

PARTICIPANT'S MANUAL



October 29-31, 2004
Lac Phillipe, Gatineau Park

Name: _____



ARE YOU UP FOR THE CHALLENGE?

Of course you are. Believe in yourself. Your troop or company selected you because you have the enthusiasm, the drive, the ability to take action, and the eagerness for life that inspires others to follow you. These are qualities of great leaders. You are not perfect, so dare to risk making mistakes, to try new things, to stretch yourself; this is how you grow.

Today let everyone know that you can make a difference. Share your skills with others and let the chain reaction begin. Youth today are not the leaders of tomorrow..... we are the leaders of today!

Lauren, Jenn and Carl
Course Organizers

* Adapted from the Focus Leadership Trainer's Manual



Camp Itinerary

Friday, October 29

- 1800 – 2030 Arrival & Registration
- 1830 – 1930 Icebreaker games
- 1930 – 1945 Quick Welcome to Camp - Assign Camp Companies
- 1945 – 2030 Camp set-up - Hand-out information packages
- 2030 – 2130 **Session 1 - Effective Communication** (Group mug-up at session)
- 2130 – 2145 “Official” Welcome (Key people, Basic Organization)
- 2145 – 2300 Patrol/Company Time (Begin Duty Roster, Code of Conduct, Campfire duties, etc., 1st VP-Tres. Chosen)
- 2200 – 2230 Widegame
- 2300 Quiet in Camp

Saturday, October 30

- 0630 Food available for pick-up
- 0630 – 0930 Breakfast and Clean-up
- 0930 – 1030 **Session 2 – Team Building**
- 1030 – 1100 **Session 3 – Dealing with Leaders/Advisors/Younger Youth**
- 1100 – 1130 Break
- 1130 – 1330 **Session 4 – Planning an Activity (Part 1)**
- 1330 Company Code of Conduct Sheet due
- 1330 – 1430 **Session 6 – Planning an Activity (Part 2)**
- 1400 – 1500 **Session 7 – Leave no Trace Camping**
- 1500 – 1600 **Session 8 – Roles and Responsibilities**
- 1600 – 1700 **Session 9 – Orienteering**
- 1730 Food available for pick-up
- 1730 – 2000 Dinner
- 1830 Campfire elements due to Designated Venturer
- 2000 – 2100 Campfire (Venturer to be Campfire Chief)
- 2100 Group Mug-up
- 2200 890 Wide Game/Free Time
- 2300 Quiet in Camp

Sunday, October 31

- 0630 Food available for pick-up
- 0630 – 0830 Breakfast and audit balance sheet
- 0830 – 0930 **Session 11 – Venturers teach Scouts orienteering**
- 0930 – 1000 **Session 12 – Fire Challenge**
- 1000 – 1130 **Session 14 – Pioneering**
- 1130– 1300 Lunch and break camp
- 1300 – 1330 **Session 13 – Scout planned Scouts Own**
- 1330 – 1400 Presentations
- 1400 Leave Camp



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WHAT IS LEADERSHIP?

Funk & Wagnall's Canadian College Dictionary Defines

Leadership as:

1. The office, position, or capacity of a leader; authoritative control; guidance
2. Ability to lead, exert authority, etc.
3. A Group of Leaders.

And defines **a leader as;**

1. One who or that which goes ahead or in advance.
2. One who acts as a guiding force, commander, etc.

We can define it as

Leadership is the process of influencing the activities of an individual or a group in efforts toward goal advancement in a given situation. Thus, the leadership process is a function of the leader, the follower, the goals, and the situation at the time. It is active, exerts influence, requires effort, and is related to goals.



Styles of Leadership

1. **Authoritarian**

this type is used when the leader tells his/her team what he/she wants done and how he/she wants it done, without getting the advice of his/her team. Some of the appropriate conditions to use it are when you have all the information to solve the problem, you are short on time, and your team is well motivated.

Some people think that this style includes yelling, using demeaning language, and leading by threats and abuse of power. This is not the authoritarian style...it is an abusive, unprofessional style of leadership.

However, if you have the time and you want to gain more commitment and motivation from your people, then you should use the democratic style.

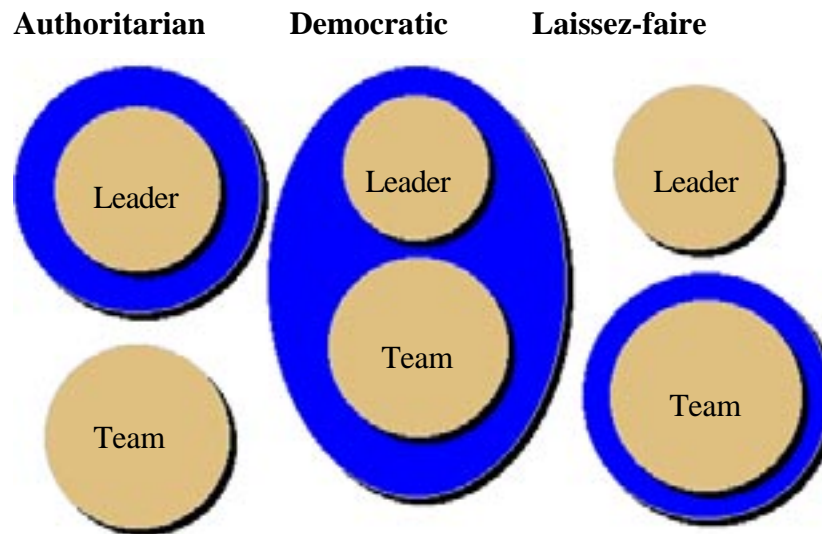
2. **Democratic**

this type of style involves the leader including one or more team members in on the decision making process (determining what to do and how to do it). However, the leader maintains the final decision making authority. Using this style is not a sign of weakness; it is a sign of strength that your team will respect.

This is normally used when you have some of the information, and your team has some of the information. This allows them to become part of the team and allows you to make a better decision.

3. **Laissez-faire** (*noninterference in the affairs of others*)

in this style, the leader allows the team to make the decision. However, the leader is still responsible for the decisions that are made. This is used when team members are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.





To be effective, a leader needs POWER! This may be obtained:

1. legitimately (i.e. elected representation)
2. by co-ercison (i.e. through power)
3. through expertise (i.e. recognized attributes)
4. as a reward (i.e. achievements in other areas)
5. referent (i.e. particular learned skills)
6. due to charisma (i.e. religious leaders)

Once a person has accepted leadership, he/she needs:

1. authority
2. responsibility
3. accountability

There is **no best** leadership style for all. Use what you and your group feel most comfortable with. Be prepared to change leadership styles.

Remember that all cannot be leaders all of the time.

Be willing to sacrifice your ego-needs. If you can't, be prepared to move to another group.

An executive member had to display leadership ability for the group to be effective in most of its activities when specific tasks have been identified as being important to the members of the group.



12 LEADERSHIP MYTHS

1. **Charisma is a necessary leadership Quality?**

You don't have to be the most popular person.
Followers want to be lead EFFECTIVELY! (And have Fun)

2. **Leaders can never be WRONG?**

You don't have to be Perfect, Everyone makes mistakes
It is how you deal with those mistakes that make you a good leader.
Followers will understand. (Even your fellow patrol members)

3 **Leadership Means being consistent?**

It helps to be able to react identically at all times but we are not robots we are human, with human influences.
It is more important to have a relationship with your patrol were they can predict your reaction and understand it.

4 **Leaders should always know the goal in advance?**

Your job is the lead your patrol to a specific objective which may be discussed by all members of your patrol
By setting the goal in advance you have not allowed your team to act as a team.
All members must participate or they will have no connection to the goal.
Your job is to focus that discussion, control the participation and interaction, make the final decision and above all accept the patrols input.

5 **It is more stressful to Lead?**

Being told what to do with little or no influence on the outcome or how it may affect you is stressful too. Most leaders will agree that the risks of leadership are greater, but so are the rewards.

"Only the lead dog of a team of Alaskan huskies, enjoys a change of scenery"

6 **The Leader must be able to Perform the Jobs of the followers?**

If you think you know it all, you have already failed as a leader.
You should have a basic understanding of the job, so that you can intelligently task an individual to perform it. And you set Your goal to understand the strengths of each individual in your team.



LEADERSHIP MYTHS CONTINUED

7 You must be a favorite, to higher ups, to Lead?

This can sometimes be an impediment to any leader if the patrol feels that favoritism is at play.

Remember followers want effective leadership.

8 Effective Leadership is Manipulating Followers?

Effective leadership is about motivation, not manipulation

"All power tends to corrupt, and absolute power corrupts absolutely" Story

9 Leaders are an Endangered Species?

If leaders are an endangered species we truly are in trouble. It is up to all of us to participate. Leaders direct the course and outcome of everything from how to cross a fast moving stream, to whether we will go to the moon or maybe even mars.

10 Leadership is too complicated?

Leadership is very simple, it is all about you, relating to your fellow patrol members, and that is something you do every scout meeting anyway.

11 They will never accept a female leader?

We are all Scouts and as such accept all people with no consideration for race, religion or gender. Leadership is about being effective in accomplishing the task and **everyone** starts off on the same foot when you take on the leadership role.

12 A Leader should always Lead?

You must be comfortable with that role. It is your decision; accepting leadership has responsibilities to the followers. But you should never use any of these excuses, or FEAR to not try.



A few LEADERSHIP PRINCIPLES and skills

- **Leadership Begins With Greater Self Knowledge**
Your Abilities, Your Needs, Your strengths and weaknesses, Your Personality
Your place on the personality chart

CATEGORIES	DRIVER	EXPRESSIVE	AMIABLE	ANALYST
Tenancy	Controlling Dictatorial Cool	Creative Energetic Warm	Agreeable Friendly Caring	Attentive Systematic Organized
Back Up System	Autocratic arrogant	Blows Up Losses Control	Acquiesces Submits	Withdraws Returns
Needs	Control Power	Popularity Recognition	Security Belonging	Controlled Work and orderly tasks
Reward	They feel superior and expect people to submit	They like to be the center of attention	they prefer never to take risks	They are usually well prepared
Strengths	Decisive Self Confident	Persuasive Optimistic	Likable Team Player	Accurate Precise
Weaknesses	Intimidates and alienates others	Egotistical, lacks follow thru	Indecisive, Wastes Time	Stubborn, aloof, and unimaginative
How to Deal With	Support their decisions and be business like	Use flexibility and let them express themselves	Be casual and sincere; do not Rush	Go step by step with facts and logic
Role Models?				



➤ **Leadership must be earned**

Being Elected is the first step.

Followers follow because they are comfortable there. They use the myths as excuses not to lead, or they do not know or care why they follow. (The Flock of Sheep)

They are ready to follow or criticize. Inaction will lead to failure.

➤ **Leaders MUST Communicate**

Followers cannot read your mind, they need to participate, you need to motivate.

Communication is a TWO WAY STREET. Listening and Speaking

Ask a lot of Questions. Make notes and sketches. Understand what is being said

Make suggestions, DON'T ORDER

Remember what is being said

There is more than one way to communicate. Body Language, Perception, Attentiveness.

After a task is completed an important step is to assess the performance of the patrol.

Most people learn approximately 11% of what they know by listening but 83% of what they know by seeing (observation and reading). People recall 20% of what they heard but can recall 50% of what they both saw and heard. Thus a "multimedia" approach to communicating is vital.

To improve your skills in getting information:

- Pay attention and listen carefully.
- Make notes and sketches.
- Ask questions and repeat your understanding of what was said.

To improve your skills in giving information:

- Be sure others are listening before you speak.
- Speak slowly and clearly.
- Draw diagrams, if needed. Ask those receiving information to take notes.
- Have the listeners repeat their understanding of what was said. Encourage questions.



PRINCIPLES and SKILLS CONTINUED

- **Leaders use (not abuse) their Resources**
They use the Troop Scouter and Scout Counsellors as a resource.
What are some resources?
- **Leaders “PLAN FOR SUCCESS”**
Planning is an important part of everything we do in Scouting. Proper planning helps prevent poor performance. The following is a simple process for planning:
 - Consider the task and objectives. What do you want to accomplish?
 - Consider the resources-equipment, knowledge, skills, and attitudes.
 - Consider the alternatives. (Brainstorm, what is plan “B”? What are emergency procedures) **BE FLEXIBLE**
 - Reach a decision, evaluating each option. Then **DELEGATE** responsibilities.
 - Write the plan down and review it with the Patrol.
 - The true goal cannot be attained without everyone participating

Planning for a task is only the first step
It is important to assess and critic your performance

- **Leaders Learn as well as Teach**
It is important to give as much as you take and take as much as you give
- **Leaders are also good followers**
Remember you may not be voted in next year
- **Leaders**

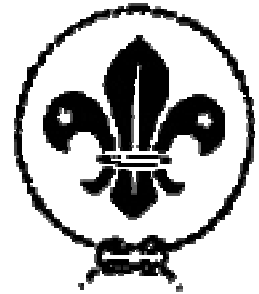
**LEAD
BY
EXAMPLE**



On your uniform shirt there is a badge, the world scouting movement badge, that badge has a rope tied in a reef knot which signifies the

**UNIFICATION OF SCOUTING AROUND THE WORLD
AND THE REEF KNOT WILL NOT FAIL**

I also want you to remember the **ROPE** on that badge



- R** Is a reminder of the **RISKS** and **REWARDS** associated with Leadership.
- O** Is what we hope will be your many **OPPORTUNITIES** to Lead.
- P** Is for the numerous willing **PARTICIPANTS** you will meet.
- E** Is for the **ENERGY** your leadership can generate in others.



PURPOSE

“What is the use of living if it be not to strive for noble
Causes and to make this muddled world a better place for
those who will live in it after we are gone?”

Winston Churchill
Dundee
October 9th 1908.



Effective Communication

THE PROCESS OF COMMUNICATION

Communication is a process between at least two people and it begins when one wants to communicate with the other. Communication starts as mental ideas, thoughts, pictures and emotions. This person is labeled as the sender. As this sender puts their thoughts into a form that the receiver will understand he encodes them. This encoding creates symbols that can be words, pictures, sounds or sense information (i.e. touch). It is this step of encoding that puts the message in a form that others can understand.

Once a message has been encoded, the next step in the process is to transmit the message to the receiver. This can occur in multiple ways including: spoken words in person, letters, talking over the phone, etc. Verbal, written and visual media are three examples of channels that may be used as channels to transmit the message.

When a person receives a message the opposite process occurs, decoding. The receiver must decode the symbols and then interpret the message into feelings and thoughts. Only when the message has been translated and interpreted exactly as intended has successful communication occurred.

“The best and most beautiful things in the world cannot be seen or even touched. They must be felt with the heart.”

- Helen Keller

HOW TO ACTIVELY LISTEN: SIX TIPS

- Move away from distractions: When listening do not pay attention to other noise, music or spectators.
- Acknowledge the speaker. To be sure they know you are listening use gestures (such as nodding, smiling, etc.) to encourage them to continue.
- Listen for the main idea. Pick out the main points; try to find the underlying message.
- Do not interrupt. It is very difficult for a speaker when they are interrupted for they can lose their train of thought. Always let them finish speaking before you reply.
- Clarify by asking questions. In order to understand the point of view fully; ask questions in order to find the message that is trying to be sent. This also lets the speaker know that you are listening to them.
- Paraphrase. Restate in your own words the message, then check to see if your summary is correct.

* Remember: Concentrate on listening. If you are listening because a friend is having emotional troubles then they may just want someone to listen. Do not always try to solve the problems.*



THE THREE TYPES OF VERBAL COMMUNICATION

Social: Meaningless phrases and clichés. Small talk that builds relationships.

Examples: “How about them Jays,”
“Nice weather we’re having,” etc.

Emotional: Intensely personal. Sharing of personal feelings.

Example: “I love you.”

Intellectual: Conveys information and ideas but can also be persuasive as in selling.

Examples: “Did you know that 74% of all Canadians prefer orange juice to grapefruit juice?”
“What is the nature of love?”

FACTORS THAT CAUSE MISUNDERSTANDING

High Hopes: When someone makes an assumption about the nature of a conversation, or misinterprets a subject matter in their favour.

Example: a guy overhears a girl talking about someone and assumes that it is him, when it is not.

Muddled Message: When someone does not express his or her ideas clearly. Language and articulation may be vague or incorrect, meaning that the listeners may not understand the message at all.

Blank... Blank: Talk is batted back and forth rapidly in short, interrupted bursts of speech. You may leave out part of what you intended to say, assuming the blanks will be filled in.

BARRIERS TO COMMUNICATION

- Physical noise, distractions and any speech impediments.
- Slang, technical terms, acronyms and inside jokes.
- Emotions such as fear, anxiety, and uncertainty.
- Preconceptions like if you stereotype others then you won’t listen to the message.
- Unfinished personal business will get in the way of good communication.
- Power trips, such as pulling of rank, will leave feelings of discontent.



Breaking down the Barriers

The best way to deal with barriers is to avoid creating them. Creating effective communication at all times is a good start. Here are some other tips to consider:

- The Golden Rule: Treat others as you would have them treat you.
- Treat everyone as equals; don't pick favourites.
- Set and live up to moral standards.
- Avoid lecturing, over-praising, or humiliating others; it does no good.
- Keep to your word. Once committed always follow through.
- Share the spotlight willingly.

KEYS FOR COMMUNICATION IN A GROUP

Positive Focus:

- Everything has value, positive or negative.
- Keep an optimistic attitude.
- Always look for the value in a situation.

Speaker in Charge:

- Allow people to share their ideas without fear of judgment.
- Do not force people to speak or share; let them be in charge while speaking.
- Do not take over conversations; give everyone a chance to speak.

Speak for "I":

- Speak for yourself and what you believe in.
- Take ownership of your statements.

Right to Pass:

- Respect the right to pass or remain silent.
- Don't push people to say more when they have said as much as they want to.

Avoid Killer Statements:

- Avoid anything negative (sarcasm, insults, generalizations, etc.).
- Realize that these statements hurt.
- Use empathy and understanding instead.

Validations:

- Positive comments allow for people to relax and feel at ease.
- Honestly support people's ideas and use integrity.
- Actively try to make people feel welcome.

Unfinished Business:

- Do not let unsettled items and conflict continue to build up.
- Discuss problems and concerns as soon as possible.

Level Out:

- Do not put yourself above others, due to role or physical positions.
- Remember that everyone is equal.

Tips for Running Effective Meetings

- Listen to other people's ideas
- Write down what is suggested
- Don't reject other people's ideas because you don't think they will work
- If an idea seems too ambitious, tell the patrol you will have to check with your Scouter
- Report back on what is happening, and put suggestions they have made into action

*I know that you believe
that you understood what
you think I said,
BUT
I am not sure you realize
that what you heard is not
what I
meant!!!*



BODY LANGUAGE

Humans are multi-sensorial (five senses), and only use spoken communication occasionally, far less than that of behavior. Whether it is touch, tone, facial expression, gestures, speech patterns or posture, these actions convey your words in more definite terms than the spoken language. This is held true from the old adage, "What you are speaks so loudly that I can not hear what you say." What we are, be it pride, antagonism, love, jealousy or kindness, our message is being received by others. The true basis of our communication is body language.

Communication analysts agree that most of the communication on emotional and motivational level occurs by non-verbal communication. These cues are seldom identified. It is understood that things as simple as body position, (i.e. sitting, walking, lying down, etc.) can have a phenomenal impact on the message. During a normal day the human body undergoes a great many physical actions; blushing, coughing, sweating and fidgeting. As Freud stated, "Betrayal oozes from our every pore."

One's ability to communicate goes far beyond his/her ability to write or speak well. Though we communicate with words we do not communicate by words alone.

Communication is broken down to this mixture:

7% words only
38% tone and inflection of voice
55% facial expression, body position and gestures
(body language)

The way in which we move our body will tell the true story as to how we feel about certain subjects, so we must move in such a way to convey these same thoughts and feelings. Every move we make may reveal our origins, attitudes, and even our physiological balance. Folded arms across the chest, a pointed index finger or placement of hands on the hips; these are all typical reactions of listening. When many think of a conversation, words are the first thought that comes to mind, but they are only a small portion of a conversation.

A simple way to understand body language is to think of gestures, for they are the basis of it. Try, for example, to describe how to tie your shoes without using your hands. Gestures reveal the images within our minds, both conscious and unconscious.

(Reference: Body Language by Julius Fast)



Team Building

Who are you? Do you truly know yourself? Knowing what motivated you will make you a valuable part of every team you join.

Positive Outlook

There's a good side to everything. Always focusing on the negative can be disabling. When giving praise, make sure it's genuine. Things to keep in mind:

- What goes around comes around, so treat others as you'd like to be treated.
- If you can't say anything nice, don't say anything at all.
- Use people's first names when speaking to them.
- Give praise for specific personal accomplishments. (task related)
- Listen carefully so you can relate better to others.

The benefits of a Positive Self-Image

- Enthusiasm! Energy to act!
- It enhances your creativity.
- It causes good things to happen, or you learn to appreciate them.
- Other people enjoy being with you.

Here are some things to do to maintain your positive attitude:

1. Take time to think and reflect.
2. Be open-minded and willing to change – be flexible.
3. Look for the positive outcome from apparently bad situations.
(i.e. What can I learn from this?)
4. Be confident in your decisions; accept consequences of your actions.
5. Surround yourself with friends and others who will provide positive support and encouragement.
6. Help others – by doing so, you'll feel better about yourself.
7. Acknowledge your accomplishments – take pride in yourself!

We all have both positive and negative energy inside of us. Choose the positive. Avoid getting caught up in the common practice of negative comments. Here is a list of things you can do to keep a positive attitude during challenging or uncertain times.

- Recall your successes
- Talk or visit with somebody who is really positive
- Contact people who encourage you
- See the big picture, keep the end in mind
- Ask yourself, what's the worst thing that could happen? And then consider the probability of that happening
- Rule #1: Don't sweat the small stuff.
- Rule #2: It's all small stuff
- Do a good turn for somebody
- Pray
- BREATHE!



Building a Team

Organizations and groups fail, but rarely as a result of poor leadership. More often than not it is a result of poor teamwork. There are many key functions of an effective team member; here are some of the characteristics:

- Understands and is committed to group goals,
- Is friendly, concerned and interested in others,
- Acknowledges and addresses conflict openly,
- Listens to others with understanding,
- Includes others in decision-making,
- Recognizes and respects individual differences,
- Is a contributing member of the group, offering ideas and solutions,
- Encourages comments about team performance.

*"Be bold and courageous.
When you look back on your life
you'll regret the things you
didn't do more than the ones
you did."*

- H. Jackson Brown, Jr.

CONFLICT RESOLUTION

Causes of Conflict

- **Change**
Environment, Food, People they live with, daily routine, number of people, expectations on them
- **Stress**
What is the Reaction to Stress?
Aggression, Insomnia, Stomach Aches, Nervousness, Difficulty in concentrating, Cries easily, immature behaviour, withdrawal
- **Personality/Personal**
- **Cultural Factors**

The Process of Conflict Resolution

- **Avoidance**
One way to deal with conflict is to simply avoid it all together. This leads to the tendency of repressing emotion or simply ignoring conflict, often resulting in the withdrawal from the situation entirely. This method often does not leave the individual with a feeling of satisfaction due to a resolution. Avoided conflict results in fear about similar situations in the future.
- **Diffusion**
The act of diffusion is an attempt at delaying the conflict. These strategies tone the incident down and attempt to cool emotions off. Resolving minor points while avoiding major concerns - these are the actions of a diffuser. This method will work if delay is possible but will also result in feelings of dissatisfaction as well as concerns about future incidents.



- **Confrontation**

This is the method that deals directly with the issue and the persons involved. Confrontation can be divided into two categories based on the strategies or resolution, power and negotiation. Power tactics involve the use of physical force, (punching, kicking, and fighting) bribery, (money, favours) and punishment, (withholding of love, money). Power tactics are designed to achieve a winner and a loser; beneficial for the winner, at the expense of the loser (a win/lose situation). This often leaves the loser with a desire to “get even” and receive vengeance.

- **Negotiation**

Negotiation strategies involve the presentation of opportunities for both sides to win (a win/win situation). This focuses on the resolution of the situation with compromising from both sides, thereby achieving mutual satisfaction to all parties. This is deemed to be the most positive method with the least negative results.

Types of Decisions

There are many different ways to make decisions. Here are a few different methods:

Unanimous: everyone agrees.

Strong point: everyone is happy.

Weak point: may act too quickly, and not consider all options.

Majority: majority rules

Strong point: everyone gets to express themselves, a relatively quick process.

Weak point: may cause dissension among minority.

Minority: minority rules based on authority

Strong point: fast and efficient, even in crisis.

Weak point: more people are left out, majority may feel alienated.

Consensus: a group decision where all members work until decision is made.

Strong point: all members are consulted, group is unified

Weak point: time consuming, difficult with large numbers.



Dealing with Leaders, Advisors & Younger Youth

When dealing with youth who are younger than you:

- **Be conscious of height differences** – no one likes looking up your nose. Your height can really intimidate younger youth, so get down to their level when having a conversation or giving directions.
- **Hold discussions in the dark.** People are more willing to talk openly when they can't see your face. It gives a speaker a degree of anonymity that isn't offered under the glare of gym florescent lights.
- **Don't ask yes or no questions,** your conversation will end at yes or no. It is better to ask a Beaver or Cub a question without question words. For example, "tell me about your picture" or "I heard you saw maple trees on the hike". This will lead to more offered information you don't need to pry out of someone. This technique also works well with Scouts and Venturers.
- **Don't give a lot of directions at once.** Try to limit yourself to no more than 3-4 points at a time and be specific. For example, "pick up the bucket, go to the water tap, fill the bucket, and bring it back to me"
- **Cubs and Beavers are very responsive to the Cub and Beaver signs,** don't yell to get their attention.
- **Younger youth like showing off.** They like to show you that they can do something. Give them a chance to demonstrate their skill to you – you are a role model to them and they want your approval.
- **Model behaviour.** If you are goofing around, chances are the younger youth will take your lead. Be very conscious of this in a camp/meeting setting. You are there to help out, not create more problems.

Communicating with Older Generations

1. **Be Prepared:**
Make sure you know as much about your idea as possible. Anticipate the types of questions that might be asked and build the answers into your presentation.
2. **Be sold yourself:**
If you believe in the idea you are trying to promote you will be more convincing. Your level of enthusiasm will be contagious.
3. **Know your outcome:**
Have a clear idea of what you want this person or group of people to do as the result of your presentation. Do you want their approval, their help, or their money?
4. **Be flexible and open minded:**
An adult may see a potentially good idea as well as see ways to enhance that idea with changes. Ask for suggestions on how to follow through. Make sure you look at those changes with an open mind.
5. **Be mature and responsible:**
Act appropriately. Ripped clothing, bubble gum, and slang create unnecessary barriers to communication. A mature, respectful conversation will help your project. Remember points on mirroring.
6. **Speak clearly and maintain good eye contact:**
Speak clearly to be understood. Older adults may not be familiar with your slang or manner of speaking. Regular eye contact shows that you are paying attention.



Planning

Well organized activities are generally successful. How well you organize events can spell success or failure to any company undertaking. Skills you develop in this area will help you for the rest of your life.

A fundamental part of Venturing involves planning. If you want to realize an objective, planning is key.

Whenever you are planning and carrying out a program:

- Make use of people who can help (especially your advisor)
- Involve all Venturers

In some companies planning may be started by the company Executive, together with the advisor. They may meet to assemble a plan for the coming three, six or twelve months. A proposed plan can then be presented for consideration at a regular company meeting, where the members examine it, ask questions and make suggestions. As a result, the plan may be amended or expanded before being approved by company members.

The most important element: the WHOLE company should agree to the planning method.

Short and Long Term Planning

Short Term Activity

Filler activities, special events, Scout-Guide Week, church parade, family banquet, service projects, fund-raising, company camps, Joint Council activities, other regional activities all fall under Short Term Planning. Training and Skill courses would also be considered short term activities.

Access to the activity in question and degree of interest of company members should be clarified; a planning calendar should be prepared.

Long Term or Super Activity

The super activity is the major event of the year – or it may come up every other year, Ten-Day Canoe Trip, trips across the country, or any other Super activity the company may decide on.

Getting ready for a Super activity takes planning, fund-raising, training, gathering of resources and information, in order to meet your final objective.

To meet the final objective takes in some short term planning,
i.e. For a ten-day canoe trip, the requirements might be:

- where to go
- what is needed – canoe and camping equipment, qualified first aiders, qualified water personnel, training in canoeing, light-weight camping, light-weight food supplies, map and compass skills, maps, transportation to and from the place of your activity, arranging pick-up location, etc.

Program Planning/Long Term Activity can also involve the direction the company would take in years to come.



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Interest Questionnaire

Your company can use the Venturer Interest Questionnaire to help identify its main area of interest, and plan its program. See the Appendix for a sample of the Questionnaire.

1. Get each member of your company to complete the questionnaire
2. collect the sheets and record the totals
3. calculate the personal ratings for each item within any one activity area. For example, multiply the 5 (which you gave canoeing) by 6 for the activity area, to get a total of 30. Enter this number in the appropriate place on a blank questionnaire and so on for every line.
4. The company ratings are reached by each person giving the score for each item in all six areas. For example, suppose there are 10 Venturers in your company, and canoeing rates a "30" for each member. The combined total for the company will be 300. Go through all items in each activity area, and add them together to calculate a total score in each activity area. Add these six totals together to give a grand total, so you can calculate a percentage for all activity areas.
5. Once you total your results, start to pull ideas together into a short-range plan. Next, develop them into a long-range, or annual plan.

Guidelines for Planning

You can apply the planning guidelines that follow to almost any situation. Be sure, however, that your plans are neither sloppy nor so rigid that they cannot be changed to meet new circumstances.

1. **Assessment**

Assess the present situation of the company and its members, so any specific subject that concerns the company.

- Is the company doing things?
- Does program planning take place?
- Are members having fun?
- If so, why does this happen? If not, why not?
- How is the program running?
- How involved is your advisor? Are you taking full advantage of the advisor's knowledge and skills?
- Are all Venturers pitching in?
- Does your program meet individual needs?

2. **Setting Goals**

Goals don't need to be elaborate and final, but your company does need a target to aim towards. All goals should be within reach of your company and its members. Try to build some real challenges into your activities. If you repeat an event, try to make it a little different each time. All Venturers should be involved in setting their company goals. Here are some examples:

- Provide a company activity in a different activity area each month
- Conduct two fundraising projects each year
- Invite Scout Troops to participate in two activities each year
- Complete two service projects during the year
- Maintain (or increase) registered members in the company
- Provide representation to district/council Venturer council meetings



3. **Setting Guidelines**

It's necessary to set some rules concerning the achievement of company goals, such as:

- Who will do the planning? Will it be the Executive and the advisor, all the members, or a group appointed by the president to work on a particular project?
- Is the advisor fully in the picture and providing suggestions?
- Is the proposed project safe and financially feasible? Is it likely to upset any parents or the group/section committee?
- Can the project be done in a reasonable time? Will it be satisfying to the members? Will it be well supported by the company?

4. **Budgets**

Whatever events you plan, you need to consider budgeting both your company's finances and the time involved.

A financial budget involves estimating what things will cost and where the money will come from. Do this to ensure that you don't spend more than your income. It's equally important to consider how much time a member can reasonably put into an activity. Share the workload around. Allow each member to enjoy the experience of having some responsibility for an event, and guard against anyone having to carry more than a fair load.

5. **Evaluation**

As you complete each event or project, review it, identify what worked well and why. Also, consider what worked poorly and how you can improve it next time. The following evaluation chart may help you with your review.

Activity Budgets

For every activity that requires funds for its successful completion, an activity budget should be prepared. It need not to be very elaborate but it should consist of all those items that the group/section will have to pay for and all those sources from which money may be collected.

These items should all be set out on a simple sheet such as the one shown in the back of this booklet (activity budget sheet or uni-planner). Having drawn up the budget, you can easily calculate your chances of breaking even or perhaps showing a small profit. The important thing of course is not to lose money.

Following each event make a careful evaluation noting good and bad points, how the participants enjoyed it, and if it should be repeated.

Keep the reports on file for future reference to help you with your next annual budget and to support the annual audit.

Forms

For all scouting activities that take place, permission needs to be granted from many people, not just your parents. Your advisor needs to understand that you have the skill necessary to partake in the activity and your Group Committee will then give you permission to proceed. In order to get that permission you need to fill out the proper form from the Outdoor Activity Guide (<http://www.scouts.ca/inside.asp?cmPageID=248>) and submit to your advisor for review and then onto to Group Committee. *Please see the back of this booklet for some blank forms.*



Roles and Responsibilities

So who is the leadership team of a Company?

The Company Executive

What are some of the positions that can exist as part of the Company leadership team?

President, vice-president, secretary, treasurer, quartermaster, activity leader, webmaster, special events liaison/public relations, ex-office past members (who have special knowledge or talents) and the Advisor(s)

How many people does an Executive have to have?

Depends on the size of the Company and what they expect to do

Who decides what the roles and responsibilities of the Executive are?

Generally the Company themselves. They may follow generally understood practices or may have policies outlined in their Company by-laws. If guided by policies in the by-laws, the roles and responsibilities should be reviewed on a regular basis (usually annually or semi-annually).

What is the minimum number of people who should sit on the leadership team and who are they?

President (*to lead/represent the Company*)

Secretary/note-taker (*to record decisions*)

Treasurer (*if the Company is going to maintain monetary transactions*)

Advisor (*to guide the other members of the Company Executive*)

How do you decide on your Company Executive?

1. For a newly formed Company?

Natural selection modified by the Advisor's direction

2. For an established Company?

By precedent or by following the policies in the Company's by-laws

What if someone isn't performing the role and responsibilities of their position?

Talk to the Advisor (so they can provide some coaching)

Help the person develop (few know everything they have to when they start)

Ask a resource person to help them (eg. have a Group Treasurer help a Company Treasurer)

Help them (they may have too much on their plate that others don't know about)

Looking at replacing them when all else fails

SUMMARY/CONCLUSION:

Successful Scouting involves expertise in a number of areas of activity, the ability to help others develop, and an idea of what tools may be useful in achieving a goal. The Company Executive includes the opportunity to develop responsibility to oneself and to the other members of the Company. By deciding what the program includes, how the program will be developed, and the means by which the program will unfold, Venturers will develop a sense of self-worth and accomplishment while having FUN.



Responsibilities – Company Structure

President (or chair)

The task of the president is to coordinate the company's total activities:

- Working with the Executive as a member of a team that organizes and administers the company program
- Providing effective communication in the company
- Ensuring that relevant materials and equipment are assembled for business meetings and activities
- Providing for periodic assessments of the company's progress
- Preparing agendas for business and Executive meetings
- Presides over meetings of both the company and the company Executive

The president must acquire a working knowledge of the basic rules of order and conduct of a meeting. At all times, he or she should exercise the duties of the office in a way that creates a friendly atmosphere.

Vice-President (or Vice-Chair)

- Assist the president in his/her duties
- Assumes responsibility in the president's absence
- Assumes the duties of the secretary in his/her absence
- Is responsible for organizing ceremonies in the company
- Looks after recruiting in the company
- Assumes special responsibilities, as directed by the president.

Secretary

- Keep minutes of all business and Executive meetings
- Maintain a brief log of all activities
- Attend to all company publicity
- Communicate by email, phone or letter
- Maintain a record of attendance
- Keep an up-to-date list of company equipment

Treasurer

- Record detailed information on all income and expenses
- Prepare and annual statement of the company's financial situation for consideration by company members and the group/section committee
- Prepare a monthly statement for the company
- Collect and keep track of dues (if payment of dues is a company policy)

Quartermaster

- Is responsible for the company's equipment
- Maintains an up-to-date inventory of this equipment
- Takes an annual inventory of the equipment and forwards the results to the executive
- Is responsible for the group meeting area
- Ensures that the company has an adequate supply of necessary books and badges



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Other Officers

Larger companies can, if they wish, have additional officers elected to specific positions. These may include a program coordinator, fundraising coordinator, log keeper, sports coordinator, joint council representative, etc. For efficient operations, however, keep the number on the Executive to a minimum; fill other positions by activity committee chairmen as needed.

The duties and responsibilities of all executive members should be clearly outlined in the company's by-laws. The above duties listed are only suggestions.

For information about the duties of these positions may be found in:

- Venturer Secretary's Record Book
- Venturer Executive Workbook
- Treasurer's Record Book
- Venturer Advisors' Handbook

Resource: Canadian Venturer Handbook

What is an Advisor?

- An adult who is there to help develop the leadership qualities and initiative of the company members, NOT TO TAKE OVER!!!!!!!!!!
- Is a personal resource to the company using at his/her disposal the knowledge and experience from training, career and life
- Is responsible to Group Committee

Role of a Venturer Advisor

- Encourage you in your efforts
- Help you choose activities you would like to do
- Help you accomplish what they want to do safely and successfully
- Develop an atmosphere in the company based on values
 - Setting an example
 - Use of the Venturer Promise
- Trains the company Executive
- Ensures regular meeting are planned and carried out efficiently



Roles, duties and Responsibilities of a Company President

What is the role of the President of a Company?

1. To act as a spokesperson of the Company
2. To serve as a leader of the Company to ensure group tasks are completed
3. To ensure that ALL members of the Company have an opportunity to contribute to the decisions and activities of the Company

The responsibilities of the President of a Company:

- 1. At Meetings:**
 - a. Sets agenda for business meetings and adheres to it
 - b. Keeps order in the meeting
 - c. Ensures all have input (when relevant)
 - d. Chairs meetings
 - e. Casts a tie-breaking vote (when required)
- 2. Outside Meetings:**
 - a. Acts as liaison between Advisor and Executive (or Company if small)
 - b. Acts as liaison between Executive and Group/Sponsor
 - c. Acts as liaison between Company and public
- 3. Other:**
 - a. First person in chain-of-command of the Company
 - b. Responsible for the actions of the Company
 - c. Delegates authority (but not responsibility)
 - d. Approves and signs correspondence (when necessary)
 - e. Administers the By-Laws of the Company regarding disciplinary action (after discussion with the Company Executive)

The duties of the President of a Company:

- 1. At Meetings:**
 - a. Ensures that relevant materials, equipment, and people are available for meetings
 - b. Ensures that relevant information is included in the agenda
 - c. Provides effective communication medium for all Company members
 - d. Act as an organizer and administrator of the Company's program
 - e. Enables an atmosphere of friendliness and good relations exist in the Company
- 2. Other:**
 - a. Works as a member of the Company Executive and as a member of the Company
 - b. Provides opportunity for the periodic assessment of the Company's program



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What are the obligations of the President of a Company?

1. To the Company Executive:
 - a. To provide leadership
 - b. To provide feedback
 - c. To provide/share information
 - d. To provide assessment
2. To the Company:
 - a. To provide leadership
 - b. To provide feedback
 - c. To provide information
 - d. To provide assessment
 - e. To act as a role model to individual members
 - f. To act as a representative of the Company to outside groups
3. To Scouts Canada:
 - a. To ensure adherence to Scouting Aim and Principles
 - b. To provide opportunities for development and growth to others
 - c. To provide feedback to higher levels in Scouting

What resources are available to the President?

- | | |
|--|--------------------------------|
| a. Executive members | b. Company members |
| c. Other Venturers | d. Advisor(s) |
| e. Group Committee | f. Other adults |
| g. Youth organizations | h. Sports organizations |
| i. Venturer handbook | j. Venturer Advisor's Handbook |
| k. Sources on the internet (Scouts.ca) | l. Your imagination |

YOUR COMMON SENSE

Summary:

1. You have been exposed to many of the responsibilities, duties and roles of the position of the President of a Company
2. You have been exposed to the obligations that a Company President has to a Company, to an Executive, to Scouts Canada, and to others outside the Company
3. You have been exposed to resources so at a person can become a more effective President



Leave No Trace Camping

The Leave No Trace principles might seem unimportant until you consider the combined effects of millions of outdoor visitors. One poorly located campsite or campfire may have little significance, but thousands of such instances seriously degrade the outdoor experience for all. Leaving no trace is everyone's responsibility.

Leave No Trace Awareness

Instilling values in young people and preparing them to make ethical choices throughout their lifetime is the mission of the Boy Scouts of America. Leave No Trace helps reinforce that mission, and reminds us to respect the rights of other users of the outdoors as well as future generations. Appreciation for our natural environment, and a knowledge of the interrelationships of nature, bolster our respect and reverence toward the environment and nature.



Leave No Trace is an awareness and an attitude rather than a set of rules. It applies in your backyard or Local Park as much as in the backcountry. We should all practice Leave No Trace in our thinking and actions—wherever we go.

We learn Leave No Trace by sharing the principles and then discovering how they can be applied. Leave No Trace instills an awareness that spurs questions like "What can we do to reduce our impact on the environment and on the experiences of other visitors?" Use your judgment and experience to tailor camping and hiking practices to the environment where the outing will occur. Forest, mountain, seashore, plains, freshwater, and wetland environments all require different minimum impact practices.

Outdoor Ethics

Help protect the backcountry by remembering that while you are there, you are a visitor. When you visit a friend, you take care to leave your friends home just as you found it. You would never think of trampling garden flowers, chopping down trees in the yard, putting soap in the drinking water, or marking your name on the living room wall. When you visit the backcountry, the same courtesies apply. Leave everything just as you found it.

Hiking and camping without a trace are signs of an expert outdoorsman, and of a Scout or Scouter who cares for the environment. Travel lightly on the land.

Plan Ahead and Prepare

- Know the regulations and special concerns for the area you'll visit.
- Prepare for extreme weather, hazards, and emergencies.
- Schedule your trip to avoid times of high use.
- Visit in small groups. Split larger parties into groups of 4-6.
- Repackage food to minimize waste.
- Use a map and compass to eliminate the use of marking paint, rock cairns or flagging.

***"IF YOU PACK
IT IN.....
PACK IT OUT"***



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Travel and Camp on Durable Surfaces

- Durable surfaces include established trails and campsites, rock, gravel, dry grasses or snow.
- Protect riparian areas by camping at least 200 feet from lakes and streams.
- Good campsites are found, not made. Altering a site is not necessary.
- In popular areas:
 - Concentrate use on existing trails and campsites.
 - Walk single file in the middle of the trail, even when wet or muddy.
 - Keep campsites small. Focus activity in areas where vegetation is absent.
- In pristine areas:
 - Disperse use to prevent the creation of campsites and trails.
 - Avoid places where impacts are just beginning.

Dispose of Waste Properly

- Pack it in, pack it out. Inspect your campsite and rest areas for trash or spilled foods. Pack out all trash, leftover food, and litter.
- Deposit solid human waste in catholes dug 6 to 8 inches deep at least 200 feet from water, camp, and trails. Cover and disguise the cathole when finished.
- Pack out toilet paper and hygiene products.
- To wash yourself or your dishes, carry water 200 feet away from streams or lakes and use small amounts of biodegradable soap. Scatter strained dishwater.

Leave What You Find

- Preserve the past: examine, but do not touch, cultural or historic structures and artifacts.
- Leave rocks, plants and other natural objects as you find them.
- Avoid introducing or transporting non-native species.
- Do not build structures, furniture, or dig trenches.

Minimize Campfire Impacts

- Campfires can cause lasting impacts to the backcountry. Use a lightweight stove for cooking and enjoy a candle lantern for light.
- Where fires are permitted, use established fire rings, fire pans, or mound fires.
- Keep fires small. Only use sticks from the ground that can be broken by hand.
- Burn all wood and coals to ash, put out campfires completely, and then scatter cool ashes.

Respect Wildlife

- Observe wildlife from a distance. Do not follow or approach them.
- Never feed animals. Feeding wildlife damages their health, alters natural behaviors, and exposes them to predators and other dangers.
- Protect wildlife and your food by storing rations and trash securely.
- Control pets at all times, or leave them at home.
- Avoid wildlife during sensitive times: mating, nesting, raising young, or winter.

Be Considerate of Other Visitors

- Respect other visitors and protect the quality of their experience.
- Be courteous. Yield to other users on the trail.
- Step to the downhill side of the trail when encountering pack stock.
- Take breaks and camp away from trails and other visitors.
- Let nature's sounds prevail. Avoid loud voices and noises

For more information on Leave No Trace Camping see:
www.lnt.org/programs/lnt7/index.html



Fire starting Introduction



Everyone who has spent time out in the woods in Alaska has relied heavily on the ability to make a campfire. This isn't much of a challenge when the weather is good and conditions favorable. However, the times we need a fire the most, when we are wet and cold, sometimes freezing, are the times when it is much more difficult to start a fire. There are times when fire starting skills are a matter of life and death. You look at your fingers holding the match, tell them to move, and nothing happens.

The best time to learn hard things is during easy times. If we are in a desperate situation we don't have the resources and time to *experiment* and learn. Now is the time to do a little science that might save us later.

Three steps to fire starting

- Matches, lighter, or other methods
- Kindling
- Firewood



To get the large pieces of wood burning, we must first get the smaller kindling burning. To get the kindling burning we need a match or lighter.



Matches



Matches have two parts, the head and the body. The match head is made of chemicals that ignite at low temperatures. By rubbing the match against a high friction striker, enough heat is produced to ignite the chemicals.

The bodies of most matches are either wood or paper.



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Lighters



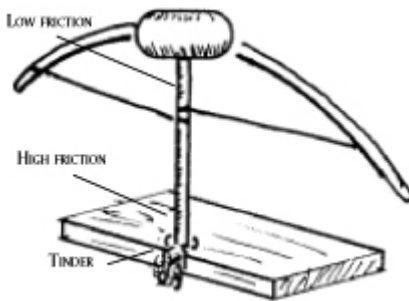
FLUID

BUTANE

There are two kinds of lighters, those with liquid fuel and those with gaseous fuel, like butane.

Most lighters ignite the fuel by a spark from a steel wheel spinning against a piece of flint.

Some people use magnesium strikers in place of a match. Simply scrape some magnesium into the tinder, and then strike the magnesium with a knife blade, forcing sparks onto the magnesium chips. A hot flame is immediately present.



Traditional methods

Traditionally fire was made with a bow and drill or flint and steel offered in trade. The secret of such a fire starting effort is in the tinder. The bow and drill create enough heat by friction to get the tinder glowing. It is easy to make smoke, but another whole story to turn the embers into a flame. The type of tinder used varied from region to region. Tinder must be kept very dry. See the next chapter for details.



Kindling

There are different kinds of kindling. Kindling burns hot and fast. It doesn't last long, but its heat is enough to get the bigger pieces of wood burning.



Birch bark

The loose bark on the outside of a birch tree is one of the best materials to get a fire going.

Paper

Dry paper and cardboard are also adequate to ignite small branches.



Spruce pitch

In Southeast Alaska, where there is lots of rain, pitch from the spruce trees is the only effective fire starter. It burns hot and long, giving damp kindling a chance to dry out and ignite.

Spruce Branches

The dry under branches of a spruce tree are excellent kindling. The fine tips of the branches are easily lit by birch bark, and burn with enough heat to get much larger branches burning. We take small spruce branches and bark into the tent at night when it is raining. They are dry for the morning fire.



Split spruce and shavings

When weather has soaked the birch bark and under branches of a spruce tree, a good way to make a fire is to chop sections of dry wood and make shavings and small splinters of wood from the dry inner part of the tree. Knowing how to do this has saved lives during winter storms when ice and snow cling to every

branch.

Dry branches from willow and alder

Willow and alder branches don't have the potential heat that dry spruce branches do, but they are adequate when there is nothing else available.

Gasoline

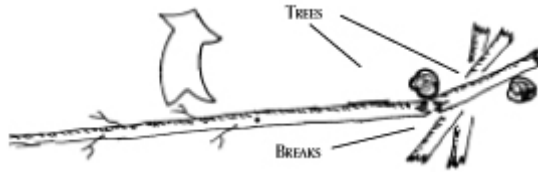
Some people start fires with gasoline. This is **very** dangerous and should **never** be done! It is particularly dangerous when the first effort hasn't succeeded, and fresh gasoline is poured on smoldering embers. Some people dip a stick in a gas tank, and light that. That is safer, but still far too dangerous.



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Firewood

Firewood provides the heat to boil the coffee, cook meals, dry the clothes and warm our cold bodies. Larger pieces of wood burn longer and slower. Smaller pieces burn faster.



Foraging for firewood with an axe is much harder. If the wood is long and thin, we often break it between two healthy trees rather than chopping it.

Having a chainsaw available really makes a difference. Whole dry trees can be cut up and used. Cutting blocks of wood with the chainsaw then splitting the inside portions insures dry pieces of wood when it is raining. Before chainsaws, we used swede saws. They are light and easy to carry, cutting fast if they are sharp.

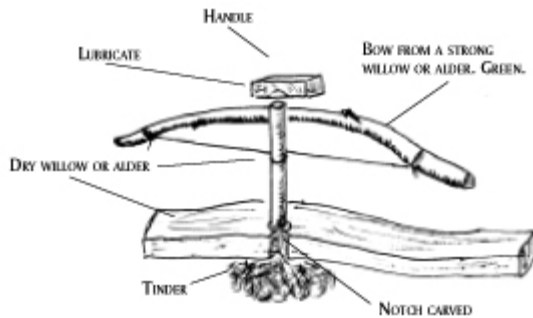
Choosing a site for a fire

We usually make a driftwood fire on a sandbar during the summer because the wind on the river helps to keep the mosquitoes away. During the rest of the year, we try to find a patch of timber that will have adequate kindling and firewood to last the night.





Traditional Fire Making



Traditional fire making with a bow and drill remained a mystery to me until I was shown a few secrets.

The bow is made from a thick piece of live willow or alder. It must be strong enough to pull the string tight.

The string can be of any stout cord.

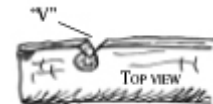
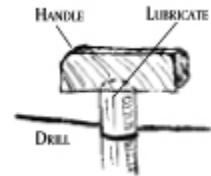
The drill and bottom piece of wood should be made from soft hardwood, that is, willow or alder. They both must be very dry but not rotten.

The handle can be of any material. There should be a shallow hole in the handle to fit the drill. Lubricate this. It does not need friction.

The tinder must be of very fine materials. The "cotton" from cottonwood works fine. Traditional materials vary from region to region.

Flatten the bottom piece of dry willow or alder on two sides. With a knife or drill, make an indentation, and then cut a "V" up to the middle of that indentation.

Twist the drill into the string of the bow. The drill should be on the outside of the string, not the inside. If it is on the inside, it will jam the string.



be on the outside of between the bow and

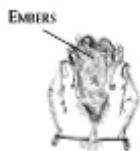


Put a large quantity of tinder under the bottom piece of wood.



Friction will soon cause enough heat to make smoke. As far as you are going with the bow and drill. It will soon burst into flames as we always assumed. Drilling gets very hot and smoke starts.

Quickly scrape the glowing particles from inside of the heated groove onto the tinder.



flame yet.

Getting the tinder to burst into flame is the next step. A very thin piece of birch bark held in the midst of glowing tinder works for me.

I felt a great sense of accomplishment when I first did this. After many years of knowing it was possible, I was shown and was successful.



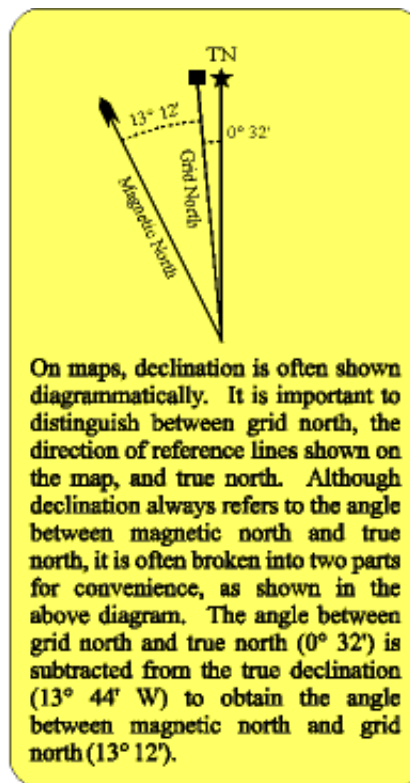


Map and Compass

USOF Map Symbols

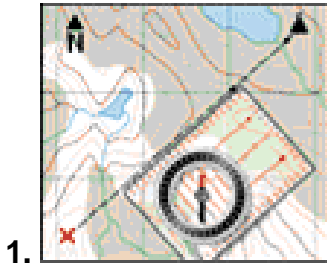
	paved road
	paved area, gravel area
	dirt road
	vehicle trail
	wide footpath
	small footpath
	indistinct path
	narrow ride
	power line
	stone wall
	ruined wall
	uncrossable fence
	fence
	ruined fence
	building, ruin
	stone pile, fireplace*
	man-made object
	passable cliff
	impassable cliff
	boulder: small, large
	rocky pit
	stony ground
	boulder field
	lake, pond
	spring
	large stream
	small stream
	intermittent stream
	narrow marsh
	marsh, diffuse marsh
	distinct vegetation boundary
	open land
	open with scattered trees
	rough open
	vegetation: slow, light
	dense undergrowth good visibility
	orchard, pine grove*
	distinct evergreen tree
	distinct deciduous tree
	contour (5m), form line
	gully, dry ditch
	small knoll, depression, pit
	earth bank, broken ground
	rootstock*, platform*
	park boundary*
	* not an IOF symbol

Map magnetic Declination



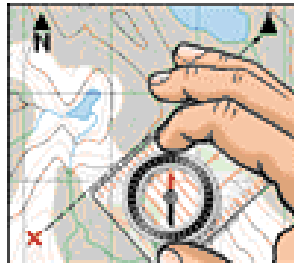


Compass Basic Use



1.

- 1 a)** Place the compass on the map so that the long edge connects the starting point with the desired destination.
- b)** Make sure that the direction arrows are pointing from the starting point to the place of destination (and not the opposite way).



2.

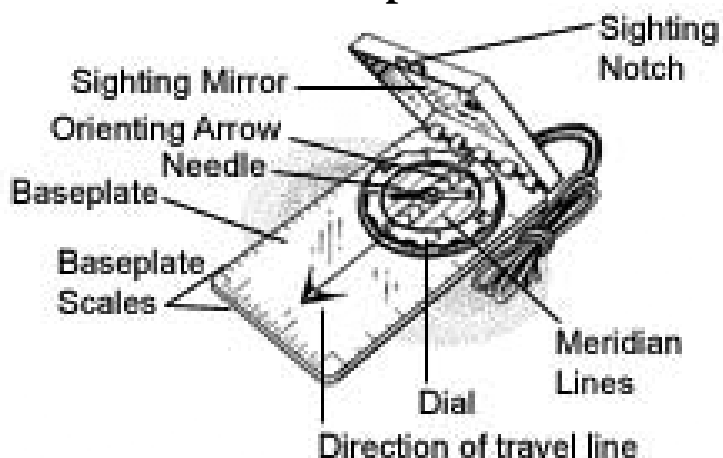
- 2 a)** Hold the compass firm on the map in order to keep the base plate steady.
- b)** Turn the rotating capsule until the North-South lines on the bottom of the capsule are parallel with the North-South lines on the map.
- c)** Be sure that the North-South arrow on the bottom of the capsule points to the same direction as North on the map.



3.

- 3 a)** Hold the compass in your hand in front of you. Make sure that the base plate is in horizontal position, and that the direction arrows are pointing straight ahead.
- b)** Rotate your body until the North-South arrow on the bottom of the capsule lines up with the magnetic needle, and the red end of the needle points in the same direction as the arrow.
- c)** The directional arrows on the base plate now show your desired travel direction.

Parts of a Compass





Map and Compass

Glossary

Aiming Off - to deliberately aim to one side of a control or feature so that you know which way to turn upon hitting the feature before seeing the control.

Attack Point - an obvious feature near the control point from which the control can be located by navigating carefully with map and compass.

Bearing - the direction of travel as indicated by the compass.

Catching Feature (also called a Collecting Feature or Backstop) - an obvious feature on the map and ground located beyond a control or other sought after feature which indicates that the target feature has been over-shot.

Check Point - an obvious feature on the map or ground which can be used to check that you are keeping to your chosen route.

Contour - a line on a topographic map that connects points of equal elevation.

Control/ Control Marker/ Marker- a trapezoid-shaped marker (usually orange or red and white) used to mark features on an orienteering course, usually with clipper or control punch attached to mark a control card as proof of arrival.

Control Card - a card carried by each participant, which is punched at each control feature to verify the visit.

Control Circle - a circle drawn around a feature on the map to indicate the location of a control marker. The feature should be in the exact center of the circle.

Control Code - letters (or numbers) on a control marker which enables participants to verify that it is the correct one.

Control Description - a list given to each participant, which briefly describes each control feature in order. It also gives the control code.

Control Feature - a natural or man-made feature on or next to which the control is hung.

Control Marker - see control.

Control Number - a number drawn beside each control circle on a map. On a cross-country course, they indicate the order in which the controls must be visited. The top of the number should point to North.

Control Punch - a small plastic clipper with different designs of pins. Used to verify each control feature has been visited.

Course - a sequence of control points marked on the map which are to be visited by the orienteer.

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Cross Country Course - the classic course used for all major competitions. Control features must be visited in the prescribed order.

Dog-Leg - positioning of a control which favors approaching and leaving a control by the same route, thereby leading other competitors to the control. Course design which results in a dog-leg should be avoided.

Fine Orienteering - precision navigation in detailed terrain usually demanding careful use of map, compass and pace counting, and usually involving short course legs.

Finish Symbol - If it shares the same location as the start:

If its location is separate from the start:

Folding the Map - orienteers fold their maps to aid concentration on the leg being run, and to facilitate thumbing their position.

Handrail - A linear feature which closely parallels your route and acts as a handrail to the next control.

Knoll - a small hill.

Leg - a section of a course between two control points.

Legend or Key - a list of the symbols represented on the map.

Linear Feature - a feature that extends in one direction for some distance e.g., paths, fences, stonewall and streams. Used as handrails.

Line Event - event where maps are marked with a line indicating the exact route to be followed. Participants mark the precise location of each of the controls they find along the route.

Orienting the Map - matching the orientation of the map to the features on the ground. This is one of the fundamental skills in orienteering, and leads to successful navigation. The map can be oriented either by comparing the map directly with the terrain or by using a compass to orient to north.

Master Map - a map displayed near the start from which competitors copy their courses onto their blank map. More experience orienteers will copy the course onto their map while the clock is running. Novices should be allowed to do this before being given a start time. In bigger events, the courses are pre-printed on the maps.

Pace Counting/ Pacing - a system of counting double-paces (every time the left or right foot hits the ground) to measure distance covered. An orienteer would measure the distance between two points using the scale on the compass and then count his/her paces until the distance was covered. Pacing allows an orienteer to know when he or she has perhaps gone too far and missed the feature they were looking for.

Point Feature - a feature in the terrain that only occupies a small area. Frequently mapped examples are boulders, pits and mounds, stumps, and root mounds. They are not suitable as control sites for novice courses unless they are on a handrail.

Precision Bearing - some compasses can be used to take a precise bearing (direction clockwise from north) which can then be followed in the terrain



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Punching - the act of marking the control card with the punch.

Reentrant - a small valley running down a hillside. A stream cut into a hillside would create a reentrant-type feature. On a map, the contour lines which describe a reentrant point uphill.

Safety Bearing - a compass bearing which, if followed, will bring a lost orienteer to a road or other major, recognizable feature. It maybe added to the control description list as a safety measure.

Safety Whistle - a whistle which can be used if a participant is injured or lost. The International Distress Signal is six (6) short blasts repeated at one (1) minute intervals.

Score Event - participants visit as many controls as possible within a fixed time, e.g., 30 minutes. More distant or difficult controls are often allotted a higher point value. Points are deducted for each amount of time the orienteer arrives after the allotted time is up, say 5 points for every minute. The person with the most points wins.

Star Event - an event in which participants must return to the start between each control. This can be used for relay events or for keeping close contact with novices.

Start Symbol -a triangle used to locate the start on the map. It should be centered exactly over the starting point, and one apex should point toward the first control.

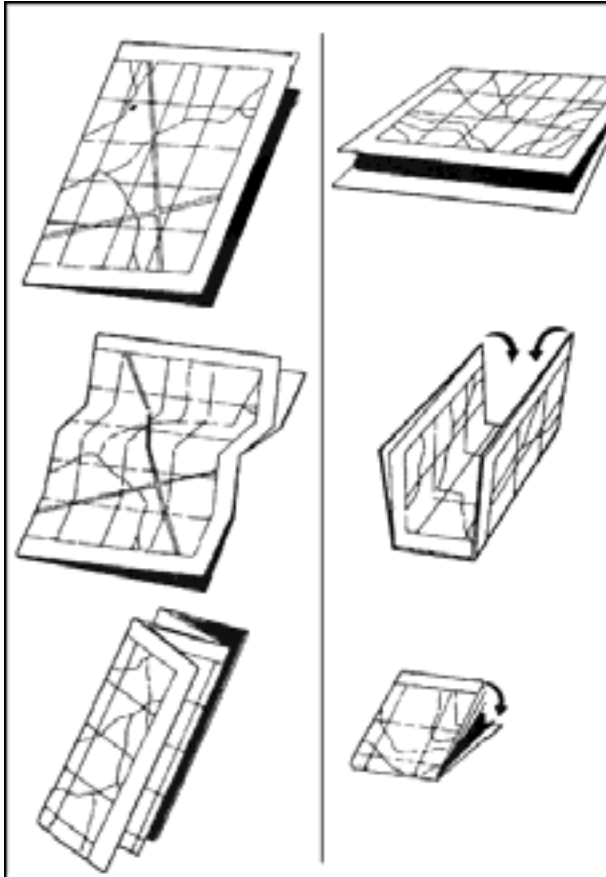
String Course - a course marked with a continuous string line. These courses are often used with very young children to give them familiarity with the forest.

Spur - a small ridge.

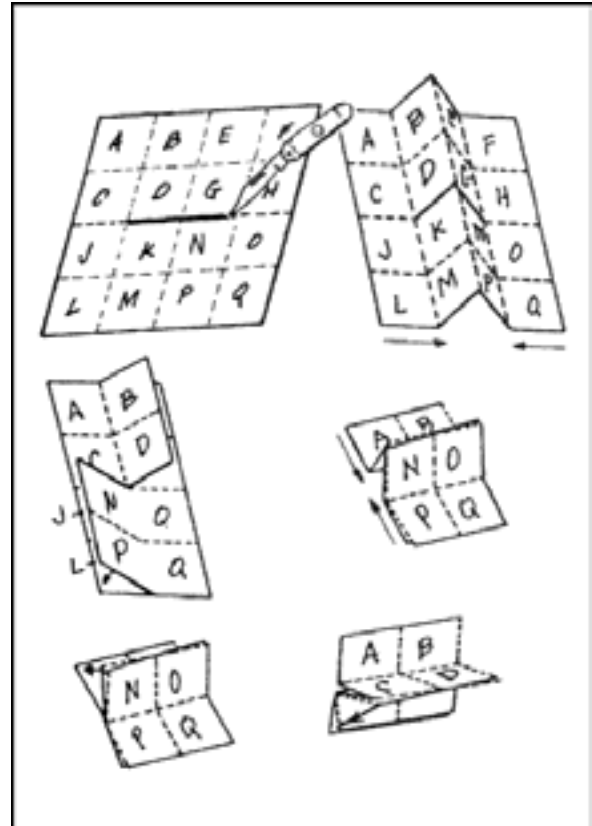
Thumbing - a technique for holding the map, using your thumb to indicate your present location. To do this properly, it is often necessary to fold the map.



Two methods of folding a map

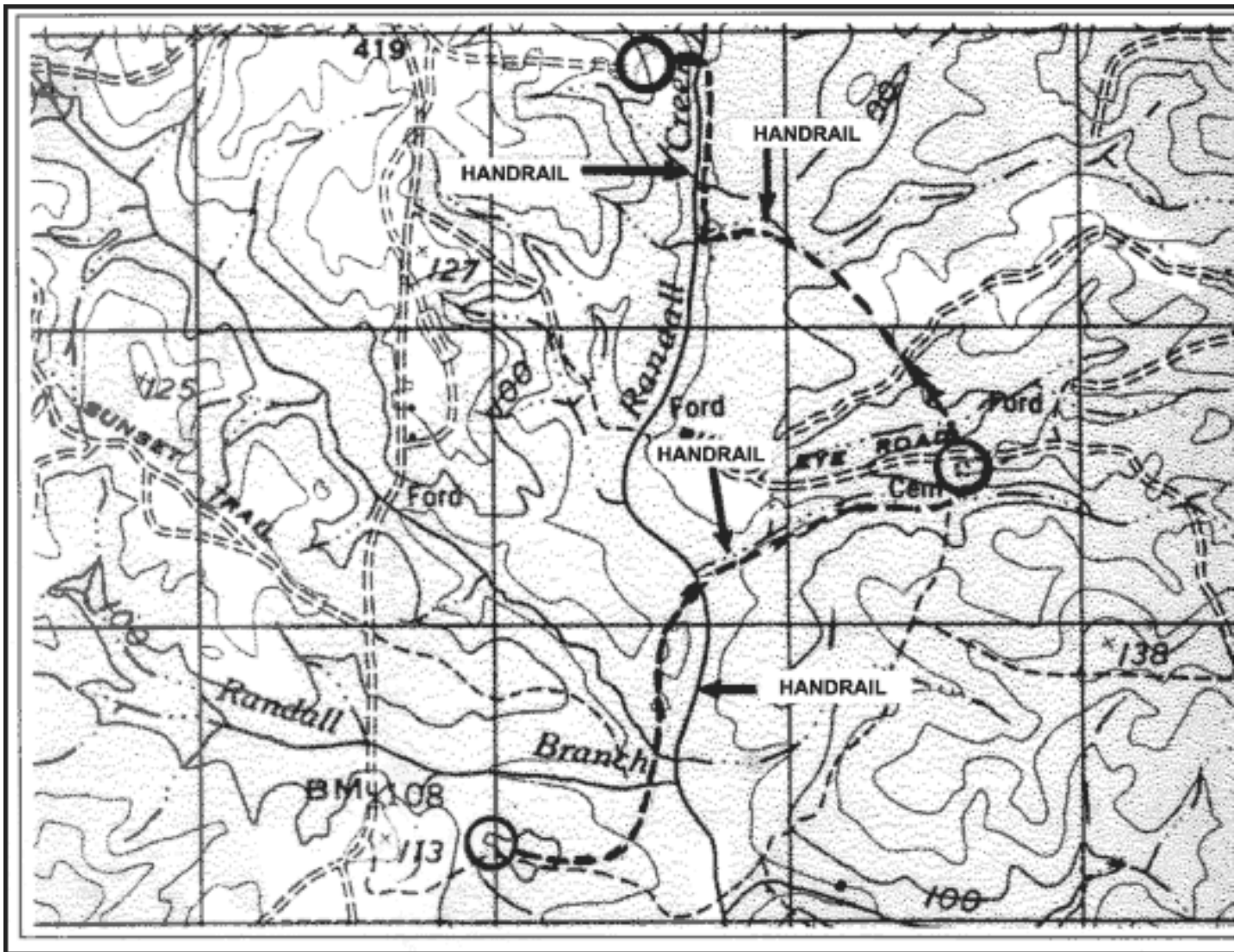


After a map has been folded, it should be pasted in a folder for protection. Apply adhesive to the back of the segments corresponding to A, F, L, and Q



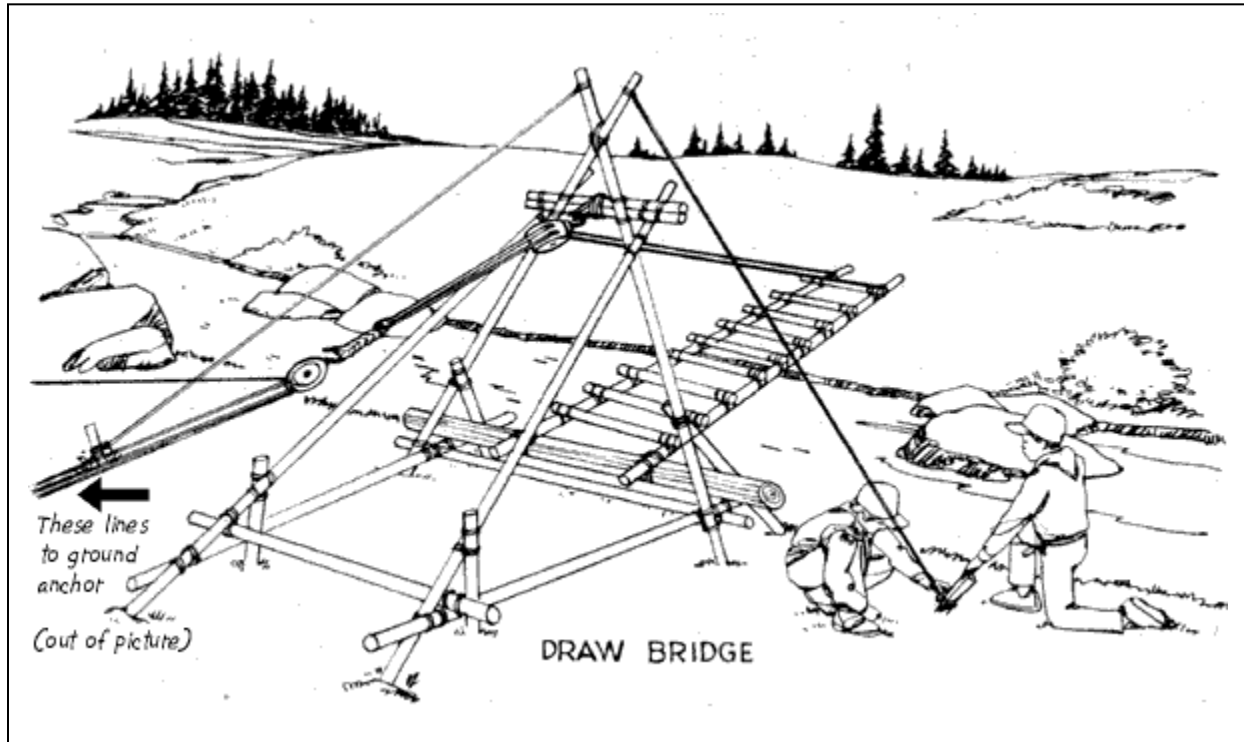


Handrails: This technique enables the orienteer to move rapidly on the ground by using existing linear features (such as trails, fences, roads, and streams) that are plotted along his route. They can also be used as limits or boundaries between control points

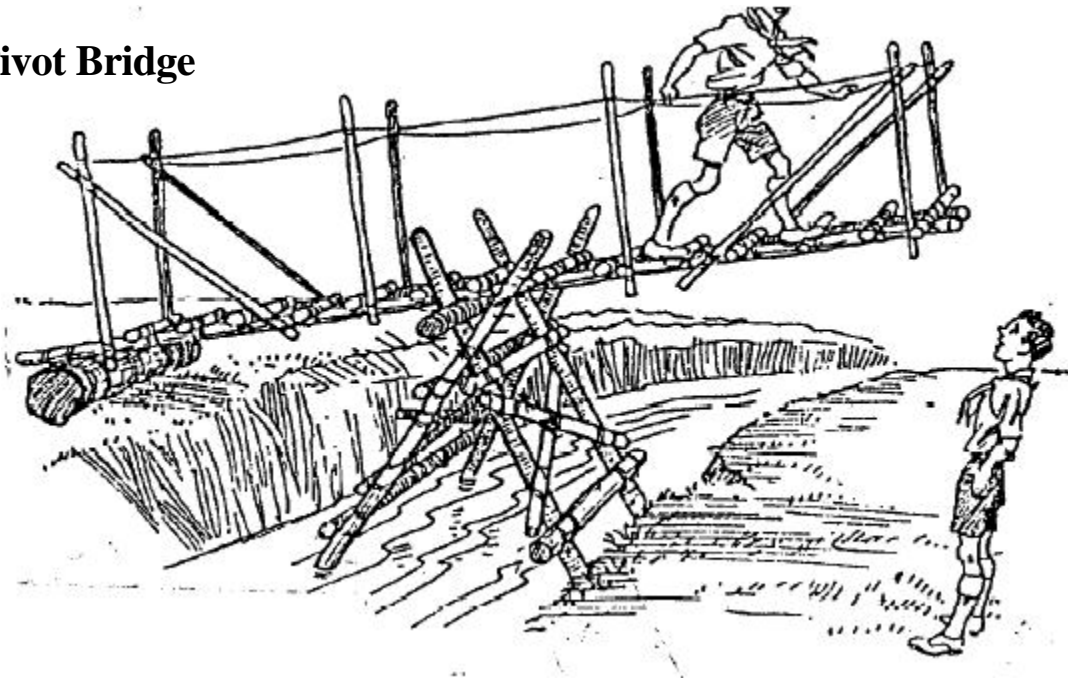




Pioneering Projects

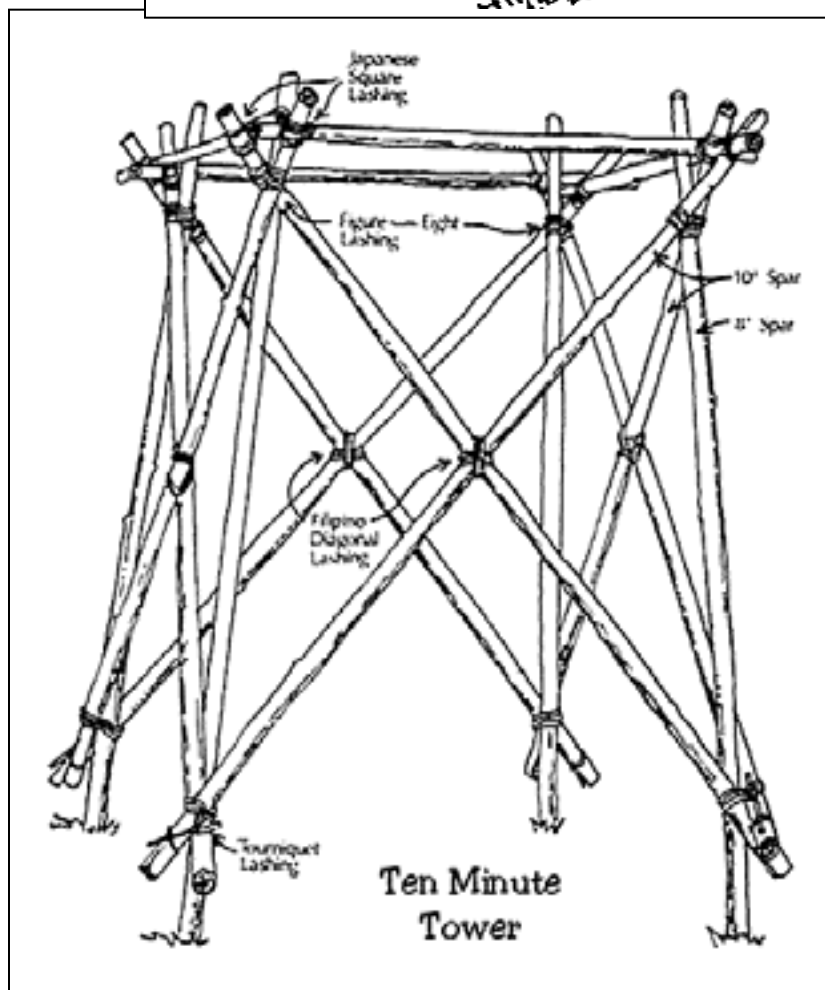
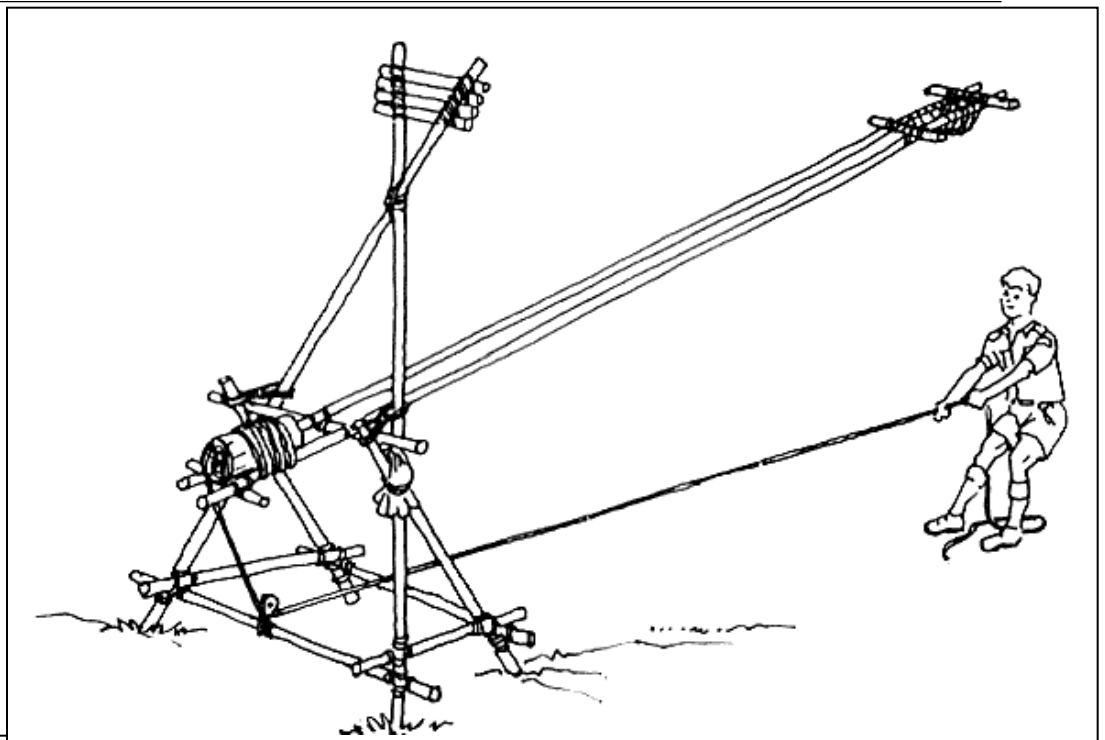


Pivot Bridge





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RESOURCES

Resources refer to all those things necessary to do a job. These resources can be divided into two types - those available to the group and those available from within the group. Resources available to the group include literature and books (e.g. Scout Handbook) members of the chartering organization, parents and friends of the troop, local business and community organizations, and the local council and district.

Resources available from within the group can be determined by having a personal resource questionnaire (program capacity inventory) filled out by each group member. Each member lists some facts about his or her background, attitudes, interests, skills, and abilities.

The questionnaires are shared and group members quiz each other to expand on what has been noted. As members see the resources available to the patrol and from within the patrol/troop, they gain a better understanding of each other and the potential for what the patrol/troop can achieve.

By using the knowledge and skills of group members to get a job done, the members gain experience, improve skills, and develop a positive attitude towards using their skills.

Knowledge is what a person learns through familiarity or experience-what you know. Skill is the ability to use what you know. Attitude includes the desire to do something-motivation-and the belief that you can do it-confidence.

Keep the patrol's program capability inventory up-to-date and use it in planning.

Understand the purpose and resources of your chartered organization.

Survey the member's parents; include them in your program capability inventory.



Effective Teaching

Effective teaching is a process to increase the knowledge, skills, and attitudes of the group and its members. The focus is on learning, not teaching. For teaching to be effective, learning must take place.

The steps of effective teaching include;

- Learning objectives.* Know what is to be taught. "What should the participants be able to do by the end of the session?" Determines the learning objectives.
- Discovery.* A discovery experience is anything that has three results;
Knowledge is confirmed. The participants discover what they know.
Need to know is established. The participants discover that they don't know something that must be realized in order for teaching to be successful.
Motivations. Participants discover that they want to learn more.
A discovery experience is often the introduction to the learning activity. It could be as simple as a leading question or more complicated as in dramatic role-playing.
- Demonstrating.* The actual teaching is similar to the skills under communication. People learn best by doing a task, second best by being shown the task, and worst by being told about a task. The good teacher uses all three in their presentation.
- Application.* Each individual should have an immediate chance to apply what has been learned.
- Evaluation.* Review what has happened to see if the learning objectives have been met.



Counselling

Counselling is important

To help people solve problems

To encourage or reassure

To help a Scout reach his/her potential

Counselling can be effective when a person is:

Undecided - he/she can't make a decision

Confused - he/she doesn't have enough information or has too much information.

Locked in - he/she doesn't know any alternatives.

How do you counsel?

Listen carefully. Ask yourself "do I understand the situation and what he/she is trying to say?"

Summarize back frequently to assure you understand.

Check the facts. Additional information may be all that is needed. The person may not have all the facts or resources.

Help list as many options as possible. List the disadvantages and advantages of each option.

Finally, let the person decide on a solution. The counsellor's role is to give encouragement and information, not advice.

The person should be encouraged to think of different ways of handling the problem. He/she may already have a solution, but is only seeking confirmation.

Also, the youth leader must recognize when the problem is beyond his/her ability to deal with and be able to refer the person to someone else (say a professional counsellor, the Scoutmaster, clergy, school counsellor).