

# HAMPSHIRE SCOUTS



## PATROL LEADERS TRAINING WEEKEND

## A GUIDE FOR DISTRICTS AND TROOPS

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## **Hampshire Patrol Leaders Training Weekend**

This guide is written from the experiences of the Hampshire County Scout Section support team running four Patrol Leader Training weekends. The suggestions are just that, a set of methods and ideas that have worked for us, but can be rearranged and substituted to fit your own needs and circumstances.

Many of the ideas have been sourced from existing publications, including Scouts Taking the Lead. You can also find many excellent methods in out-of-print publications including the Rough Guide and the Troop Leadership Pack.

### **Organisation of the weekend**

It is important that the adults running the weekend have direct experience of the method of operation of a Scout Troop, and are also able to communicate clearly to the age group. Our experience shows that the weekend runs best with three or four activity leaders and for each group of 6-8 Scouts to have an adult facilitator.

The activity leaders lead the sessions, providing the initial input, organises the practical activities and draws conclusions at the end. The adult facilitator sits with the group of Scouts, ensuring each member gets the most out of the weekend, and guides the group to achieve the various activities. They should assist with the running of the practical activities and challenges the group are set.

Whilst it may be beneficial for a Troop Leader to work with their own Patrol Leaders during the weekend, there are greater benefits in the sharing of ideas and good practice between Troops. We have operated using this method, and both Scouts and Leaders have appreciated the opportunity to discover how other Troops function.

If all the equipment can be gathered beforehand, there is not onerous preparation required by the activity leaders, but flexibility is important. Where an activity is working well, and the Scouts are learning from it, you can extend the time limits – however if someone isn't working, just move on. Our experience is that the Scouts appreciate the fast pace of the weekend, a balance of theory and practical, and a high level of interaction.

### **Summary of the weekend**

The programme covers some of the knowledge and skills required to be a successful Patrol Leader. Saturday focuses many on personal skills and behaviours; Sunday on the organising and implementing the programme.

Most sessions consist of an introduction by the activity leader, a number of practical activities, and then a final discussion to ensure the learning points have been understood. Where possible, it is good to capture the learning points on

flipchart paper and leave them on the walls for later sessions. For example, during the communication session, you may want to refer back to the learning points about teamwork and leadership.

### **Organising the space**

Most of the discussions work best when the whole group are able to sit around a table, so therefore the hall used should allow space for all the groups, plus an area for the activity leader to stand and lead each session.

Some activities will require the hall to be clear of chairs and tables, so a flexible space is desirable. We have successfully run the weekend at Lyons Copse and Runways End Scout Activity Centres.

### **Outline programme**

#### **Friday**

8pm	Welcome and getting to know everyone
8.30pm	Evening activity
9.45pm	Supper

#### **Saturday**

8.00am	Breakfast
9.00am	Working in Groups
9.30am	Teamwork
11.45am	Leadership
1.00pm	Lunch
2.00pm	Communication
3.50pm	Challenging Behaviour
4.50pm	Games
7.00pm	Dinner
8.00pm	Evening entertainment
10.00pm	Supper

## **Sunday**

- 8.00am Breakfast
- 9.00am Programme Planning  
10.00am Activity Planning  
11.20am Risk Assessment
- 12.30pm Lunch
- 1.30pm Summary and home

## **Friday evening**

- 8pm Welcome Ask everyone to make a name badge
- 8.10pm Getting to know everyone
- There are many methods that can be used. We have used the bingo sheet found in Annex 1. Each Scout should try and find one person who meets the criteria for each box, and then write the name of the Scout in the box. Twenty different names need to be found. The Leaders should join in, as an opportunity to get to know as many names as possible.
- 8.30pm Evening activity
- The Scouts will want to burn off some energy. If your weekend is during the summer you can use a wide game. Alternatively, some active games in the hall can be used.
- 9.45pm Supper

## **Saturday**

- 8am Breakfast
- 9am Working in groups – in order to devise working groups for the weekend, a number of methods can be tried. For example, asking the Scouts to arrange themselves in height order, shoe size order, date of birth, day of birth, alphabetically by first name, etc. The groups can then be produced by numbering off by the number of groups you require.

9.15am What do the Scouts want to achieve during the weekend. The first task is for the Scouts, working with their adult facilitator, to introduce themselves, the Troop they come from, the reasons they have signed up for the weekend and what they want to get out of attending. This will enable the activity leaders to adjust the programme to meet the needs of all attendees.

9.30am **Teamwork** – the objective of this session is for the Scouts to identify the features of a good team, the reasons for working as a team, the benefits of people taking different roles and the benefits of planning

Activity: Each group should be split in half. The half-groups be provided with newspaper, elastic bands and sellotape. The objective is to build the tallest freestanding tower possible in 5 minutes. The towers can then be measured with a tape measure.

The facilitators should then ask each group how it went, and what would improve their towers if they were to repeat the activity. The facilitator should look to see if a leader emerged, whether the group formulated a plan before starting, and whether everyone took part.

The half-groups should then be joined back together and the activity repeated. This time the facilitator should ask afterwards if the activity was easier or harder, what the group did differently in order to improve the height of the tower and what role each person took.

The groups can then be asked to repeat the activity for a third time (or try something slightly different, for example, bridging a gap between two chairs). This time, they should spend two minutes planning before they handle any of the materials and start building.

The final analysis in groups should comprise a discussion about the importance of planning, how to ensure all team members are involved in the task and how the team could further improve their performance. The group should also consider how they could use planning time during Troop meetings.

10.20am Comfort break

10.40am Summarise the teamwork session. One of the activity leaders Should ask the groups to summarise what they learnt from Completing the activities.

Finally, the activity leader should ask the Scouts for the features Of good teams (for example successful sports teams they know).

Here are the ideas suggested at one of our weekends:

Communication	Co-operation
Co-ordination	Compromise
Listen to each other	Have a strategy
The right attitude	Motivation
Respect for each other	Organisation
Team identity	Discipline
Perseverance	Friendship
Have a good manager / coach	

11.00am Activity: something energetic to burn off some energy – preferably in the groups to reinforce team working. For example, completing an orienteering course, remembering the skills learnt during the first session.

11.45am **Leadership** – the objective of this session is for the Scouts to understand the features of a good leader, and different styles of leadership.

The groups should be asked to identify the behaviours of a good leader – thinking about the good leaders they know.

Here are the ideas suggested at one of our weekends:

Positive outlook	Empathy
Approachable	Set a good example
Confidence / belief	Commitment
Sense of humour	Able to explain
Versatile	Practice what you preach
Praising	Fairness
Know what's going on	Authority / control
Learn from mistakes	Respect and respected

12.10pm Activity: Putting leadership behaviour and teamwork into practice

Depending on what activities are available at the location you are using, find two or three activities that use teamwork and leadership skills. For example:

- Moving a pole around an adventure course
- Using barrels and planks to move across a (imaginary) river

1.00pm Lunch

2.00pm **Communication** – the objective of this session is for the Scouts to understand how best to communicate clearly to their Patrol members.

Activity: Providing clear instructions

Provide each group with a very simple Lego model (10 to 15 bricks),

and a duplicate set of bricks loose in a bag. One member of the group should describe the model, and the rest of the team should try to replicate the model from the verbal instructions provided. The describer and the group should not be able to get each others' constructions. The activity can be repeated to give each member of the group a turn at describing.

The groups should then be asked to think about what to remember when communicating with their Patrol members. For example:

Listen to each other	Be clear
Be precise and accurate with instructions	Repeat yourself if necessary
Adapt what you say if they don't understand	Use eye contact
Be patient	Use the right amount of detail

The activity leader should then ask the groups to identify what they have learnt during the session.

Activity: Putting communications skills to the test

Two activities should be selected that require the groups to put their communications skills to the test. For example:

- The groups are given 15 minutes to prepare an advertisement for joining Scouts, that takes approximately one minute to perform. This will require them to appoint a leader for the task, and use their leadership and team-working skills to complete the activity in time. The advertisement is then performed in front of the other groups, and they can provide feedback in the form of scores.
- The groups complete a shepherding game, requiring them to devise a method of gathering all but one of the Patrol members in a

pen whilst they are blindfolded. Only the non-blindfolded Scout can issue instructions as to which direction and how far to move. The groups can be scored on how quickly they complete the activity.

3.30pm Comfort break

3.50pm **Challenging Behaviour** – the objective of this session is for the Scouts to understand why challenging behaviour takes place in their Troops, and what can be done to address it.

The activity leader should ask the groups to identify what challenging behaviour happens in their Troops, and what steps the Leaders and Patrol Leaders use to address it.

Activity: The groups should be asked to devise a Code of Conduct That they think would work within their Troops. This should be Presented on a piece of flipchart paper.

Here are some of the ideas suggested at one of our weekends:

Obey instructions	Respect others
Don't retaliate	Ignore attention seekers
Respect property	ObeY the leaders
Listen to your Patrol Leader	Try your hardest at everything
Follow the Code of Conduct!	Uniform must be smart
Have fun	Don't use mobile phones
Turn up on time	Mind your language
Respect others ideas	Follow the Scout Laws
Leave electrical gadgets at home	Silence at flag break
Think before you do	Two warnings, then action
Make sure everyone is involved	Respect your environment
Be yourself!	Do what you're asked first time

4.50pm **Games** - the objective of this session is for the Scouts to understand how games can be used for different purposes and try some new games.

The activity leader introduces the session by describing the reasons that different games may be used during a Scout meeting. For example, to use up energy, reinforce a skill, time to reflect, etc.

The activity leader then runs a number of games with different purposes. Play a variety of quick games, and try variations and adapting the rules etc. In addition to livening up the session, this provides the material to facilitate the discussion and learning on



games.

Suggestions for games that can be used:

- Quiet: Stand for a minute – Variation: Play in teams?
- Quiet / Skill: Kim's game
- Energetic: NSEW – Variations add Bow, Stern, Port, Starboard with bow being North and then change the boat direction.
- Energetic / Team: Relay Race, - Variations: This has plenty of variations. Run, Hop, Hop backwards, In sack, Crawl in Crab position. Link hands under legs and reverse the order without letting go etc.
- Skill / Team: Relay race tying a knots

Finally, the groups consider what games are most successful at their Troop meetings, and the reasons for using them.

6.00pm	Break
7.00pm	Dinner
8.00pm	Evening entertainment – depending on the location and weather. e.g. camp fire, wide game, film screening.
10.00pm	Supper

## Sunday

8.00am Breakfast

9.00am **Programme Planning** - the objective of this session is for the Scouts to understand how the Scout programme is constructed, and get new ideas for their Troop meetings.

Activity: Each Group is asked to generate ideas that they have used for their Troop meetings from one Programme Zone and write them on a sheet of flip chart paper. The sheets are rotated between the groups every 5 minutes until every group have contributed ideas to every sheet.

Here are some of the ideas generated for the Programme Zones during one of our weekends:

### Scoutcraft and adventure:

Archery	Clay pigeon shooting
Camp gadgets	Map and compass work
Knots	Campfire
Axe and saw	Wide games
First aid	Shelter building
Treasure hunt	Orienteering
Back to basics	Hikes
Cycling	Caving
Camps	Pioneering
Water activities	Firelighting
High and low ropes	Aerial runway
Rifle shooting	Dragon boating
Survival camp	Gliding and flying
Ice skating	Laser quest
Climbing and abseiling	Rope swings

**Creative expression:**

Cooking	Panto / gangshow
Collage	Candle making
Graffiti art	Acting
Woggle making	Arts and crafts
Soap carving	Campfire sketches
Musical groups	Making Airfix
Textiles	Woodwork
Printing	Kite making
Jokes	Posters
Magic tricks	Circus skills
Puppet shows	Christmas cards
Face painting	Glass painting

**Community:**

Visit local fire station	Remembrance Day parade
Fundraising for community project	Local history
Bagpacking	Litter picking
Volunteering	Gang Show
Community service	Helping Beavers and Cubs
Gardening	Helping old people across the road
Scout post	Visit local services

**Global:**

Jamboree on the Air / Internet	Scout exchange
Scout camps abroad	Penpals
Theme night on another country	Recycling
Map bingo	Shoe box appeal
Foreign food evening	Global events
Finding out about Scouts in other countries	Badge swapping

### Fit for Life:

Outdoor games	Hiking
Cycling	Climbing
Indoor games	Trampolining
Assault Course	Drug awareness
Ice skating	Swimming
Kayaking	Karate
Rugby	Running
Football	Rafting
Healthy eating	Rowing
Dragon boating	Hockey
Free running	Sailing
Cooking	Martial arts
Gym	Personal hygiene

### Exploring beliefs and attitudes:

Prayers and reflections	Going on parade
Scout Law and promise	Scouts own
Helping new Scouts	Exploring religions
World issues	Seeing other cultures
Jamborees	Visits to religious places
Debates	Helping other people

Each Group is then asked to plan an eight week (half term) programme of activities, that is balanced between the Programme Zones. If time allows, the group can explain their programme to the other groups in plenary.

10.00am **Activity planning** - the objective of this session is for the Scouts to understand how to construct an evening programme, and what issues should be considered.

The activity leader introduces the session by asking the Scouts to discuss what needs to be thought about when choosing an activity to run during a Scout meeting.

Here are the ideas suggested at one of our weekends:

What instructions are needed?	Who is taking part?
Are there any safety issues?	How long will it take?
Where will it take place?	What do we want to achieve?
Do we need to tell anyone beforehand?	What preparation is required?

Each Group should then plan a 5 minute activity for another Group, considering the points learnt so far. They should then run the activities, and review what happened against their plan.

11.00am Comfort break

11.20am **Risk assessment** - the objective of this session is for the Scouts to understand the importance of considering risk before undertaking an activity, and to have a go at producing a risk assessment for an activity.

The activity leader introduces the session by explain the concept Of risk assessment, and why it is important for Scout activities.

The activity leader introduces a simple model for a risk assessment which can be found in Annex 2.

Each Group is then allocated an activity that can be undertaken at the location being used for this session. For example, water activities on a pond, a camp fire, building a pioneering project, etc. The group should then produce a risk assessment for the activity, and report back their findings to the other groups.

12.30pm Lunch

1.30pm **Summary** - the objective of this session is to summarise what the Scouts have undertaken during the weekend, and what learning they could take back to their Troops.

The activity leader should run through the sessions completed during the weekend, and the outputs (which can be displayed on the walls around the room).

The Scouts should then be asked to identify three things that they have learnt during the weekend that they will take back to their Troops. It is recommended that they right these down and take this back to discuss with their Troop leader.

2.00 Close the weekend

**Equipment required:**

Labels for name badges

Pens / pencils

Bingo sheets (see Annex 1)

Newspaper

Elastic bands

Sellotape

Tape measure

Lego bricks

Blindfolds

Flipchart paper

Equipment for practical activities selected

Annex 1

Holds the Chief Scout's Silver Award	Is wearing black socks	Plays the guitar	Has been to a winter camp	Has a brother and a sister
Wears glasses	Has traveled by train this week	Plays football	Was a Beaver Scout	Can recite the Scout Laws
Likes marmite	Oldest child in the family	First name starts with a vowel	Was born in December	Has a pet
Traveled abroad during 2009	Has more than 5 Activity badges	Went to summer camp in 2009	Has traveled more than 10 miles to get here	Has blue eyes

Annex 2

What is the Hazard?	How could you reduce the impact of the hazard?	How could you reduce the chance of an incident?