, Marc. *The Male Machine*. Delta Books, 1975.

One man's search for the forces that shaped his own life and those of other American males. Argues for the need to adjust our institutions and patterns of living to support today's complex and interdependent relationships.

Fleugelman, Andrew (ed.) *The New Games Book: Play Hard, Play Fair, Nobody Hurt*. Doubleday/Dolphin, 1976.

Fleugelman, Andres. *More New Games ... and Playful Ideas for The New Games Foundation*. Doubleday/Dolphin, 1981.

Both books stress experiencing play for its own sake. Dozens of games are described and grouped according to the number of participants and activity level.

Gilligan, Carol. *In A Different Voice*. Harvard University, 1982.

Challenges Kohlberg's view that morality develops according to one's sense of justice and argues that a second perspective, that of caring for the welfare of others, is equally valid. Asserts that males tend to see the world in terms of autonomy (and are threatened by intimacy), while females view moral issues in terms of connectedness (and are threatened by isolation).

Johnson, David and Johnson, Frank. *Joining Together: Group Theory and Group Skills*. 2nd ed. Prentice-Hall, 1982.

College textbook for small group dynamics and group skills development. Reviews current theory on group processes and integrates it with experiential learning exercises.

Lickona, Thomas. *Raising Good Children From Birth Through The Teenage Years*. Bantam Books, 1983.

Describes each stage of moral development according to Kohlberg and suggests ways to relate to and challenge children in age-appropriate ways. Written for parents.

Orlick, Terry. *The Cooperative Sports and Games Book: Challenge Without Competition*. Pantheon Books, 1978.

A collection of new games for children ages 3 through twelve. They are games of acceptance, cooperation and sharing for families and communities.

Orlick, Terry. *The Second Cooperative Sports and Games Book*. Pantheon, 1982.

Orlick's second book offers over two hundred more games. This book includes games for adolescents and adults as well as a large number of activities from other cultures.

Ozer, Mark with Jean Collins. *The Ozer Method: A Breakthrough Problem-Solving Technique for Parents and Children*. William Morrow, 1982.

Focuses on solving problems within the family; suggests that by sharing problem-solving skills with children, they will be encouraged to move from taking orders to making responsible decisions.

Papilia, Diane E. and Olds, Sally W. *A Child's World: Infancy through Adolescence*. McGraw-Hill, 1979.

A very readable basic text on child development covering basic theory and citing numerous research studies.

Reimer, Joseph, Pritchard, Diana, and Hersh, Richard. *Promoting Moral Growth: From Piaget to Kohlberg*. Longman, 1983.

Based on the work of Piaget and Kohlberg, presents a summary of theory and provides examples and teaching strategies for moral growth education using cognitive-development approach. Written for teachers.

Rohnke, Karl. *Cowstails and Cobras*. Project Adventure, 1975.

This is *the* definitive book on initiative games, low course activities and adventure education. An excellent resource for outdoor educators.

Schulman, Michael, and Mekler, Eva. *Bringing Up a Moral Child: A New Approach for Teaching Your Child to be Kind, just, and Reasonable*. Addison-Wesley, 1985.

Concentrates on processes rather than current approaches to moral education. A family-based program, it offers practical strategies for dealing with problems and building positive behavior patterns.

Simon, Sidney, B., and Olds, Sally W. *Helping Your Child Learn Right From Wrong: A Guide to Values Clarification*. McGraw-Hill, 1976.

Winn, Marie. *Children Without Childhood*. Pantheon, 1983.

Asserts that there have been profound changes in American childhood since the 1960's. Parent attitudes have shifted from protection of innocence to early exposure to adult experience as preparation for a harsh world.

Written for Youth

Burns, Marilyn. *I Am Not A Short Adult: Getting Good at Being a Kid*. Little, Brown, 1977.

To quote from the introduction: "*Maybe you've noticed that some of the grown-ups in your life act like being a kid is mostly about getting ready to be an adult ... This is a book about being a kid now, not preparing for later. Later is going to come no matter what.*"

Burns, Marilyn. *The Book of Think (Or, How to Solve a Problem Twice Your Size)*. Little, Brown, 1976.

Suggests that ways of solving some of the book's puzzles and riddles might be applied to real life situations. A major theme is that sometimes solutions evade us because we get in the way.

Schneider, Tom. *Everybody's A Winner: A Kid's Guide to new Sports and Fitness*. Little, Brown, 1976.

Invites young people to think about winning and losing in new ways. Winning may have more to do with what you learn than being the best. Good information about physical fitness; contains many new ideas and describes new games.

Appendix

I. Youth Development Chart - An Overview of Youth Development

(from DELV manual).

Mental

Piaget sees human cognitive development as a sequence of four stages. The way any given child will progress through these stages depends on a unique set of interactions between his own maturation and the environment in which he is growing up.

1. *Sensorimotor* (Birth to 2 years)

The newborn responds to his environment primarily through reflexes; through the use of his senses, he gradually acquires the ability to adapt to his environment and to organize his own activities within it. Although he can do a lot of things, he lacks ability to "*plan ahead.*"

2. *Preoperational* (2 to 7 years)

Children in this stage will have basic language skills, and will be able to imitate the behavior of others. They still are very self-centered in their thinking, however. While some of their thinking may appear "*logical,*" they have many lapses, and still lack the ability to predict outcomes.

3. *Concrete Operations* (7 to 11 years) In this stage, children learn to classify things and develop rudimentary understandings of space, time, numbers, and logic, as they relate the immediate environment. They still find it difficult to understand relationships in ways that will allow them to arrange things ahead of time, however, and their assumptions about the way things work are still not those of the adult world.

4. *Formal Operations* (11 to adulthood) When he has reached this stage, a child can think, using abstractions. He is able to understand the basic principles of causal thinking, making it possible to anticipate consequences of his behavior. He can see the world in terms of a "scientific experiment," and begins to reach appropriate deductions about the way things work.

Based on the work of Jean Piaget and associates.

Moral

For Kohlberg, moral development is the unfolding of a child's sense of justice. He has identified six phases, beginning at about age 4, in the ways children reason about moral issues. The stage is set for moral development in the earlier years of infancy and toddler-hood, when youngsters establish warm, trusting attachments to others. As they develop confidence in themselves, they are able to take first steps toward independence and becoming their own persons, although they are very self-centered and tend to define what is "right" in terms of what they, themselves want!

Level 1 (4 to 10 years)

Type 1. *Punishment and Obedience*

Morality at this point is a matter of unquestioning obedience; children do what is "*right*" to avoid punishment. They have begun to see the value of trying to get along with others.

Type 2. *Instrumental Exchange*

Children begin to relate conformity to self-interest, as in the "*You scratch my back and I'll scratch yours*" approach. They begin to sense that they have rights, too. Justice tends to be defined as, "*an eye for an eye.*"

Level 2 (10 to 13 years)

Type 3. "The Golden Rule"

Children are able to judge the intentions of others as well as their own. For the first time, they really understand the part of the Golden Rule that says, "as you would have them do unto you." They have developed a sense of what a "good person" is.

Type 4. Maintaining social order

In this phase, children are capable of asking the question, "What if everybody did it?" They are concerned with doing their duty, by respecting higher authorities, so as to maintain the social order.

Level 3 (13 through adulthood; perhaps never)

Type 5. Morality of contract

At this level, they approach morality rationally, and value the rule of the law and can respect the will of the majority.

Type 6. Universal ethical principles

They can separate a sense of "what should be" from "what is." They may act according to their own standards, regardless of what others might think, feeling that they would condemn themselves if they did not.

Based on the work of Lawrence Kohlberg and associates.

Social

Understanding another's point of view, or "taking the role of the other" is related to moral reasoning. Selman's views of the ways these skills develop are closely linked to the thinking of Piaget and Kohlberg.

Stage 0. Egocentric Roletaking (4 to 6 years)

In this period, a child sees his way of interpreting events as the only way. He cannot distinguish between his own motivations and those of others.

Stage 1. Informational Roletaking (6 to 8 years)

A child has begun to understand that another person may act for the same reasons as he does, or from motives that differ from his own.

Stage 2. Self-reflection (8 to 10 years)

A new level of awareness is added; not only does he (Person A) understand that another (Person B) can have his own motivations, but that "B" is also taking what he thinks into account.

Stage 3. Mutual Roletaking (10 to 12 years)

The child can go even a step further to realize that there may be other points of view beside those of the immediate actors in a situation. They are able to make judgments about how various others might view things.

Stage 4. Social System Roletaking (12 or later)

They are now able to make generalizations about view-points, and see that a "societal" perspective is needed to maintain social order.

Based on the work of R. L. Selman.

II. DELTA Recognition and Awards

DELTA at Camp

Scouts earn a DELTA segment for their camp patch by completing:

1. The two-hour problem solving activity.*
2. Participation in two hours of cooperative activities at the C.O.P.E. course.
3. Participating in the DELTA Good Turn with the troop at camp (counts toward the SuperTroop Award).*

OR

Take part in one other DELTA activity with the troop.

* *Meet an* advancement requirement.

DELTA Troop Programs

DELTA Guide

Scouts earn a DELTA patch representing the completion of the following requirements:

1. Complete the planning worksheets for DGT.*
2. Spend at least 8 hours giving service to a group or an individual identified during DGT planning.*
3. Have at least 2 conversations with a Scout leader about your DGT.*
4. Participate in at least 5 different initiative games including the discussions, at troop meetings or camporees.
5. Participate with your patrol in the reading and discussion of four "Right, Wrong or What" stories

OR

Read four "Right, Wrong or What?" stories and write up three different ways to end the story, telling which way you think is the best and why, and answer the other questions at the end of the story.

* *Meets an* advancement requirement.

DELTA Troop Programs (Continued)

DELTA Trailblazer

After earning a DELTA Guide patch, a Scout may complete the following requirements to earn either a personalized, engraved DELTA name tag or a DELTA neckerchief.

1. Spend an additional six hours working with your DGT.
2. Have at least one more conversation with a Scout leader about the Scout's DGT.*
3. Plan and lead a DELTA initiative game and the discussions afterward,

OR

Teach a Scout skill using the DELTA skill-o-rama format to two or more Scouts.*

4. Participate with your patrol or troop in the reading and discussion of two additional "Right, Wrong or What?" Stories,

OR

Read two of these stories, write up three different endings, and tell which ending you think is best and why, and answer the remaining questions at the end of the story.

* Meets an advancement requirement.

DELTA Troop Programs (Continued)

DELTA Leader

After earning the DELTA Trailblazer, Scouts may be awarded either a DELTA baseball cap, a DELTA T-shirt, a neckerchief or a personalized name tag upon completion of the following requirements:

1. Read a "Right, Wrong or What?" story to at least three other Scouts, then lead a discussion about the story*,

OR

Write a story that has dilemma to solve including several questions to be answered.

2. Spend an additional five hours with your DGT friends.*
3. Do any of the following:
 - a. Write a report on what being involved in DGT has meant to you. What were the best and worst parts? Has the experience changed how you think about the people you worked with?
 - b. Write a poem or a story about what it might feel like to be the person or people you worked with for your DGT.
 - c. Use photos, slides, video, drawings or paintings to describe your experience during the year with DGT. (This can be done with other Scouts.)
 - d. Write a 5-minute speech about your DGT. Present it at your DGT staff meeting or to your DGT friends.*
 - e. Write 10 reasons why you would recommend your troop's DGT service project experience to another troop.

* *Meets an advancement requirement.*

III. DELTA Planning Calendar

	DELTA Good Turn	Games	Stories/Problems	Leadership Activities	Other
A U G U S T	Training for D.G.T.				Training Session, Aug.31, Viking Council Office, 7:30 pm.
S E P T E M B E R	DELTA Good Turn Follow D.G.T. planning materials at Troop meetings Contact Agencies I.D. Comm. Vol. Coord. Show Video on D.G.T.	Games One Meeting: Do SE-1 "Centipede Race." One meeting: Do IG-16-"Hog Call."	Stories/Problems	Leadership Activities "Developing a Troop Profile"- (part of D.G.T.)	Other Schedule parent meeting-show "Out of the Woods."
O C T O B E R	DELTA Good Turn Continue D.G.T. planning. Finalize projects Assign Scouts to D.G.T. site. Set schedules. Arrange Transport to D.G.T.	Games Do at least one SE at Camporee and one IG-Your choice! Try IG-14 "Human Ladder"	Stories/Problems	Leadership Activities	Other Use Scouting for Food activities.
N O V E M B E R	DELTA Good Turn All Scouts should have had at least two D.G.T. visits in by the end of the month. "Guide' Reg. #1 completed.	Games Choose 1 IG new or old!	Stories/Problems Show Scouts video on Problem Solving Read 2 "RWW" stories this month. Adults lead process.	Leadership Activities	Other Scouting for Food, Nov. 5 and Nov. 12.
D E C E M B E R	DELTA Good Turn Share Holiday Spirit with D.G.T. friends! 2 hours of D.G.T. for each Scout.	Games Do SE, use as a game	Stories/Problems Read at least 1 story in patrols. Adults lead processing and problem solving.	Leadership Activities	Other
J A N U A R Y	DELTA Good Turn Adults talk with Scouts individually or in small groups about their D.G.T. experiences, 2 hours D.G.T. for each Scout.	Games Choose an IG or an SE for at least meetings.	Stories/Problems Read at least 1 story in patrols. Adults lead processing and problem solving. Complete Guide Req. #5.	Leadership Activities Training Session Jan. 18 Viking Council Office, 7:30 pm.	Other

III. DELTA Planning Calendar (Continued)

	DELTA Good Turn	Games	Stories/Problems	Leadership Activities	Other
F E B R U A R Y	Minimum of 2 hours D.G.T. service for each scout. Complete Guide Req. #2	1 IG or SE Complete "Guide" Reg. #4	Read at least 1 story in patrols-boys solve problems on own with an Adult Observer.	"What's a Leader?" activity	Schedule meeting-with parents and show video on Youth Development Could be at Court of Honor.
M A R C H	Minimum of 2 hours D.G.T. service for each scout. Indiv. or sm. group conference w/ Scouts on D.G.T. exper. Complete Guide Req. #3	Boy leaders lead IG or SE and processing Meets "Trail Blazer" Req. #3	Boys read at least 1 story in patrols and solve prob. on own, Report to Troop Completes "Trail Blazer" Req. #4	"Me a Leader... You've got to be Kidding."	Other
A P R I L	Minimum of 2 hours D.G.T. service for each scout. Indiv. or sm. group conference w/ Scouts on D.G.T. exper. Complete "Trail Blazer" #2	Boys lead and process IG or SE at 2 Troop meetings.	Boys read at least 1 story in patrols and solve prob. on own. Report solution to Troop.	Leadership Activities	Submit D.G.T. to Governor's Youth Service Recog. Program!
M A Y	Minimum of 2 hours D.G.T. service for each scout. Complete "Trail Blazer" #2	Boys lead and process IG or SE at Camporee.	Boys read at least 1 story in patrols and solve prob. on own. Report solution to Troop.	Leadership Activities	Schedule meeting w/ parents to present program on D.G.T. DELTA-Present Awards can meet Req. #3 on "Leader" award.
J U N E	Plan a party or event w/D.G.T. friends to close out the year w/ them! Troop evaluates experience.	Games	Stories/Problems	Leadership Activities	Other DELTA Troops meet at U of M for Evaluation and Recognition.
J U L Y	DELTA Good Turn	Games	Stories/Problems Use stories at Camp for our Camp.	Leadership Activities	Other