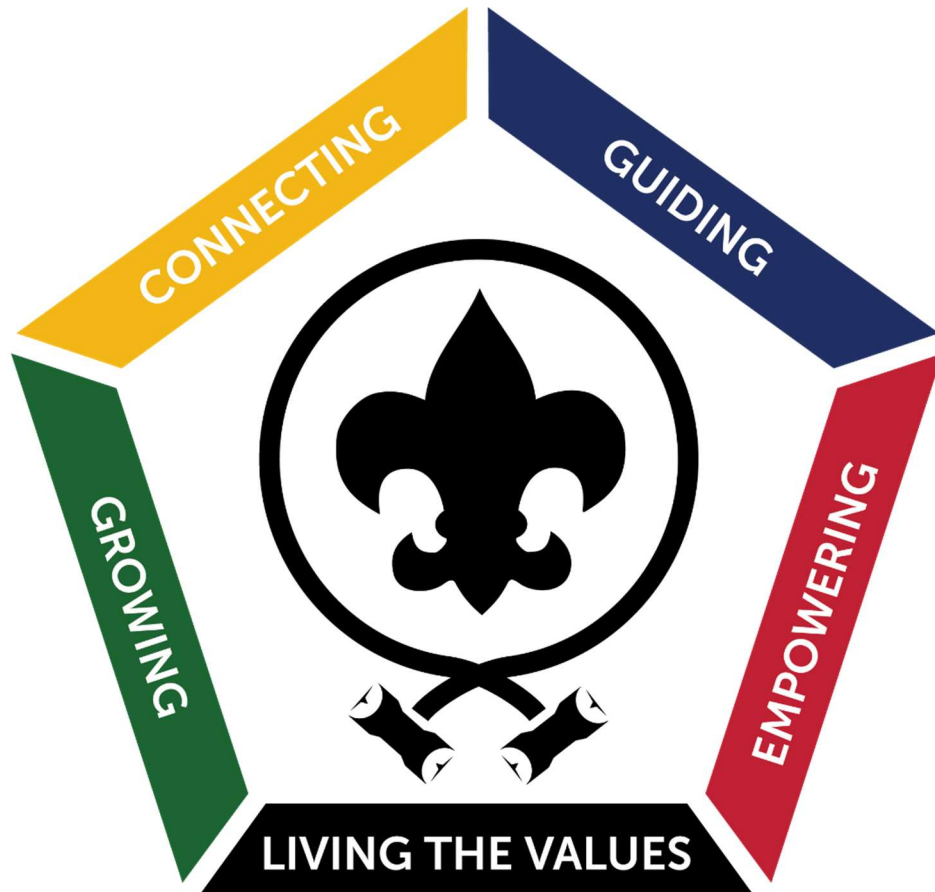


PARTICIPANT NOTEBOOK



WOOD BADGE
C4-441-21-2

GENERAL INFORMATION

Health and Safety Plan

1. FOR MEDICAL EMERGENCIES CONTACT:

Ginger Hardy	(606) 922-2967	Primary first aid responder
Scott Brooks	(740) 816-1317	Backup first aid responder
Bill Hunt	(614) 949-6573	Backup first aid responder
Eric Messerly	(614) 446-5035	Backup first aid responder

2. **COVID-19 PRECAUTIONS:** A COVID screening will be given upon first arrival to camp. A 6-foot distance between participants is encouraged as much as possible. Individuals who are fully vaccinated (i.e., those 2 weeks following receipt of either the second dose of a 2-dose series or one dose of a single-dose series per CDC Public Health Recommendations for Vaccinated Persons) can participate in meetings and activities without wearing a mask. It is requested that those not vaccinated continue to wear masks indoors. If any of the following symptoms are observed the information will be discussed with the SPL and Course Director for guidance.

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea.

Further updates may follow as we continue to monitor guidance from the Ohio Department of Health and BSA recommendations.

3. **FOR OVERNIGHT EMERGENCIES**, Medical assistance can be found at Legend Lodge.
4. **COURSE FIRST AID EQUIPMENT** is stored at Legend Lodge.
5. **AUTOMATIC EXTERNAL DEFIBRILLATOR (AED)** is stored in Legend Lodge.
6. **NEAREST HOSPITAL:** Licking Memorial Hospital , 1320 W Main St, Newark, OH 43055 Drive time is approximately 25 minutes.

Health and Safety Plan (Cont.)

7. **The Medical Officer will review all participant and staff medical information** and will at his/her discretion inform Staff as needed. The medical records will be stored by Scribe Central located at Legend Lodge. The Medical Officer will have access to these records in the event of an accident where the information is needed or emergency transport to medical facility is required.
8. **In the event an injured person cannot be moved**, two Staff will travel to the Camp entrance and will wait there to take the Emergency Medical Service (EMS) crew to the accident site or injured person's location upon arrival.
9. **Youth Protection:** Youth Protection Guidelines must be followed at all times.
10. **Weather:** The ASM of Logistics is monitoring the weather.
11. **Incident Reports:** Forms will be available at Scribe Central in Legend Lodge
12. **Medication Storage:** Medications are stored in Legend Lodge.
13. **Lightning Risk Reduction:** Staff will review lightning safety protocols in The Guide to Safe Scouting.
14. **Food:** Safe preparation, handling, and storage is the responsibility of the chef.

EMERGENCY EVACUATION PLAN

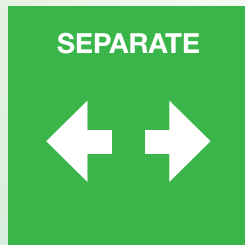
If an event occurs requiring emergency evacuation, **THREE AIR HORN BLASTS** will indicate the evacuation plan has been engaged. At that time, all participants and staff will make their way to the Dining Hall as quickly and safely as possible. Troop Guides will ensure all patrol members have traveled to the evacuation site, and will report to the ASM-L (Steve Smith) and will wait for further instructions. The SPL and ASPL (Shannon Langer and Nathan Erikson) will report when the staff have been accounted for.

After the emergency is over, **TWO AIR HORN BLASTS** will indicate it is safe to resume the previous activity.

Safe Food Handling: *What You Need to Know*



CLEAN



SEPARATE



COOK



CHILL

The food supply in the United States is among the safest in the world. However, when certain disease-causing bacteria or pathogens contaminate food, they can cause foodborne illness, often called “food poisoning.” The Federal government estimates that there are about 48 million cases of foodborne illness annually – the equivalent of sickening 1 in 6 Americans each year. And each year, these illnesses result in an estimated 128,000 hospitalizations and 3,000 deaths.

Know the Symptoms






Consuming dangerous foodborne bacteria will usually cause illness within 1 to 3 days of eating the contaminated food. However, sickness can also occur within 20 minutes or up to 6 weeks later. Symptoms of foodborne illness can include: vomiting, diarrhea, and abdominal pain – and flu-like symptoms, such as fever, headache, and body ache.

Handle Foods Safely

Although most healthy people will recover from a foodborne illness within a short period of time, some can develop chronic, severe, or even life-threatening health problems. In addition, some people are at a higher risk for developing foodborne illness, including pregnant women, young children, older adults, and people with weakened immune systems (such as transplant patients and individuals with HIV/AIDS, cancer, or diabetes). To keep your family safer from food poisoning, **follow these four simple steps: clean, separate, cook, and chill.**





CLEAN

Wash hands and surfaces often

-  Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom, changing diapers, and handling pets.
-  Wash your cutting boards, dishes, utensils, and counter tops with hot soapy water after preparing each food item.
-  Consider using paper towels to clean up kitchen surfaces. If you use cloth towels, launder them often in the hot cycle.
-  Rinse fresh fruits and vegetables under running tap water, including those with skins and rinds that are not eaten. Scrub firm produce with a clean produce brush.
-  With canned goods, remember to clean lids before opening.





SEPARATE

Separate raw meats from other foods

-  Separate raw meat, poultry, seafood, and eggs from other foods in your grocery shopping cart, grocery bags, and refrigerator.
-  Use one cutting board for fresh produce and a separate one for raw meat, poultry, and seafood.
-  Never place cooked food on a plate that previously held raw meat, poultry, seafood, or eggs unless the plate has been washed in hot, soapy water.
-  Don't reuse marinades used on raw foods unless you bring them to a boil first.

COOK

Cook to the right temperature






-  Color and texture are unreliable indicators of safety. Using a food thermometer is the only way to ensure the safety of meat, poultry, seafood, and egg products for all cooking methods. These foods must be cooked to a safe minimum internal temperature to destroy any harmful bacteria.
-  Cook eggs until the yolk and white are firm. Only use recipes in which eggs are cooked or heated thoroughly.
-  When cooking in a microwave oven, cover food, stir, and rotate for even cooking. If there is no turntable, rotate the dish by hand once or twice during cooking. Always allow standing time, which completes the cooking, before checking the internal temperature with a food thermometer.
-  Bring sauces, soups and gravy to a boil when reheating.

Safe Minimum Internal Temperatures as measured with a food thermometer

Beef, Pork, Veal, and Lamb (chops, roasts, steaks)	145 °F with a 3 minute rest time
Ground Meat	160 °F
Ham, uncooked (fresh or smoked)	145 °F with a 3 minute rest time
Ham, fully cooked (to reheat)	140 °F
Poultry (ground, parts, whole, and stuffing)	165 °F
Eggs	Cook until yolk and white are firm
Egg Dishes	160 °F
Fin Fish	145 °F or flesh is opaque and separates easily with a fork
Shrimp, Lobster, and Crabs	Flesh is pearly and opaque
Clams, Oysters, and Mussels	Shells open during cooking
Scallops	Flesh is milky white or opaque and firm
Leftovers and Casseroles	165 °F

CHILL

Refrigerate foods promptly

-  Use an appliance thermometer to be sure the temperature is consistently 40° F or below and the freezer temperature is 0° F or below.
-  Refrigerate or freeze meat, poultry, eggs, seafood, and other perishables within 2 hours of cooking or purchasing. Refrigerate within 1 hour if the temperature outside is above 90° F.
-  Never thaw food at room temperature, such as on the counter top. There are three safe ways to defrost food: in the refrigerator, in cold water, and in the microwave. Food thawed in cold water or in the microwave should be cooked immediately.
-  Always marinate food in the refrigerator.
-  Divide large amounts of leftovers into shallow containers for quicker cooling in the refrigerator.



Report a Problem

If you think that you or a family member has a foodborne illness, contact your **healthcare provider immediately**. Also, **report** the suspected foodborne illness to FDA in either of these ways:

- Contact the Consumer Complaint Coordinator in your area. Locate a coordinator here: <http://www.fda.gov/Safety/ReportProblem/ConsumerComplaintCoordinators>
- Contact MedWatch, FDA's Safety Information and Adverse Event Reporting Program:

By Phone: 1-800-FDA-1088

Online: File a voluntary report at <http://www.fda.gov/medwatch>

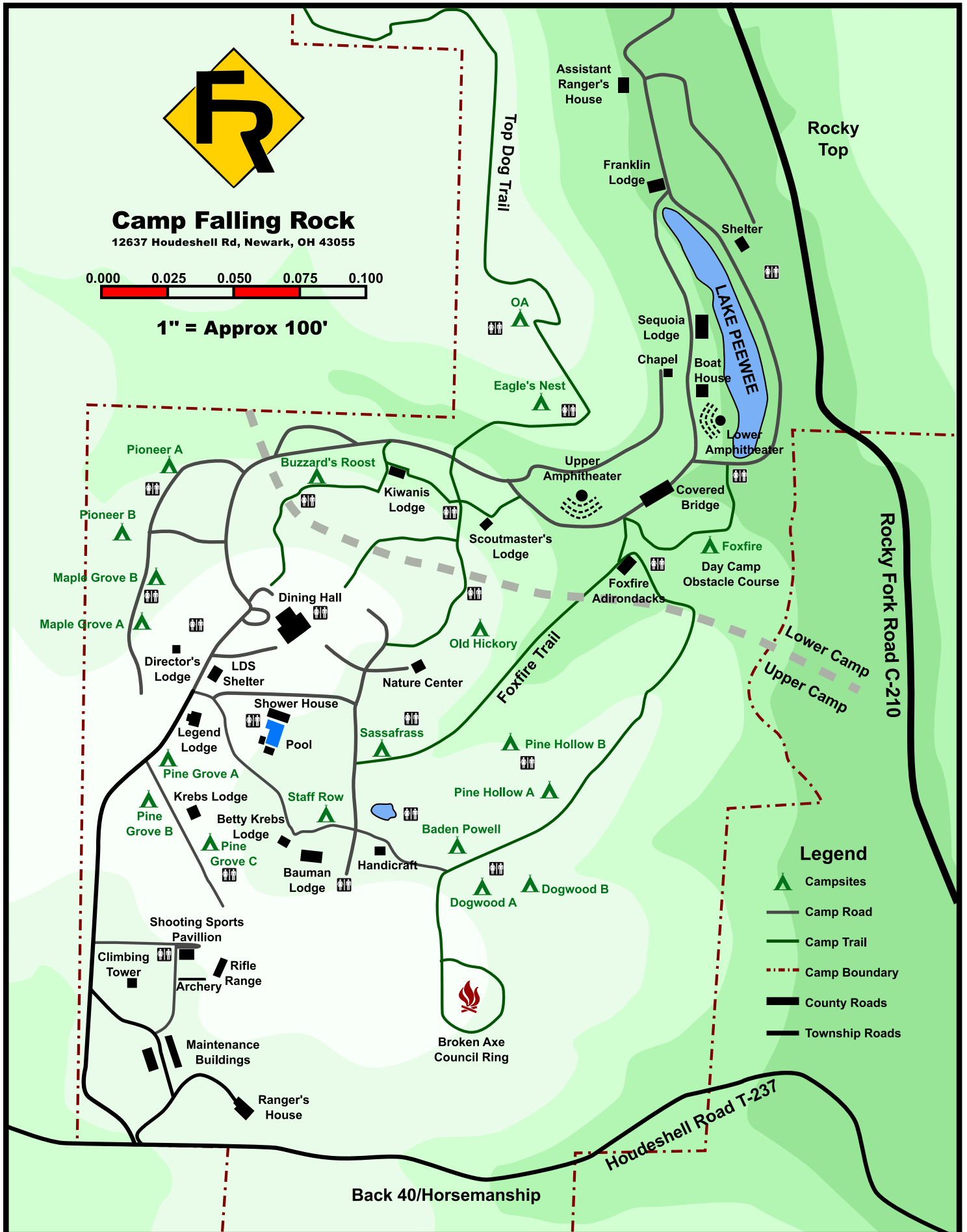


Camp Falling Rock

12637 Houdeshell Rd, Newark, OH 43055

0.000 0.025 0.050 0.075 0.100

1" = Approx 100'



DAY ONE



Wood Badge Course Schedule

Day One

- Check-in
- Orientation & Camp Tour
- Gilwell Field Assembly
- Course Overview
- Drive Vision, Mission and Values
- Know Thyself
- The Ticket
- Opening Lunch
- Den Meeting
- Communicate Effectively
- Include and Optimize Diverse Talent
- Blue & Gold Banquet
- Getting to Know You Game
- Leadership Connections
- Opening Campfire
- Cracker Barrel



Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Course Overview – Summary

Five Themes

Five themes are presented and discussed in this course, and they are implemented using 12 competencies. The themes are:

- Living the Values—about personifying the Scouting values and setting the example
- Growing—about knowing and growing thyself first and a commitment to continuous improvement and lifelong learning
- Connecting—the importance of personal relationships
- Guiding—focusing on enabling and developing others
- Empowering—ultimately helping other people to become healthier, wiser, freer, more autonomous, and more likely themselves “to serve and to lead”

14 Leadership Competencies

- Drive Vision, Mission, and Values
- Know Thyself
- Communicate Effectively
- Include and Optimize Diverse Talent
- Learn to Listen, and Listen to Learn
- Plan with a Bias for Action
- Develop Individuals and Teams
- Know the Territory
- Apply Interpersonal Savvy
- Manage Conversations
- Coach and Mentor
- Embrace and Lead Change
- Create a Culture — “Train Them, Trust Them and Let Them Lead!”
- Inspire the Heart

10 Leadership Theories in 5 Minutes (www.youtube.com/watch?v=XKUPDUDOBVo)



Drive Vision, Mission, and Values



Mission vs. Vision

"What we do now, who we serve, and how we serve them"

vs.

"A picture of future success"

Values

"Core beliefs that guide our behaviors and actions"

Boy Scouts of America – Vision

"The Boy Scouts of America will prepare every single youth in America to become a responsible, participating citizen and leader who is guided by the Scout Oath and Scout Law."

Boy Scouts of America - Mission

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

Boy Scouts of America - Values

Scout Oath

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

Scout Law

A Scout is:

Trustworthy, Loyal, Helpful,
Friendly, Courteous, Kind,
Obedient, Cheerful, Thrifty,
Brave, Clean, and Reverent.

**"The creation of a thousand
forests is in one acorn"**

- *Ralph Waldo Emerson*



Notes

[illegible]

Competency Summary

Know Thyself

Introduction

During Wood Badge, we will learn more about personal growth and personal planning. These concepts facilitate leadership skills useful in every aspect of our lives.

Self-Leadership

We cannot lead others if we cannot lead ourselves. And self-leadership is not always easy: as John Maxwell points out in *Leadership Gold*, "The toughest person to lead is always yourself." The key to self-leadership is the identification of personal values.

Personal Values

BSA is a values-based youth organization. Our values are reflected in the Scout Oath and the Scout Law, and other organizations are founded on personal values. For instance, Rotary International's motto is "Service Above Self."

Values reveal who we really are as a person, not who we would like to be or who we think we should be.

Your answers to your Personal Resource questionnaire may offer clues about the values that have influenced you, your leadership purpose, and your opportunities for growth.

Grow Opportunities

Identifying additional knowledge, attitudes, and skills needed to lead yourself will enhance your ability to lead others.

Leading Others

To lead others, you need to "lead from the inside out".

Your Take-Home Message

We cannot lead others until we work on leading ourselves. This requires looking inward and developing from the inside out by aligning personal values, communication style and behavioral style.

"Know yourself to improve yourself."

Auguste Comte – French Philosopher



Personal Values Worksheet

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	
7. _____	
8. _____	1. _____
9. _____	2. _____
10. _____	3. _____

"By choosing to embrace and practice good values every day, you may not always get what you desire, but you will always be the person you desire to be."

—John C. Maxwell, *Today Matters*





Wood Badge Ticket Worksheet

Name		Wood Badge Course Number	
Email Address		Home Phone Number	
Primary Scouting Position			
My Personal Vision of Success			
Ticket Counselor Name			
Ticket Counselor Phone Number			
Ticket Counselor Email Address			
Course Director Name			
Course Director Phone Number			
Course Director Email Address			

You have 18 months to work your ticket. If you have a question or concern about any part of your ticket, please contact your Ticket Counselor as soon as possible to discuss the issue.

Your ticket completion deadline is:

Ticket Goal	Write a short statement that gives a simple description or overview of this ticket goal.		
S Specific	<p>What exactly will you accomplish? Goals are clear, detailed, and unambiguous. A specific goal will usually answer the five "W" questions:</p> <ul style="list-style-type: none"> ▪ What: What do I want to accomplish? ▪ Why: Specific reasons, purpose, or benefits of accomplishing the goal ▪ Who: Who is involved? ▪ Where: Identify a location. ▪ Which: Identify requirements and constraints. 		
M Measurable	<p>This term stresses the need for concrete criteria for measuring progress toward the attainment of the goal. If a goal is not measurable, it is not possible to know whether progress toward successful completion is being made. A measurable goal will usually answer questions such as;</p> <ul style="list-style-type: none"> ▪ How much? ▪ How many? ▪ How will I know when it is accomplished? 		
A Attainable	<p>This term stresses the importance of goals that are realistic and attainable. While an attainable goal may stretch the goal-setter to achieve it, the goal is not extreme. An attainable goal will usually answer questions such as;</p> <ul style="list-style-type: none"> ▪ How can the goal be accomplished? ▪ What kind of roadblocks might interfere, and how can they be overcome? 		
R Relevant	<p>A relevant goal must represent an objective that the goal-setter is willing and able to work toward. A relevant goal will usually answer the questions;</p> <ul style="list-style-type: none"> ▪ Does this seem worthwhile? ▪ Why is this goal significant to my role in Scouting? 		
T Timely	<p>When will you achieve this goal? A commitment to a deadline helps focus efforts on completion of the goal on or before the due date. A timely goal will usually answer questions such as "when":</p> <ul style="list-style-type: none"> ▪ What can I do 5 months from now? ▪ What can I do 12 weeks from now? ▪ What can I do today? 		
Does This Goal:	Promote Diversity? <input type="checkbox"/> Yes <input type="checkbox"/> No	Promote Membership Growth and Retention? <input type="checkbox"/> Yes <input type="checkbox"/> No	Show a Line of Sight to the Youth? <input type="checkbox"/> Yes <input type="checkbox"/> No
Ticket Counselor Goal Approval:			Date:



WOOD BADGE

Wood Badge Ticket Worksheet

Name:	Joe Scouter	Wood Badge Course #	BSA-1308-1
Scouting Position:	Chapel Construction and Maintenance. I am the team leader for a group of workers that has built and now maintains the chapel. We use or create the resources necessary for us to complete our tasks and jobs.		
My Personal Vision of Success			
To construct and maintain the chapel and ensure its survival for years to come			
In the SMART spaces below, please include descriptions on how you will apply the leadership competencies to complete this ticket goal.			
Ticket Goal #1 Write a short statement that gives a simple description or overview of this ticket goal.	Plant acorns to provide the resources of timber for future generations to continue the use of the chapel.		

Wood Badge Ticket Worksheet

Name:		Wood Badge Course #	
Scouting Position:		Wood Badge Patrol	

Many experts on leadership and personal development emphasize how important it is for you to develop your own personal vision for your life. The Wood Badge ticket is intended to help develop your vision in scouting through the development of five specific personal goals.

Writing a good personal vision statement is going to take some thought and time, though it is meant to be short and not the great American novel. Choose the right words for you in a succinct manner that proves effective and helps you achieve your personal goals: determine your passion and abilities for your position in the BSA Program.

My Personal Vision for Success:

--

Determine Your Personal Goals: What are your goals in the Scouting Program? What do you intend to achieve by utilizing your abilities, skills, and your values? Identify all these to complete your vision statement. Whatever you think your abilities are, and the leadership competencies used to complete these goals, make a note of them.

Once you have planned your vision, turn your attention to developing five goals that will enable you to complete your ticket. At Wood Badge we use a well-known acronym for goal-setting, SMART, which stands for **Specific, Measurable, Actionable, Realistic, and Time-bound**. The idea here is that each goal should meet the SMART requirements. These goals will increase motivation and will lead to better results in attaining lasting improvement to scouting.

Remember life changes and your personal goals might have to be reevaluated and changed. Work through your ticket counselor on refashioning your personal goals.

Goal #1

--

Ticket Goal Expected Completion Date:			
WB Troop Guide Goal Approval:		Date:	
Ticket Counselor Goal Approval:		Date Goal Completed:	

Goal #2

--

Ticket Goal Expected Completion Date:			
WB Troop Guide Goal Approval:		Date:	
Ticket Counselor Goal Approval:		Date:	

Goal #3

--

Ticket Goal Expected Completion Date:			
WB Troop Guide Goal Approval:		Date:	

Ticket Counselor Goal Approval:		Date:	
--	--	--------------	--

Goal #4

--

Ticket Goal Expected Completion Date:		
WB Troop Guide Goal Approval:		Date:
Ticket Counselor Goal Approval:		Date:

Goal #5

--

Ticket Goal Expected Completion Date:		
WB Troop Guide Goal Approval:		Date:
Ticket Counselor Goal Approval:		Date:

Leadership Competencies

Ticket Goal					Leadership Competency
#1	#2	#3	#4	#5	
					Drive Vision, Mission, and Values
					Know Thyself
					Communicate Effectively
					Include and Optimize Diverse Talent
					Learn to Listen, Listen to Learn
					Plan with a Bias for Action
					Develop Individuals and Teams
					Know the Territory
					Apply Interpersonal Savvy
					Manage Conversations
					Coach and Mentor
					Embrace and Lead Change
					Create a Culture: "Train Them, Trust Them, Let Them Lead!"
					Inspire The Heart

This form is for your reference in creating your ticket goals. It is not required to be submitted as part of your ticket.



Patrol Position Roster

	Patrol Leader	Assistant Patrol Leader	Scribe*	Chaplain Aide***
Day One	(Denner)	(Assistant Denner)		
Day Two				
Day Three				
Day Four				
Day Five				

* The positions of scribe and chaplain aide may be held separately by the same individuals throughout the Wood Badge course, or they may rotate among several or all members of the patrol. Patrol leader and assistant patrol leader positions are to be rotated among everyone.

**On Day Five, a patrol's chaplain aide should not serve as patrol leader because of participation in interfaith worship service being conducted.



Woggle Tying

The Turks Head Knot a.k.a. The WoodBadge Woggle 42 inches of Paracord recommended!

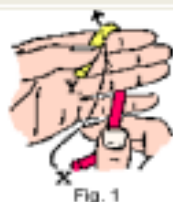


Fig. 1

Place the braid around three fingers of the left hand, palm up. The working end of the braid known as "X" and the stationary end as "Y".



Fig. 7

Thread end X under B (fig 6) over A and under B again (fig 7-8).

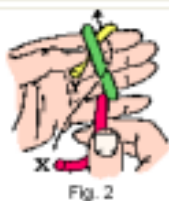


Fig. 2

Bring end x over the stationary end Y (fig 1) and around the back of the hand.



Fig. 8

Turn the hand over, palm up (fig 9). Bring end X along side of and parallel to end Y by threading the strand under A and over B (fig 9-10). Follow the direction of the dotted arrow.



Fig. 3

Thread end x over A and under Y thus forming B (fig 2-3).



Fig. 9

The Turk's head neckerchief slide is formed by following this strand Y around three times; i.e., until there are three braided strands parallel to each other all around the slide (figs 10, 11, 12)



Fig. 4

Turn the hand over, palm down.



Fig. 10

The second time around is indicated in fig 11 as well as the beginning of the third time around. Fig 12 indicates end X on the completion of its third time around.



Fig. 5

Loop A over B and B under A. Hold in position by placing the forefinger of the left hand between A and B.



Fig. 11

In doing this it may be necessary to take in the slack from time to time in order that there will be a sufficient amount of material to complete the slide.



Fig. 6

Thread end X under B through the crisscross loop thus formed by A and B



Fig. 12




It is important to adjust the slide so that it will be neat as well as the right size. Then, too, it will be necessary to remove the slide from the fingers when you thread end X around the for second and third time (fig 11-12).



Aims of Scouting

- Character Development
- Citizenship Training
- Mental and Physical Fitness
- Leadership

The Methods of Scouting

		
The ideals	The ideals	The ideals
The den	Patrol method	Group activities
Advancement plan	Advancement	Recognition
Family involvement	Association with adults	Adult association
Activities	Outdoor activities	High adventure
Home and neighborhood-centered	Personal growth	Teaching others
The uniform	Leadership development	Leadership
	The uniform	

CUB SCOUT DEN MEETING PROGRAM



DEN NO. _____ PACK NO. _____

MEETING PLACE _____ TIME _____

ADVENTURE _____ DATE _____

As den leader, use this form at your monthly pack leaders' or den leaders' meeting to plan the weekly den meetings. Indicate ways for the den chief and denner to help you in the den meeting.

BEFORE THE MEETING STARTS

Den leader, den chief, and adult partner (if a Tiger den) make final preparations; coach denner on part he is to take in the meeting; help denner arrange meeting place.

WHILE CUB SCOUTS GATHER

Collect dues; check at-home advancement activity; have everyone participate in a gathering activity.

OPENING

Simple opening ceremonies—song, yell, Scout Oath and Law, etc.; membership inventory; uniform inspection.

TALK TIME

Theme-related ideas; den's part in pack meeting; plans for special den activities.

ACTIVITIES

Den time to work on completing a required or elective adventure selected by the den.

CLOSING

Ceremonial moment to wrap up the meeting; a brief inspirational closing; say the Scout Oath or Law, or do a flag ceremony.

AFTER THE MEETING

Den leader and den chief review this meeting and discuss plans for next den meeting. Review next meeting assignment with denner. Help denner put room in order.

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

ACTIVITY:

EQUIPMENT NEEDED:

Competency Summary

Communicate Effectively

Communication Basics

Aristotle's theory of communication:

- Message
- Sender
- Receiver

This theory still applies today, as you experienced in the Zulu Toss Game.

Methods of Communication

Communication methods are diverse, often complex, and evolving. The types of communication range from face-to-face communication to various forms of electronic communication. In fact, communication has accelerated as technology has evolved. As Scout leaders, we must commit to change as the communication methods our Scouts use evolve.

Effective Communication

Great leaders are effective communicators. President John F. Kennedy's speeches are outstanding examples of effective communication. His speech covered in "Drive Vision, Mission, and Values" masterfully delivered clear, pointed, and important messages that presented life-changing visions.

Overcoming Barriers to Communication

Effective communication is often blocked by various communication barriers, including bias, environment, lack of clarity, language and cultural barriers, and/or lack of sincerity or common ground. We must develop strategies to overcome these barriers, such as communicating clearly, knowing the information communicated, or sincerely caring about the message and the receiver.

Applying Effective Communication to Scouting

Great Scout leaders are effective communicators. Whether leading a Cub pack committee, a Scouts BSA troop, a district training committee, or a council membership committee, our communication skills facilitate the accomplishment of goals that will enhance the Scouting experience for our youth. Moreover, effective communication will help us change the lives of our Scouts as we become better teachers, trainers, and mentors to the Scouts we serve.

REMEMBER:

GREAT LEADERS ARE GREAT COMMUNICATORS!



WOOD BADGE

Communication Methods

Communication method	Pros	Cons	Good for this type of Scouting communication
Face to face			
Print (letter or flyer)			
Telephone			
Text message			
Email			
Website			
Facebook			
Twitter			
Instagram			
Shared files (e.g., Google Drive)			

Notes

This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines running across the width of the page, typical of notebook or legal stationery. The background is a solid off-white color. There are no margins, text, or other markings present.

Include and Optimize Diverse Talent

Real-World Application Handout

Directions: Take two minutes to address the following.

1. Determine if there is a diversity issue within a unit or committee.
2. Decide on the best course of action to address the diversity problem, if there is one.

Then, share your findings with the rest of the dens.

1. Many of the new families in town have bilingual children, but their parents only speak their native language. How can we recruit and include them?
2. Our entire pack committee does not believe that girls should be BSA members. How can we get them to accept girls in Scouting?
3. Two third-graders in wheelchairs come to your pack meeting and want to join Cub Scouts. How can we best include them into a Bear den?
4. A local school is all Hispanic. They have not been exposed to Scouting, nor do they understand it. How can you bring Scouting to them?
5. There are several kids with cognitive challenges in the middle school. These youth have not yet been invited to join Scouting. How can you bring them into Scouting?
6. Meridian Grade School is culturally diverse. In fact, there are three different packs there, each a separate ethnic group. Is there a way to get them to be interactive? What would the benefit be?
7. The Scoutmaster and troop committee members of a new Scout troop want to ban cell phones and other electronic devices from troop campouts. How can you convince them that this might not be the best policy?
8. Your child tells you that a new Scout in your troop has acknowledged being gay. Will it influence your troop?



Include and Optimize Diverse Talent

Embracing and valuing different people and their talents creates an environment in which everyone wants to do their best. The Boy Scouts of America increasingly recognizes that success is dependent on those who can interact effectively and respectfully with all types of people. Research shows that engagement, innovation, teamwork and accomplishment can all be improved by truly valuing one another. Including and optimizing diverse talent will help you learn and benefit from the wealth of knowledge and experience that other people bring to personal relationships and to teams. It opens the door to new ways of thinking and new opportunities to build organizational success and personal growth.

Diversity Defined

Diversity is considered any dimension that can be used to differentiate the characteristics of people and groups from one another. It reflects only differences, not judgement.

We all have many talents. Finding and valuing the talents of others benefits everyone.

Introduction

Different types of diversity represent who we are, what we have experienced, and how we work with our values to benefit ourselves and others. Generational differences exist in all these areas:

- Human—gender, race, orientation, family, age, appearance, intellect, ability, etc.
- Cultural—language, lifestyle, heritage, beliefs, religion, traditions, income, technology access
- Organizational—teamwork, roles, relationships, affiliations, hierarchy, education

Values of Diversity

Diversity is an asset! It is the uniqueness each of us brings. Embracing and valuing others allows for the improvement and growth of all—in a group, community, or a nation. It allows us to learn new things from each other and to think from a different perspective, allowing us to better serve our youth.

Your In-group

- Do you rely on the same people most of the time?
- Do you tend to include them more than others?
- When you confine yourself to your in-group, you get the same results over and over.

Challenges

- How do you address the challenges you might face when attempting to incorporate diversity into your team or organization?
- Do you challenge unacceptable behavior?
- Don't be afraid to ask questions. It is how we truly begin to understand others. It is how we dispel stereotypes.



Achieving Diversity

- To truly value inclusion, we may need to offer accommodations and training to help others.
- Ask more questions! It is how we find new talent and ideas.
- We need to actively seek out those who are not being included and give them a reason and a means to participate and to contribute.

Common ground

- Just as with good communication, establishing what we have in common goes a long way toward working well together. We may have common needs, common interests, common talents.
- Focus on your shared goals and experiences.

Optimizing diversity

- Working together brings new and fresh ideas, the "I never thought of it that way" ideas.
- Going outside of our in-groups brings these new ideas in.

Overcoming Difficulties

- Setbacks happen. Trial and error can lead to success when we keep our minds open.

Your ticket

- Your ticket must promote diversity in some way. Scouting will be better because of it!

Summary

Think of the threads that make up a fabric—the MacLaren tartan for example. One thread alone is not so strong, but when woven together, the resulting fabric is strong, beautiful, and represents something to us. Each color gives life to the pattern, and that pattern tells a story of unity and the strength that comes from working together.

We are stronger together than when we are separate.

None of us is as smart or as strong as all of us

"The goal is to work toward a world where expectations are not set by the stereotypes that hold us back, but by our personal passions, talents and interests."

-Sheryl Sandberg – American technology executive and chief operating officer of Facebook



The Campfire Program Planner

How to use this sheet: Be sure that every feature of this campfire program upholds Scouting's highest traditions.

1. In a campfire planning meeting, fill in the top of the Campfire Program sheet (over).
2. On the Campfire Program Planner (below), list all units and individuals who will participate in the program.
3. Write down the name, description, and type of song, stunt, or story they have planned.
4. The MC organizes songs, stunts, and stories in a good sequence considering timing, variety, smoothness, and showmanship.
5. The master-of-the-campfire makes out the Campfire Program sheet (over).
6. Copies of the program are given to all participants.

Cheer Planner	Spot

Song Planner	Spot

Campfire Program Planner			
Group or Individual	Description	Type	Spot
Opening	Main event		
Closing			
Headliner			
Song leader			
Cheerleader			

#33696A



33696A • 2001 Boy Scouts of America



WOOD BADGE

Campfire Program

Place _____

Date _____

Time _____

Camp director's approval: _____

Campers notified _____	Area set up by _____
Campfire planning meeting _____	_____
M. C. _____	Campfire built by _____
Song leader _____	Fire put out by _____
Cheerleader _____	Cleanup by _____

Spot	Title of Stunt, Song, or Story	By _____	Time
1	Opening—and firelighting		
2	Greeting—introduction	M.C.	
3	Sing— Yell—		
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22	Closing		



WOOD BADGE

Campfire Leadership

Learning Objectives

As a result of this session, each participant will:

1. Tell why we have campfires
2. Describe the basic elements of a campfire
3. Share examples of good campfire elements
4. Plan a campfire that is appealing and meaningful to youth

This fun instruction period includes sharing examples of campfire material. Careful planning to involve staff members and course participants will make the session more fun and memorable for all.

Why Have a Campfire?

Begin this session by singing a rousing song or cheer. Ask the staff members: "Why do we have campfires?" List their responses on a flip chart. Guide the group to include the following:

- Fun—Enjoyment of all participants.
- Entertainment—The best kind of entertainment in the forest or camp setting.
- Fellowship—Deeper than just "fun"; here we bring the group closer together.
- Action—A time to let off some steam in a constructive, enjoyable way.
- Adventure—A well-performed campfire can be a memorable experience.
- Education—Teaching new skills and learning new things.
- Inspiration—A great opportunity to build the character of our Scouts.
- Leadership Development—An opportunity for a Scout to perform before a group.

Elements of a Campfire

During this portion of the session, use a chef's outfit and a big pot for a great visual aid. As you discuss each element, have a staff member demonstrate a short example of each.

A campfire program is like a great stew. Each ingredient is good by itself. Each ingredient adds and complements the others. The stew is best when each ingredient is added in the proper amount and in the proper order. Campfire programs are created the same way.

Opening Ceremonies

The opening ceremony sets the tone of your campfire program. Whether your evening is to be serious or silly, the opening still must be sharp and incisive. It must arrest and continue to hold the attention of the audience.

Of course, the type of campfire will determine the type of opening ceremony. Yours may reflect humor, mystery, or an American Indian setting that if properly done can be excellent and fit into Scouting very well. The lighting of the fire is usually considered a part of the opening ceremony.



Get your program under way fast and with plenty of enthusiasm. Use lively songs and cheers. You may want to include introductions early in the evening; if you have new campers present, you will certainly want to recognize them. Have each new camper lay a stick of wood on the fire to symbolize joining the group.

Short Takes

Stunts and skits, the main event of the campfire, should be planned and well-rehearsed.

Stunts are games or magic (sleight of hand, "mental telepathy") acts. They must have enough action and be visible to keep the audience's attention.

Ideally, a skit should last three to five minutes; longer than that and the crowd loses interest regardless of the punchline. Skits can be action-oriented, contests, humorous, or educational (how-to's and woodcraft).

Tell staff members about the following resources, which make campfire planning easier:

- *Scouting* magazine
- *Boys' Life* magazine, especially "Think & Grin"
- *Patrol Leader Handbook*
- *Troop Leader Guidebook*, 2 vols.
- *Scouts BSA Songbook*

These resources are all good, but the best one is imagination and the original stunts concocted spontaneously. Since original stunts are often tailor-made to fit local situations, they can be extremely entertaining, given some thought.

Cheers can be lots of fun and build a friendly atmosphere. Use cheers during the opening ceremony to set the tone of the campfire.

Applause can provide a variety of actions, including the "Round of Applause," "Big Hand," etc.

Run-ons are very short skits, ideal for filling in the seconds between acts. They keep the pace moving and can be planned in the program or impromptu. Every staff member should have two or three run-ons ready to go so that at the first sign of delay, one can be performed.

There are many good resources for skits, such as the jokes in *Boys' Life* magazine that can help get you started.



Songs

Songs help build enthusiasm and excitement at the beginning of the campfire program or help to slow the tempo to set the right atmosphere for the Scoutmaster's Minute at the end.

Tips for Song-Leading

- Song-leading can be very easy, even for the beginner, with a little practice. Successful song leaders
- know that singing boosts morale and that songs can build spirit and enthusiasm.
- Know the song well and be able to sing it alone and teach it confidently.
- Rehearse with other campfire participants, if possible, by determining who will do and say which parts. Be sure not start out poorly prepared, because you could lose your audience.
- Practice the song in advance, regardless of how well you know it. (Practice in front of a mirror or with a few supportive staff members.)
- Be sure to project energy and enthusiasm to your audience.
- Start off on the right foot by announcing to the audience the title song that will be sung. Don't ask, "Do you know this song?" or "Do you want to sing this song?" because invariably there will be negative feedback from the audience.
- Take charge: keep the introduction short and stay in charge during the song.
- For teaching a new song, teach a few lines at a time, and keep it short, since teaching at the campfire mars the mystical effect and makes the audience harder to control.
- Even with familiar songs, use song sheets or a songbook so the participants have a copy of the words.
- Hum the song or sing the first few words to establish the right pitch for the group.
- Keep the coaching period brief and repeat the words several times. Then have everyone read the song the first time or two at a slower pace, speeding up to full tempo only after the group becomes more familiar with it.
- Lead with their entire body if it's an action song but just with their hands if it's a slow song. Keep the audience at the same tempo using these actions.
- Move your head in time to the syllables of the words as they are sung. Regulate the volume by raising or lowering your hands.
- Put your whole body and enthusiasm into leading and get into the swing and rhythm of the time.
- Have the audience stand for action songs and stay seated for slow songs.
- After singing, tell audience members what a great job they did. That encourages them to sing.
- Avoid yelling, even with an enthusiastic group that tends to sing more loudly.

Of the many resources for songs to sing at camp, the best one is the *Scout BSA Songbook*.

Stories

Stories can be a real treat in any campfire with the right storyteller. Stories can come from a variety of sources, and the best ones have at least some truth in them. Scouts like stories of adventure and action. Serious stories can be used as a Scoutmaster's Minute to help teach or illustrate a moral point.



Telling a story well requires reading it several times and then several times more out loud. When the teller has the basic points down and feels comfortable with the plot, the story should be told out loud several more times, without the notes, for practice. New stories can be learned by reading them or hearing them from other storytellers. The best storytellers make their stories come to life by using imagination and personality.

Tell staff members about the variety of storytelling:

Ghost Stories

These are the most-requested type of campfire story but one that must be handled with care. In Scouting, we try to make Scouts feel at home in the woods. A good scare can be fun, but never try to frighten your Scouts with a ghost story.

A ghastly ghost story can spoil months of work, so don't make your ghost stories too tough—and always explain away the "supernatural" parts.

Adventure Stories

Your own imagination is your only limitation here. Adventures are the best choices for campfire stories. The adventure can be factual or fiction and involve Scouting, nature, historical elements, even things that have happened in camp. A Scout can describe the troop's last overnight adventure. Poems such as Robert Service's "The Cremation of Sam McGee" and "The Shooting of Dan McGrew" will work, too.

Humorous Stories

American folklore with its tall tales and impossible exaggeration falls almost automatically into this category. There are fine humorous stories in some of Mark Twain's books.

Hero Stories (Inspirational)

The Bible is an outstanding source of hero stories. Sometimes stories of legendary or American Indian heroes can be used. War heroes, particularly those with a Scouting background, make fine story subject. Great explorers and pioneers furnish wonderful material for stories of heroes.

Miscellaneous Stories

Included in this category are stories by the Scouts themselves such as "Things I never knew 'til now" and reports of the day on various camp or troop activities. The moral-tipped short stories used in the Scoutmaster's Minute come under this heading, as well as the "look-at-this" stories by a naturalist or master hiker.



Showmanship

Showmanship is the real gravy of the campfire stew. All campfire acts must be practiced so that they can be performed well. Plan the order of acts so the pace of the campfire flows smoothly.

Costumes can be used to help the audience visualize roles in skits, run-ons, etc.

Simple costumes work best since they allow performers to quickly slip in and out of characters. Costumes must be tasteful, too.

Keep these tips in mind when planning your campfire.

Follow the fire. This is rule No. 1. When the fire leaps high, make the program lively and loud. As it dies down, the program becomes quieter and deeper.

Plan the program by putting the second-best stunts or skits last and the best ones first. Put noisy, lively stunts early in the show and quiet stunts toward the end.

Vary the structure. The leader can break things up by scattering stunts or skits among individuals in the crowd who will be leading group stunts for the program.

Use a tom-tom in the distance. The tom-tom makes an excellent mood-setter for the pre-opening ceremony.

Create a torch-lit trail for the assembly's approach to the campfire. Use No. 10 cans filled with kerosene-soaked sand, buried in the ground.

Sing during the approach. Singing sounds wonderful to visitors at the fireside, with the music faint in the distance and then louder as the troops arrive and take their places.

Create campfire traditions. Tradition just naturally clings to a campfire. Here is a good tradition builder: Make a ceremony of saving some of the embers of the season's last big council fire. At the first council fire of the next season, put them in the fire and tell something about the previous season.

Encourage audience participation. This is vital to almost any successful campfire program. Songs work well.

Use recognition during the program. Time for either awards or appreciation should be reserved on the campfire program.

Utilize inspiration. Successful campfires incorporate inspiration by place, procedure, and program; a combination of the three contributes mightily to showmanship.

Leave campfire quietly. Don't allow running or shouting.

Conduct campfires infrequently. Don't have campfires too frequently. You want the campfire to remain a special event (even steak eaten three times a day becomes old stuff.).



Closing Ceremony

Make the closing ceremony quiet and inspirational. Use quiet songs and maybe a thought or Scoutmaster's Minute. Key Scouters can help here. "Call to Quarters" or "Taps" sounded way off on a hilltop or in the distance adds just the right touch.

Maintain crowd control. This might be easy with a small group, but organizers should control larger crowds before they reach the campfire area by insisting on a silent approach to the council ring: "In our camp, no one ever makes a sound on the council ring trail. It's an old tradition." Use Scouts and Scouters from the Order of the Arrow or old-timers as guides. Be sure that there is enough light in the campfire area for the Scouts to find their seats easily. If the crowd is big, the program director and guides should allocate seating areas during daylight. Then the job at night will be easier.

Maintain discipline. The leader must be quick but tactful in addressing any disciplinary issues that may arise. Explain at the outset that "We just don't do any razzing or booing here." If it starts, the leader must address and stop it immediately.

Types of Campfires

There are several campfire types to choose from.

General	Include some of all the elements of a campfire: songs, skits, run-ons, cheers, stories, and stunts. This is the most common type of campfire. Generally, the staff will put on an opening campfire for campers on the first evening. On the last evening, many camps have a campfire that involves selected troops and staff acts to round out the program. This presents a great opportunity for entertaining parents and guests.
Songfest	A great opportunity to sing favorite songs and learn new ones.
Storytelling	An opportunity for the great storytellers to spin their yams.
Educational/Inspirational	Generally more calm songs set the mood, with the bulk of the time devoted to a motivational, educational, or inspirational speaker.
Award	An awards ceremony opportunity such as a court of honor or Order of the Arrow recognitions.
Specialty	You make up your own. One camp had a theme that all the acts (songs, skits, etc.) followed for the program. Other specialty programs start out in the campfire bowl and move around camp as the story is played out. Some of the specialty themes that camps have used include "Come and See," "Search for the Lost Dutchman's Gold Mine," and "Find Black Jack's Hideout."



Campfire Planning

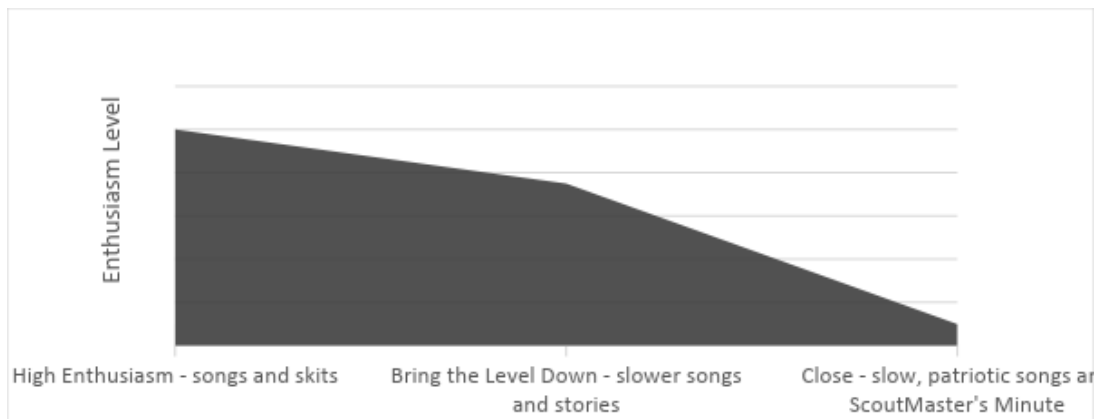
Camp-wide campfires are planned, well-rehearsed productions staged by staff members and where everyone has a role to play. Usually, it is the same show each week with little change. Troop campfires, however, allow patrols to put on songs, cheers, stunts, and skits. Note the difference, and don't try to make a troop campfire like a camp-wide campfire.

When staff members are invited to troop campfires, they should be ready to lead a song, tell a story, or provide a stunt. This is an opportunity for staff members to be model leaders.

While planning the camp-wide campfire, remember that Scouts are used to instant excitement and entertainment because of the fast pace of television. (Television commercials are placed an average of every 7.5 minutes to break up the pace of programming and to keep the viewer's attention to the program. Even the best skits, stories, etc., have difficulty holding the audience's attention for more than 7.5 minutes.)

Opening	Use a rousing song or cheer to build audience enthusiasm and participation, followed by a fire lighting (or have the fire pre-lit).
Closing	Use a Scoutmaster's Minute to train, inspire, and motivate.
Length	Campfires must move along at a quick pace. The ideal length is one hour, and they should not be less than 45 minutes or longer than 75 minutes. Keep the television model in mind; it-coms last 30 minutes, dramas last an hour.
Written Agenda	It is very important that the campfire program agenda be written and shared. Computers and copy machines make it easy to share copies of the program with all participants. The agenda informs everyone about when to go on and when to be ready so that there are no pauses between acts. This works well in most situations. When it is not possible to share a written agenda, the master of ceremonies should announce who is up and who is up next to keep the pace moving.
Three-Second Rule	At no time should there be a pause in the campfire program of more than 3 seconds. To keep the enthusiasm at the desired level in a camp-wide campfire, staff members should perform run-ons or cheers if a unit or staff act is not prepared.
Follow the Flames	The pace and level of enthusiasm should follow the flames of the campfire. At the beginning of the fire the flames leap high. The fire burns brightly for a time and begins to fade until only the coals are left. The fire and the program build quickly, but after a time the flames and the enthusiasm fade until the end.





Campfire Standards

It is important that camp and program directors take the lead, with support from staff members, by not allowing unacceptable program material to be performed at a campfire. The unit leader or master of campfire should screen all acts prior to performance at a camp-wide campfire. In Scouting, we teach positive moral values. Campfire programs should be the place where the positive example is set.

Prohibited activities include:

- **Toilet humor**—anything that involves bodily functions, toilet paper, etc.
- **Water**—where the audience or participants get wet.
- **Embarrassing an audience member.**
- **Disparaging remarks**—about mental or physical disabilities, religious groups, racial and ethnic backgrounds, and others.
- **Portraying violent behavior.**
- **Anything with sexual overtones.**
- **Anything that is not in keeping with the ideals of the Boy Scouts of America.**

Ask staff members how the don'ts can be controlled. State that in parts of our society the "don'ts" has become pervasive and, to some, acceptable. But in Scouting, we have standards and can and must rise above "gutter entertainment." If any of these unacceptable items do slip into the campfire program, as the leader, stop them mid-act and move on to the next act.

If an unacceptable act does get "on stage," it is important for the camp or program director to stop the act before it gets too far. One camp uses a "tree check" to take care of the situation. A senior staff member who recognizes an unacceptable act yells, "Tree check!" and all the staff members begin yelling "Tree check!" and start checking the trees around the campfire bowl. This creates enough confusion in a humorous way that the camp or program director can go to the stage and quietly explain that the skit is not appropriate and move the group off stage. Ask staff members for other positive suggestions to handle this unfortunate situation.



Putting It All Together

Now that staff members have reviewed the basics, it is time to put into practice what they have learned by staging a make-believe campfire.

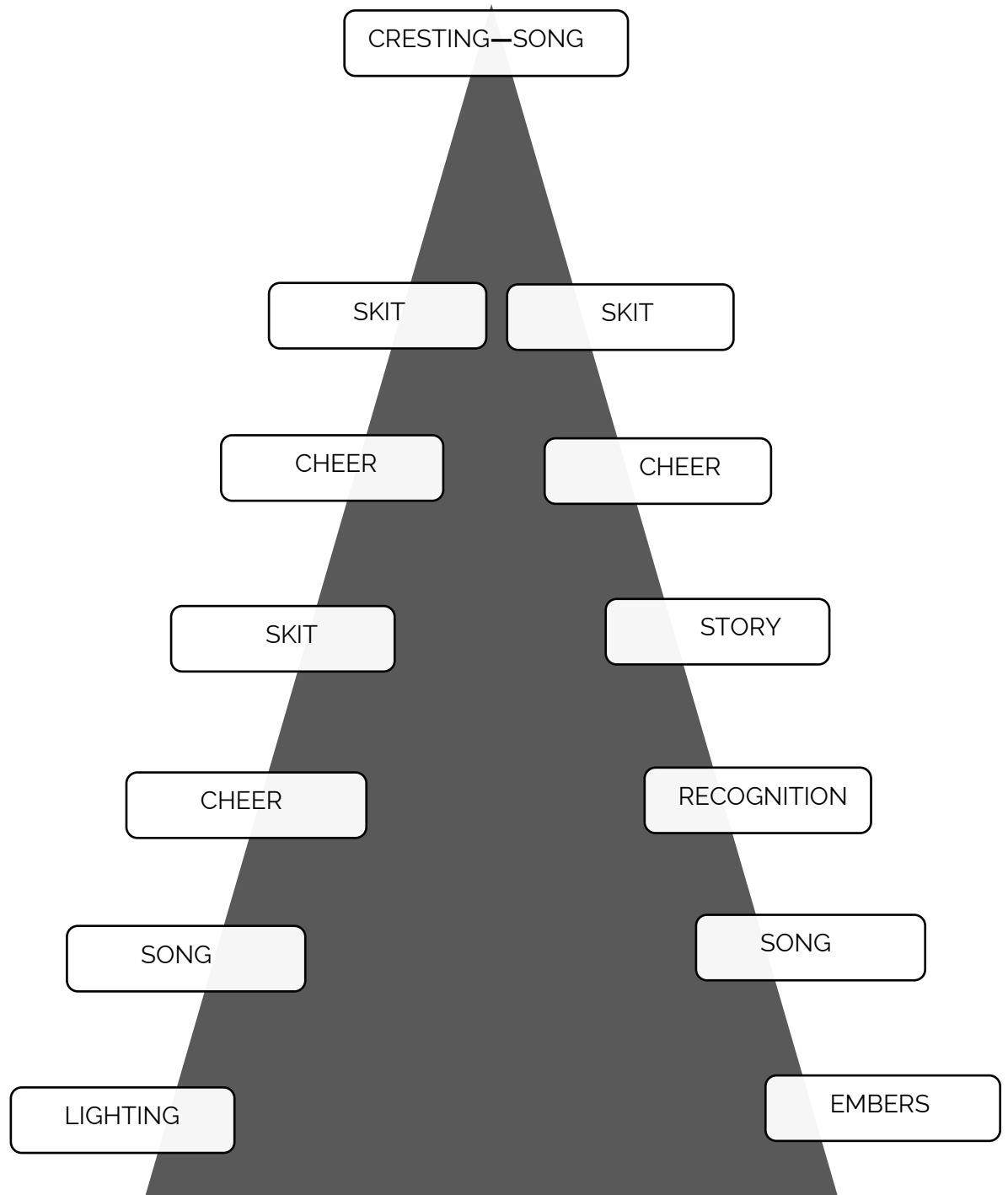
Use a triangular 2-by-4-by-8-foot form to represent the campfire. In the lower left is the lighting of the campfire, the apex is the cresting of the fire, and lower right-hand side represents the fire fading to embers.

In advance, the instructor will need to nail the form to a base and then attach the prepared signs—Lighting, Crest and Embers—in each corner of the triangle with pushpins.

Ask staff members to help build a campfire program. Use stiff card stock previously cut into pieces 24 inches wide and 12 inches high. Attach elements of a campfire on the frame at appropriate locations. Tell staff members, "Let's just get the order we want for our campfire."

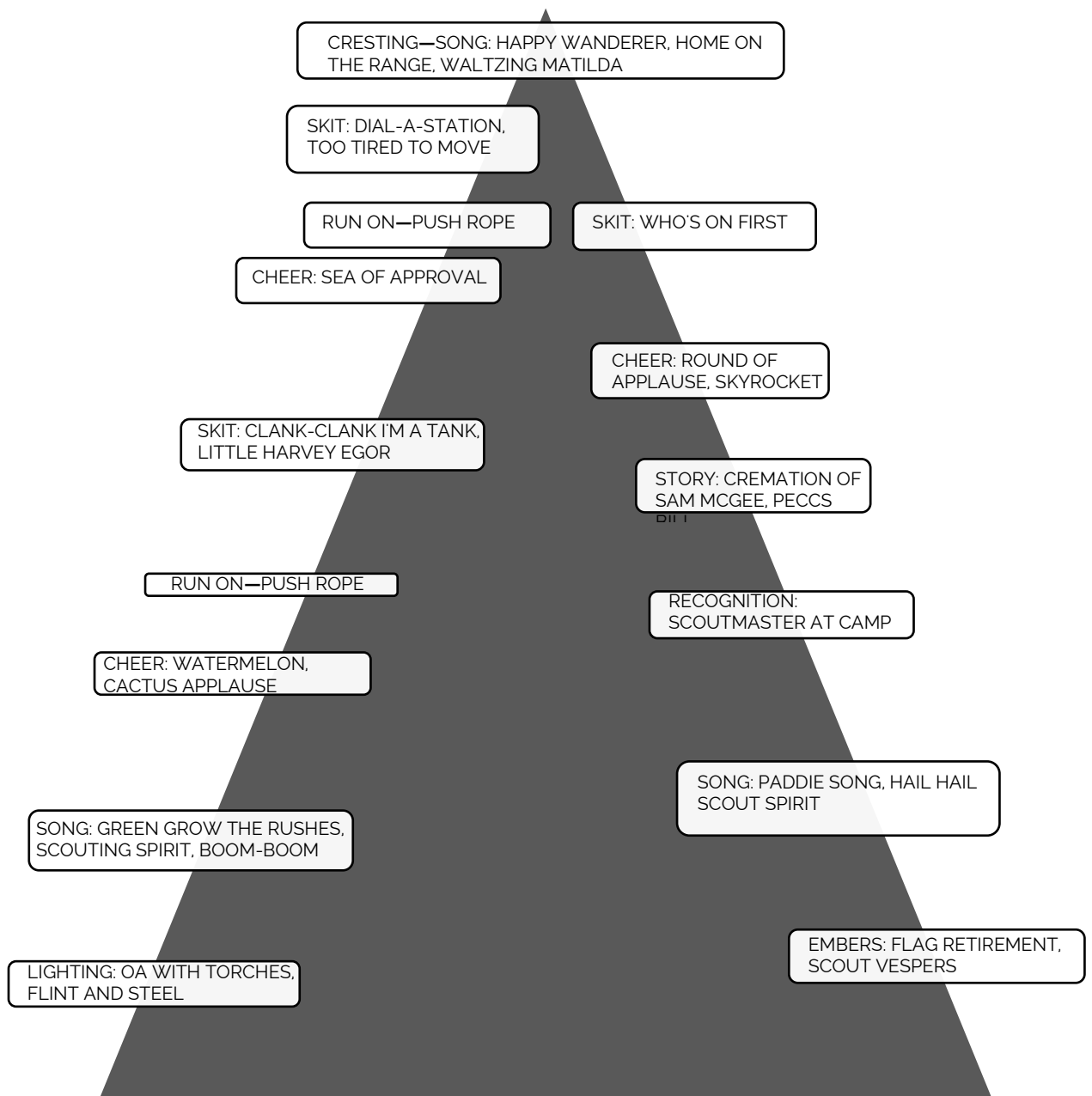
Below is a sample of what It might look like.





Ask staff members to suggest specific songs, skits, and stunts, cheers, stories, and an opening and closing underneath each of the headings on the cards.

Below is a sample of what it might look like.



Get very specific and quickly select which suggestions to use at the campfire.

Now transfer this list to the Campfire Program Planner, and complete with the following information:

- Assign who will do what.
- Assign times.
- Go through the mock campfire as practice. (Use sample stunts and skits from the *Cub Scout Leader How-To Book* and *Group Meeting Sparklers*.)

DAY TWO



Wood Badge Course Schedule

Day Two

- Breakfast and Patrol Self-Assessments
- Gilwell Field Troop 1 Assembly
- Troop 1 Meeting
- Patrol Leaders' Council (PLC)
- Learn to Listen, Listen to Learn
- Lunch
- Plan with a Bias for Action
- Develop Individuals and Teams
- Leadership Connections
- Ticket Time
- Patrol Meeting
- Dinner
- Know the Territory
- Troop Campfire Program
- Cracker Barrel



Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Roles and Responsibilities of Patrol Leadership

Role and Responsibilities of the Patrol Leader
<ol style="list-style-type: none">1. Take a leading role in planning and conducting patrol meetings and activities.2. Encourage patrol members to fully participate in the Wood Badge course and to achieve all they can.3. Represent the patrol as a member of the patrol leaders' council (PLC).4. Set a good example by living up to the Scout Oath and Scout Law.5. Practice using the leadership and team skills being presented during Wood Badge presentations.6. Ensure that daily patrol self-assessments are carried out in a timely, effective manner.7. Provide patrol members with all the resources and information they need to succeed.8. Empower the patrol to become the best it can be.9. See that the patrol is prepared for all course presentations and activities.

Role and Responsibilities of the Patrol Chaplain Aide
<p>In concert with the chaplain aides of the other patrols and with the assistant Scoutmaster assigned to coordinate their efforts, the patrol chaplain aide will:</p> <ol style="list-style-type: none">1. Learn what resources are available that can be used for religious observances during the course and make that information available to the rest of the patrol.2. Develop and help present the participants' interfaith worship service.3. Assist in conducting any other religious observances that may arise during the Wood Badge course.4. Set a good example by living up to the Scout Oath and Scout Law.



Role and Responsibilities of the Assistant Patrol Leader
<ol style="list-style-type: none">1. Assume the responsibilities of the patrol leader whenever the patrol leader is unable to do so.2. Encourage patrol members to fully participate in the Wood Badge course and to achieve all they can.3. Assist the patrol leader in empowering the patrol to become the best it can be.4. Set a good example by living up to the Scout Oath and Scout Law.

Role and Responsibilities of the Patrol Scribe
<ol style="list-style-type: none">1. Provide interesting and timely material about the patrol to the publisher of the Gilwell Gazette—the daily newspaper of the course. (The publisher of the Gazette may hand out guidelines to help the scribe fulfill their duties or may briefly meet with all the patrol scribes to discuss how best they can assist in making the Gazette a worthwhile publication.)2. Set a good example by living up to the Scout Oath and Scout Law.

Role and Responsibilities of the Patrol Member
<p>For a patrol to succeed as a team, each of its members must</p> <ol style="list-style-type: none">1. Fully participate in the Wood Badge course and achieve all he or she can.2. Practice using the team development skills introduced during Wood Badge presentations.3. Help his or her patrol meet its obligations to fulfill assignments including the development and presentation of the patrol project.4. Set a good example by living up to the Scout Oath and Scout Law.5. Have fun!



"What Are You Most Afraid Of?"

Work Sheet

Below is an alphabetized list of 14 common fears. You have two tasks:

1. Working on your own, rank all 14 items in the order in which you think a survey of respondents from throughout the United States ranked them. Rank them from "1" (most feared) to "14" (least feared).
2. Once everyone has completed the individual ranking, work together as a patrol to come up with a patrol ranking or average for each item, again using "1" for most feared, up to "14" for least feared.

Fear	Individual Ranking	Team Ranking
1. Darkness		
2. Death		
3. Deep water		
4. Dogs		
5. Driving/riding in a car		
6. Elevators		
7. Escalators		
8. Financial problems		
9. Flying		
10. Heights		
11. Insects and bugs		
12. Loneliness		
13. Sickness		
14. Speaking before a group		



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Start, Stop, Continue Worksheet

Category	Assessment
Start	<p>In our patrol, what should we put in place to improve? (Some things we should START)</p> <p>1.</p> <p>2.</p>
Stop	<p>In our patrol, what is not working? (Some things we should STOP)</p> <p>1.</p> <p>2.</p>
Continue	<p>In our patrol, what is working well? (Some things we should CONTINUE)</p> <p>1.</p> <p>2.</p>

Learn to Listen, Listen to Learn

Understanding Listening

Effective listening is a leadership skill. As a critical part of two-way communication, effective listening connects us to others, contributes to the creation of trust and understanding, and facilitates awareness of the strengths of others. In short, effective listening is the cornerstone of the building blocks of friendships and teamwork.

Effective Listening

Effective listening is composed of active listening and empathetic listening. Active listening demonstrates to the speaker that the listener has heard and understands the message the speakers intended to convey. Empathetic listening is the listener's sincere attempt to deeply understand what the speaker is saying.

To be effective, listening should be both active and empathetic.

Barriers to Effective Listening

There are barriers to effective listening, including the listener's bias, environment, and personal circumstances. The listener's self-awareness of his or her strengths, weaknesses, environment, and personal situation are strategies to overcoming barriers to effective listening.

Application of Effective Listening Skills

Effective listening is necessary to every Scouting experience, especially adversarial situations. Effective listening mitigates conflict with Scout parents, other Scout leaders, and, most importantly, Scouts. It enables everyone to focus on problem solving. Moreover, as a Scout leader uses effective listening to manage conflict with Scouts, the relationship with the Scout will be strengthened. In turn, this strengthened relationship enables the Scout leader to better teach, train, and mentor the Scouts. By effectively listening, the leader can move the conflict toward a positive outcome.

Listeners should always strive to create a positive present as opposed to a negative past.



Giving and Receiving Feedback

Giving and receiving feedback is a basic element of team development, leadership, and friendships. Feedback is critical to our development as leaders.

- **Giving Feedback:**
To be effective, feedback must be based on helpful motivation, should address behavior that can be changed, should deal with specifics, and must be constructive. Feedback is nonjudgmental: it only describes behavior; it does not evaluate behavior.
- **Receiving Feedback:**
Effective leaders seek feedback because it almost always provides helpful information. Effective listening is key to receiving feedback in ways that will improve the leader. It is crucial that the leader be aware of his or her feelings when receiving the feedback to avoid a negative, angry, or defensive response.

Remember: Feedback is a gift!



Tips on Giving Feedback

1. Consider your motives. Feedback should always be helpful. Otherwise, there is no reason to offer it.
2. Find out if the other people involved are open to receiving feedback.
3. Give feedback in a comfortable, private setting.
4. Give feedback in person, using body language that is non-threatening and conveys that you care.
5. Deal only with behavior that can be changed.
6. Deal with specifics, not generalities.
7. Describe the behavior; do not evaluate it.
8. Let the other person know the impact the behavior has on you.
9. Use an "I" statement to accept responsibility for your own perceptions and emotions.
10. Be constructive. Rather than dwelling on the negative, focus on opportunities for improvement.
11. Listen carefully to the other person's response and rephrase what they say to be sure you understand them.
12. You can give caring feedback without a good technique, but the slickest technique in the world will not hide a lack of caring.



Tips on Receiving Feedback

1. Seek out feedback—It will nearly always provide you with information that will in some way help you improve your performance.
2. Listen—Allow the person giving feedback to speak.
3. Listen carefully—Receiving feedback requires a heightened awareness of yourself and the person offering the feedback.
4. Listen actively—Restate the feedback in your own words so the speaker knows that the message you are receiving is the same as the one s/he intended to send.
5. Listen empathetically—Put feedback in its proper context by observing the speaker's body language, tone of voice, and emotions. Consider the speaker's reasons for offering feedback.
6. Be self-aware—Notice how you are feeling when someone offers you feedback. If you tend to react negatively, take a deep breath and try your best to keep your emotions in check. Becoming angry or defensive can cloud your ability to listen effectively.

Remember, feedback is a gift.



Plan with a Bias for Action Summary

How to Manage and Lead a Project—The Leadership

- Be the real boss of the adventure, empower your people.
- Manage Performance and Monitor Progress. Keeping a pulse on your project team, and the project itself to ensure forward progress.
- Close/Celebrate: Prepare a closeout report that compares the original goals to the outcome, and that captures "lessons learned" both good and bad. This is the time to save the plan so it can be repeated. Celebrate your success!

Your Role as a Leader should match the team's needs:

Leadership Role Throughout a Project	
Steps of Project Management	Role of Leader
1. Assess	<ul style="list-style-type: none">• Explain and direct• Guide their thinking
2. Plan	<ul style="list-style-type: none">• Lead from within• Demonstrate• Gain agreement
3. ACT (Action Changes Things)	<ul style="list-style-type: none">• Guide and enable• Manage performance and monitor progress• Coach• Mentor• Encourage• Celebrate success

If we take the time to create our blueprint for our event, we have an opportunity to engage more people, in the right ways. We have a higher chance for success and team happiness. You as the leader will have the tools you need to create a path for your team to achieve success.

"Individual commitment to a group effort—that is what makes a teamwork, a company work, a society work, a civilization work." —Legendary Green Bay Packers head football coach Vince Lombardi

"You are what you do, not what you say you'll do." —Carl Jung, Swiss psychiatrist and founder of analytical psychology

"Love is at the root of everything; all learning, all parenting, all relationships—love or the lack of it—and what we see and hear on the screen is part of who we become."
—Fred Rogers of "Mister Rogers' Neighborhood"



Campout Shopping List

Campout Date: _____

Number of Campers: _____

Item	Portion	Amount Needed	Approx. Cost

Approved By:_____

Date: _____





Duty Roster

Campout Date: _____

Patrol Roster	Duty	Day 1	Day 2	Day 3
	Water			
	Campfire			
	Wood			
	Cooking			
	Breakfast			
	Lunch			
	Dinner			
	Clean-up			
	Cracker Barrel			

Approved By: _____

Date: _____

Vision of Future Success

Goals

Goal 1: Measures of Success:					Goal 2: Measures of Success				
	Task	Person Responsible	Time Frame		Task	Person Responsible	Time Frame		
1				1					
2				2					
3				3					
4				4					
5				5					
6				6					
7				7					
8				8					

Notes

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Rockets Activity Planning Worksheet

Initiate Project, Create the Framework

Problem, opportunity, or situation to ACT on:

Project goals:

Objectives:

Measure of success:

Approach or method:

Assumptions Risks, Constraints:



Develop Individuals and Teams

Stages of Team Development

- Forming—The team meets, begins to get to know one another, and establish ground rules.
- Storming—Members start to communicate their feelings, yet still view themselves as individuals rather than a part of a team. They disagree and are not yet aligned.
- Norming—People feel part of the team, realizing that they can accomplish tasks if they accept and include other points of view.
- Performing—The team works in an open and trusting environment where flexibility is the key to consensus, and hierarchy is of little importance.
- Adjourning—The group completes its work, recognizes member contributions, and celebrates success.



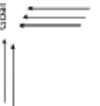

Selecting Leadership Styles

- Step 1. Determine the leader or team, and the task to be accomplished.
- Step 2. Determine the (readiness) level of the individual and/or team, based on competence (skill) and commitment (will).
- Step 3. Determine and use the leadership style that best matches the individual and/or team needs in that time and circumstance.
- Repeat process as time and circumstances evolve

To bring out the best in individuals and teams,
a leader must match the developmental level of the individuals or teams
based on competence (skill) and commitment (will) for the current task.



Develop Individuals and Teams

Stages of Team Development By Bruce Tuckman 1965 Phases most teams experience to grow, face challenges, tackle problems, find solutions, plan work, and deliver results.	Forming "Pickup Sticks" 	Storming "At Odds" 	Norming "Coming Around" 	Performing "As One" 	Adjourning/ Celebrating Success
Leadership Styles Based on work by Fiedler, Blake/Mouton, and situational leadership by Hersey/Blanchard (approximately 1958 to present).	Directing Low Competence High Commitment	Coaching Some Competence Low Commitment	Supporting Rising Competence Variable Commitment	Delegating High Competence High Commitment	"Different strokes for the same folks!"
Competence (Skill) The measure of a person's or team's knowledge, training, skills, education and experience.	High Not ready Low			High Ready Low	Selecting Leadership Style Step 1: Determine the leader or team, and the task to be accomplished. Step 2: Determine the (readiness) level of the individual and/or team, based on competence (skill) and commitment (will).
Commitment (Will) The person's or team's attitude, motivation or level of confidence.	High Low			High Low	Step 3: Determine and use the leadership style that best matches the individual and/or team needs in that time and circumstance. Repeat process as time and circumstances evolve.
Descriptions of Leadership Styles "Understanding how individuals and teams develop can help leaders match their leadership style to best meet the needs of those they serve."	Telling Explaining Establishing Leaders provide specific instructions, what must be done, how to do it, what success looks like and closely supervise performance.	Selling Demonstrating Persuading Leaders clarify decisions, answer questions, show how, and model the expected task and/or behavior.	Participating Guiding Collaborating Leaders allow follower(s) the opportunity to act on their own. Share ideas, offer support & facilitate decisions if needed.	Monitoring Enabling Fulfilling Leaders empower followers with responsibility for the task, turn over accountability for decisions and implementation.	

The Teaching EDGE Model

The EDGE method is usually used when teaching a skill.

The Scouting learning model is called "experiential," which means learning by doing, not just by listening but by studying and testing. After setting learning objectives, our goal is to teach according to the objective, give the person being trained time to practice, and then check their understanding and skill level.

First Stage—Explain

Here, the Instructor does these things:

- Explains value of the subject.
- Evaluates the skill level of group.
- Assesses previous knowledge of the subject.
- Catches the interest of and motivate learners.

Second Stage—Demonstrate

In this phase:

- Information and/or skills are shown by the facilitator to the group.
- Individuals with previous knowledge of the subject may provide input or ask questions.
- Ways to demonstrate include: lecture, video, game, role play, coaching.
- Toward the end of this phase, depending on the subject, the learners are likely to begin to try the skill and interact with each other and the facilitator as they start to practice. This leads right into the next stage.

Third Stage—Guide

- The participant/team begins to practice the skill with coaching and guiding by the facilitator or other in the team with knowledge of the skill. This stage is an application attempt by the learners as they gradually demonstrate ability to employ the skill unassisted. For example, they show they can tie the square knot without help.

Fourth Stage—Enable

- The participant/team makes a judgement that he/she has learned the skill, shows that he/she can complete the defined task, and gains confidence about acquiring new learning, knowledge, and/or skills.
- The facilitator also judges that the skill has been learned, and reinforces the new learning, knowledge and/or skill that has taken place. This allows the facilitator to conclude that the individual or team is more capable.



VARIATIONS

1. Because learning can be challenging, facilitators need to cover the nuances of this learning method.
2. During any phase of the EDGE method, if learning is not taking place, it may be necessary to move back a phase to do more practice or explain the skill more completely to the participants. This is often referred to as recycling.
3. Evaluation is taking place continually by the learners and the facilitator as the group moves between the four phases.
4. For many skills, the demonstrate and explain phases may work better in reverse order or by conducting them simultaneously.
5. Sometimes a learning opportunity arises that is not planned. If youth are putting up a tent incorrectly, it might be the time to use the EDGE method to teach them the skill again.
6. The use of questions throughout the EDGE process is valuable because it allows the group members to participate and helps everyone know who has expertise in this subject area.
7. Using questions or a simple test at the beginning of the explain phase may also avoid dragging the session out if it is apparent that the group is generally skilled or familiar with the subject.
8. Learning objectives are crucial to having a standard against which to evaluate the success of the learning experience.
9. The four phases of the EDGE model do not have to be immediately sequential. The explain and demonstrate phases might happen on one day but the guide and enable phases happen another, when a real-world opportunity arises to show the skill.



DAY THREE



Wood Badge Course Schedule

Day Three

- Breakfast and Patrol Self-Assessments
- Gilwell Field Troop 1 Assembly
- Interfaith Worship Instruction and Service
- Troop 1 Meeting
- Apply Interpersonal Savvy
- Lunch
- Patrol Leader's Council (PLC)/Chaplin's Aide Meeting
- Managing Conversations
- Coach & Mentor
- Leadership Connections
- Day 3 Recap
- Gilwell Field Troop 1 Assembly



Notes

[illegible]

WOOD BADGE COURSE

INTERFAITH WORSHIP SERVICE



CALL TO WORSHIP (*From the Scouts BSA Handbook for Boys and the Scouts BSA Handbook for Girls*)

Leader: A Scout is Reverent.

All: **A Scout is reverent towards God.**

Leader: A Scout is faithful fulfilling religious duties.

All: **A Scout respects the belief of others.**

OPENING PRAYER **"A Muslim Prayer for Peace"**

O Allah unite our hearts and set alight our mutual affairs.
Guide us in the path of peace, liberate us from darkness by Your light,
Save us from enormities whether open or hidden.
Bless us in our ears, eyes, hearts, spouses, and children.
Turn to us; truly You are Oft-Returning, Most Merciful,
so that we may continue to receive it and complete Your blessing upon us.

OPENING SONG **"Let There Be Peace on Earth"**

(by Miller & Jill Jackson)

Let there be peace on earth and let it begin with me.
Let there be peace on earth, the peace that was meant to be.
With God as our father, brothers all are we.
Let me walk with my brother n perfect harmony.

Let peace begin with me, let this be the moment now.
With every step I take, let this be my solemn vow.
To take each moment, and live each moment in peace eternally.
Let there be peace on earth, and let it begin with me.

PRAYER **"A Buddhist Prayer - Offering the Mandala"**

The ground sprinkled with perfume and spread with flowers,
The Great Mountain, four lands, sun and moon,
Seen as a Buddha Land and offered thus,
May all beings enjoy such Pure Lands.

I offer without any sense of loss
The objects that give rise to my attachment, hatred, and confusion,
My friends, enemies, and strangers, our bodies and enjoyments;
Please accept these and bless me to be released directly
from the three poisons.

(*The three poisons are greed, confusion, and ill will*)

RESPONSIVE READING **"The Scout Beatitudes"**

Leader: Blessed are the Scouts who are taught to see beauty in all things around them

All: **for their world will be a place of grace and wonder.**

Leader: Blessed are the Scouts who are led with patience and understanding

All: **for they will learn the strength of endurance and the gift of tolerance.**

Leader: Blessed are the Scouts who are provided a home where family members dwell in harmony and close communion

All: **for they shall become the peacemakers of the world.**

Leader: Blessed are the Scouts who are taught the value and power of truth

All: **for they shall search for knowledge and use it with wisdom and discernment.**

Leader: Blessed are the Scouts who are guided by those with faith in a loving God

All: **for they will find God early and will walk with God through life.**

Leader: Blessed are the Scouts who are loved and know that they are loved ...

All: **for they shall sow seeds of love in the world and reap joy for themselves and others.**

PRAYER

"A Baha'i Prayer for Peace"

Be generous in prosperity, and thankful in adversity.

Be fair in thy judgement and guarded in thy speech.

Be a lamp unto those who walk in darkness, and a home to the stranger.
Be eyes to the blind, and a guiding light unto the feet of the erring.

Be a breath of life to the body of human kind,

a dew to the soil of the human heart,

And a fruit upon the tree of humility.

SILENT REFLECTION

The Midrash Tehillim teaches: "When you pray, pray in the synagogue of your city; if you are unable to pray in the synagogue, pray in your field; if you are unable to pray in your field, pray in your home; if you are unable to pray in your home, pray on your couch; and, if you are unable to pray on your couch, meditate in your heart.

Let us now take time for personal meditation and to give time for God, each in our own faith and in our own way.

INSPIRATIONAL MESSAGE

PRAYER "Hindu Prayer for the Unity of All Life"

May the winds, the oceans, the herbs, and night and days, the mother earth, the father heaven, all vegetation, the sun, be all sweet to us.

Let us follow the path of goodness for all times,
like the sun and the moon moving eternally in the sky.

Let us be charitable to one another.

Let us not kill or be violent with one another.

Let us know and appreciate the points of view of others. And let us unite.



OFFERING for the *WORLD FRIENDSHIP FUND*
The World Friendship Fund was developed by the Boy Scouts of America during the closing days of World War II. At the time, there was a great need to rebuild Scouting in nations that had been wracked by war and were just emerging from the shadows of totalitarianism. In the years that have elapsed, virtually every nation in the free world that has Scouting has been aided by the fund.

The World Friendship Fund of the BSA offers a practical Good Turn opportunity for BSA youth members and leaders. Cash contributions are used to assist Scouting through the World Organization of the Scout Movement and through national Scout associations in developing countries. Unit participation in the World Friendship Fund offers a unique annual service project to benefit our brother and sister Scouts around the world.

ACT OF FRIENDSHIP

Let us greet one another with a sign of friendship.

CLOSING SONG

" Philmont Hymn "

*Silver on the sage, Starlit skies above,
Aspen covered hills, Country that I love,
Philmont here's to thee, Scouting Paradise,
Out in God's country, tonight*

*Wind in whispering pines, Eagles soaring high,
Purple mountains rise against an azure sky,
Philmont here's to thee, Scouting Paradise,
Out in God's country Tonight.*

CLOSING PRAYER

BENEDICTION

May the Great Master of all Scouts be with us until we meet again.

"A Scout Is Reverent"

Wood Badge Course Interfaith Worship Service

Order of Worship

Date: _____ Time: _____

Theme: _____ Location: _____

Presiding: _____

Slot	Title of Prayer, Hymn, Message, or Activity	Responsible
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		



Interfaith Worship Service Planning Worksheet

Date: _____
 Location: _____
 Event: _____
 Leader: _____

Helper 1: _____
 Helper 2: _____
 Helper 3: _____
 Helper 4: _____

Include ✓ Y/N	Possible Elements in Order of Service	Sequence Number in Order of Service	Assigned to
	Processional with flags		
	Call to worship		
	Opening song (No. 1)		
	Prayer		
	Responsive reading		
	Offering, if appropriate		
	Song (No. 2)		
	Meditation		
	Suitable prayer		
	Song (No. 3)		
	Benediction or closing prayer		

Other notes: _____



This image shows a full page of blank, lined paper. It features approximately 20 evenly spaced horizontal black lines across its entire width, typical of notebook or composition paper. The background is a solid off-white color, and there are no margins, text, or other markings present.



The Land Ethic

The concept of the Land Ethic was developed by Aldo Leopold in *A Sand County Almanac*. In this book, Leopold reflected not only upon his interaction with the land and how it had enriched him but also how our society tends to trivialize or dismiss the role of the land. The following quotations provide a brief introduction to the Land Ethic concept as envisioned by Leopold:

"An ethic [that] presupposes the mental image of the land as a biotic mechanism. We can be ethical only in relation to something that we can see, feel, understand, love, or otherwise have faith in."

Think of the land as an energy circuit, with energy flowing from the soils to the plants to animals and back.

This thumbnail sketch of the land as an energy circuit conveys three basic ideas:

1. That land is not merely soil.
2. That the native plants and animals kept the energy circuit open and that other species may or may not;
3. That man-made changes are of a different order than evolutionary changes and have effects more comprehensive than intended or foreseen.

These ideas, collectively, raise two issues:

- Can the land adjust itself to the new order?
- Can the desired alterations be accomplished with, in Leopold's words, less "violence," and what we now term "impact" or the "trace" addressed by Leave No Trace?

Leopold sums up his thought with the following observation:

"A land ethic, then, reflects the existence of an ecological conscience, and this in turn reflects a conviction of individual responsibility for the health of the land. Health is the capacity of the land for self-renewal. Conservation is our effort to understand and preserve this capacity."

The Land Ethic teaches us that we should consider our actions considering their impact on the living, breathing community that is the land and that we should select the alternative available that does the least violence, or impact, to that community. The practice of the Land Ethic grows strongest when we have experienced the land, grown to love and respect it, and have labored to enhance or restore it or, as Leopold would have put it, when we have practiced "conservation" defined as restoring the capacity of the land for self-renewal. We understand the Land Ethic when we think of right in relation to the land as follows:

A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community.

It is wrong when it tends otherwise.

Are you ready to face the challenge of looking at the land in this fashion? If so, then you understand the Land Ethic.



Leave No Trace Seven Principles

The Boy Scouts of America supports the vision of the Leave No Trace Center for Outdoor Ethics to sustain healthy, vibrant natural lands for everyone to enjoy, now and into the future, and that every person who ventures outside puts leave no trace practices into action.

The Leave No Trace program is built upon the premise that conservation of our outdoor resources is only possible only when people know how to respect the environment and prevent their activities from impacting our surroundings.

1. Plan Ahead and Prepare

Proper trip planning and preparation helps hikers and campers accomplish trip goals safely and enjoyably. By doing so, campers can

- Minimizing damage to natural and cultural resources.
- Avoid unexpected situations.
- Minimize negative impact by complying with area regulations such as observing limitations on group size.

2. Travel and Camp on Durable Surfaces

Damage to land occurs when visitors trample vegetation or communities of organisms beyond recovery. The resulting barren areas develop into undesirable trails, campsites, and soil erosion. Good campsites are found, not made.

3. Dispose of Waste Properly

Visitors should take their trash home with them. Here are some tips to leaving no trace:

- Strain dishwater to remove food particles before dispersing or sumping the water.
- Inspect your campsite for trash or spilled foods.
- Pack out all trash, leftover food, and litter.

4. Leave What You Find

Allow others a sense of discovery, and preserve the past. You can help leave no trace if you:

- Leave rocks, plants, animals, archaeological artifacts, antlers, and other objects as you find them.
- Examine but do not touch cultural or historical structures and artifacts. It may be illegal to remove artifacts.

5. Minimize Campfire Impacts

Campfires can cause lasting impacts. To minimize negative impacts:

- Use established fire rings, mound fires, or fire pans.
- Keep fires small and use only downed wood.
- Burn all wood to ash and dispose by scattering.



- For cooking, use stoves where possible.

6. Respect Wildlife

Quick movements and loud noises are stressful to animals. Here's how considerate campers can help keep wildlife wild:

- Observe wildlife from afar and give animals a wide berth
- Store food securely.
- Keep garbage and food scraps away from animals

7. Be Considerate of Other Visitors

Thoughtful campers show respect for the privacy of other campers when they

- Travel and camp in small groups.
- Travel and camp quietly.
- Select campsites away from other groups.
- Wear clothing and use gear that blend with the environment.
- Respect private property and leave gates as found.



The Outdoor Code

As an American, I will do my best to—
Be clean in my outdoor manners.
Be careful with fire.
Be considerate in the outdoors., and
Be conservation-minded.

As an American, I will do my best to be:

Clean in my outdoor manners—Clean up after ourselves using “pack it in, pack it out” techniques. Avoid leaving graffiti, fire rings, camp gadgets, and other signs of our presence. Do not carve names or mark trees.

Careful with fire—Fire is an important tool, but one that can be devastating if it gets out of hand. Think about the need for fire, how best to use it, and how to minimize its impacts.

Considerate in the outdoors—Think about others as well as ourselves and how our presence impacts them. Think about not just our impact on other humans but also on wildlife and the environment.

Conservation minded—Take steps to correct and redress damage to the environment.



BSA Outdoor Ethics Award Program

Wood Badge participants are encouraged to become acquainted with and promote the BSA Outdoor Ethics Award program. Several awards are available for youth and adult members, including the Outdoor Ethics Awareness Award, Outdoor Ethics Action Award, and Venturer Action Award.

For more information:

- Scouts BSA: www.scouting.org/outdoor-programs/outdoor-ethics/awards/scouts-bsa/
- Venturing: www.scouting.org/outdoor-programs/outdoor-ethics/awards/venturing/
- *Scouts BSA Handbook for Boys* (34622)
- *Scouts BSA Handbook for Girls* (39006)



WOOD BADGE

Scouting's Outdoor Ethic

Scout Law	Outdoor Code	Leave No Trace	Tread Lightly!	The Land Ethic
Courteous Clean	Clean in outdoor manners	Dispose of waste properly Leave what you find		Sportsmanship
Trustworthy	Careful with fire	Minimize campfire impacts		Perception Husbandry
Friendly Courteous Kind	Considerate in the outdoors	Leave what you find Respect wildlife Be considerate of other visitors	Respect the rights of others Avoid sensitive areas	Perception Sportsmanship
Helpful Thrifty Reverent	Conservation-minded	Plan ahead and prepare Travel and camp on durable surfaces	Travel responsibly Educate yourself Avoid sensitive areas Do your part	Husbandry Land Ethic



The Principles of Tread Lightly

Travel Responsibly—On land, by staying on designated roads, trails, and areas. Go over, not around, obstacles to avoid widening the trails. Cross streams only at designated fords. When possible, avoid wet, muddy trails. On water, stay on designated waterways and launch your watercraft in designated areas.

Respect the Rights of Others—Including private property owners, all recreational trail users, campers, and others so they can enjoy their recreational activities undisturbed. Leave gates as you found them. Yield right of way to those passing you or going uphill. On water, respect anglers, swimmers, skiers, boaters, divers, and those on or near shore.

Educate Yourself—Plan for your trip by obtaining travel maps and regulations from public agencies. Before your trip, take recreation skills classes and know how to operate your equipment safely.

Avoid Sensitive Areas—On land such as meadows, lake shores, wetlands, and streams. Stay on designated routes. This protects wildlife habitats and sensitive soils from damage. Don't disturb historical, archeological or paleontological sites. On water, avoid operating your watercraft in shallow waters or near shorelines at high speeds.

Do Your Part—By modeling appropriate behavior, leaving the area better than you found it, in other words, leave no trace: properly dispose of waste, minimize the use of fire, avoid the spread of invasive species, and repair degraded areas.



WOOD BADGE

Outdoor Ethics, Wood Badge, the Model Campsite, and the Outdoor Experience

(Additional Support for Presenters: The Outdoor Code, Leave No Trace, Tread Lightly! and The Land Ethic.)

For its first 20 years, from the first BSA course in 1948 to 1968 or so, Wood Badge was primarily focused on Scoutcraft skills. The Wood Badge model campsite of that time included various cooking and campsite pioneering "comforts" and gadgets that patrols and participants were encouraged to use. In the late 1960s and early 1970s, as the course evolved toward the inclusion of more leadership skills, so did our understanding of "Leave No Trace"—guidelines for enjoying the outdoors responsibly and with minimal impact. Today, that is our model for camping and the Wood Badge outdoor experience.

There is a lot of material that can be covered here but not much time to do it all. The outdoor experience is well-covered in other BSA training opportunities—often in great detail. The approach here should be to provide enough quality information to educate participants on the subject and inspire them to do more research using the resources provided. Start with the handouts on the Outdoor Code, the Leave No Trace principles, Tread Lightly! and The Land Ethic. Help participants to:

- Identify the possible impacts associated with recreating in the outdoors.
- Explain and understand the Outdoor Code.
- Understand the relationship of Scouting to Leave No Trace, Tread Lightly! and The Land Ethic.
- Become acquainted with the BSA Outdoor Ethics awards program.

Outdoor Ethics and the BSA

Before any discussion of outdoor ethics, it is important for everyone to gain a sense of appreciation for the area they will visit.

Explain that all outdoor activities have impacts:

- Vegetation Impacts—Vegetation loss, trampling, tree damage, spread of invasive species.
- Soil Impacts—Compaction, soil erosion, loss of organic litter.
- Wildlife Impacts—Wildlife disturbances, altered behavior, reduced health and reproduction.
- Water Resource Impacts—Turbidity and sedimentation, dirty water, no animal access.
- Social Impacts—Overcrowding, conflicts, noise.
- Cultural Impacts—Theft of artifacts, damage to archaeological sites.
- Scouting Impacts—Wild behavior, large groups, poor skills, inappropriate play, noise.

Our U.S. and BSA history are full of great outdoorsmen, conservationists, and naturalists, from President Teddy Roosevelt, Earnest Thompson Seton (the first Chief Scout) and Daniel Carter Beard to Gifford Pinchot and William T. Hornaday. In our early beginnings, Lord Baden-Powell observed: "On breaking camp, leave two things behind you: nothing [and] your thanks."



Since 1948, the Outdoor Code has reminded us that:

"As an American, I will do my best to...

Be clean in my outdoor manners.
Be careful with fire.
Be considerate in the outdoors.
Be conservation-minded."

In 1949, Aldo Leopold released *A Sand County Almanac*, in which he introduced the "land ethic"—a new definition for the relationship between people and nature, one that enlarged our community to include "soils, water, plants and animals or, collectively, the land."

Over the next three decades the BSA issued new merit badges such as wildlife and soil management and environmental science, adopted the Wilderness Use Policy, and created Project SOAR (Save Our American Resources) and the World Conservation Award. In 1990, the slogan-based educational programs developed by the federal land agencies evolved into the program now known as Leave No Trace. In 1998, we added the first reference to the Leave No Trace seven principles in our Boy Scouts handbook; in 2010, we devoted a whole chapter to Leave No Trace and soon added new requirements for advancement, training, and camp standards. In 2016, we added the Tread Lightly! concept that provides a set of principles for the use of motorized vehicles in the outdoors.

The Scout Law mandates that we be, among other things, helpful, friendly, courteous, kind, thrifty, clean, and reverent. This implies a duty to be considerate to those around us, conserve resources, and help where help is needed. The Scout Law reminds us to be ethical, not only as citizens but also in our actions in the outdoors. The Scouts BSA handbooks are a good basic resource on this topic. The BSA Outdoor Ethics program comprises these four parts: The Outdoor Code, Leave No Trace, Tread Lightly! and the Land Ethic.

Outdoor ethics are attitudes, not a set of rules, for protecting the environment. They provide a method for preventing avoidable resource impacts and minimizing unavoidable impacts in order to preserve the quality of our natural resources.

Scouting has partnered with the Leave No Trace Center for Outdoor Ethics, which teaches people of all ages how to enjoy the outdoors responsibly and is the most widely accepted outdoor ethics program used on public lands. Leave No Trace has developed seven principles that can help Scouts achieve the goals of the Outdoor Code by guiding how we think about our action in the outdoors. **The primary goal of Leave No Trace is to prevent the avoidable impacts and to minimize the unavoidable impacts.** More can be learned about Leave No Trace, including obtaining materials for activities, at www.LNT.org.

In some cases, the Outdoor Code and principles of Leave No Trace may not provide as much guidance as Scouts may need. In those cases, Scouting will look to Tread Lightly! another program that promotes stewardship of America's lands and waterways. Tread Lightly! has good materials addressing the ethical use of motorized recreation and shooting on public lands. More can be learned about Tread Lightly! at www.treadlightly.org.



In teaching outdoor ethics in Scouting, we start with the core values of the Scout Oath and Scout Law as applied by the Outdoor Code and the principles of Leave No Trace. In teaching and guiding discussion, the emphasis should be on thinking through the issues to reach the best decision rather than mechanically applying the code or the principles to determine what is or isn't acceptable and how impacts can be reduced. A number of excellent tools are found in Teaching Leave No Trace and at www.scouting.org/scoutsource/BoyScouts/TeachingLeaveNoTrace.aspx.


Scouts BSA members, Sea Scouts, Venturers, and Scouters who wish to learn more about outdoor ethics should consider earning the Outdoor Ethics Awareness Award. The requirements for these awards are available at www.scouting.org/sitecore/content/Home/OutdoorProgram/OutdoorEthics/Awards/BoyScout.aspx.



Notes



DISC Behavioral Characteristics

 WOOD BADGE	DISC Behavioral Characteristics			
	D Dominance	I Influence	S Steadiness	C Compliance
Characteristics	Direct, decisive, daring, competitive, innovative	Confident, enthusiastic, persuasive, inspiring,	Friendly, patient, sincere, understanding	Accurate, analytical, conscientious, courteous
Value to the Team	Organized, self-starter, problem solver	Motivator, team-player, negotiator, optimist	Dependable, logical, service-oriented	Standards, defines, clarifies, anchors reality
Communication Style	Gets to the point	Socializes for a while	Socializes for a while	Direct, fact-based
Conflict Response	Tends toward conflict	Great mediator	Dislikes conflict, yields to avoid controversy	Dislikes conflict, but can be diplomatic
Ideal Environment	Limited supervision, new challenges	Social, leaves details to someone else	Organized, defined roles, detailed tasks	Detail-oriented, small group, limited changes
Perceived by others	Aggressive, demanding	Talks too much, unrealistic	Inflexible, hesitant	Fussy, pessimistic, aloof
Pace	Faster	Faster	Slower	Slower
Motivated by	Achievement, results	Social recognition	Acceptance	Correctness
Bothered by	Inefficiency, indecision, slowness	Routine, formality	Impatience, sudden change, disorganization	Surprises, unpredictability
Decisions are	Quick	Spontaneous	Considerate	Deliberate
Limitations	Impatience, selective listening	Lack of follow-through, inattentive to detail	Overly modest, resists change	Overly critical, defensive, bogged down by details

DISC Behavioral Styles

In each horizontal row, circle the one behavioral style that best describes you.

Count the number of words marked in each vertical column and put the total at the bottom of the column.

1	Strong-willed	Persuasive	Serene	Diplomatic
2	Independent	Gregarious	Easy-going	Perfectionist
3	Bold	Lively	Loyal	Courteous
4	Competitive	Cheerful	Obliging	Restrained
5	Daring	Charming	Calm	Precise
6	Direct	Trusting	Lenient	Analytical
7	Persistent	Entertaining	Obedient	Neat
8	Energetic	Sociable	Relaxed	Rule-driven
9	Risk-taker	Good mixer	Patient	High standards
10	Determined	Energetic	Self-controlled	Systematic
11	Aggressive	Charismatic	Good-natured	Restrained
12	Restless	Talkative	Predictable	Conventional
13	Decisive	Popular	Team player	Organized
14	Adventuresome	Friendly	Moderate	Receptive
15	Brave	Inspiring	Submissive	Careful
Totals				



Managing Conversations

Conflict Resolution

Crucial Conversations

Planning Conversations

Identifying Verbal and Nonverbal Communication

Apply the Golden Rule: You can improve your skills in managing difficult conversations through self-awareness, practice, and treating others with the respect and courtesy with which we hope to be treated.



Planning a Conversation

Key Questions to Ask Yourself (Re: Replacing the Roundtable Commissioner)

1. What do I really want for myself?
2. What do I really want for others?
3. What do I really want for the relationship?
4. How would I behave if I really wanted these results?

Source: Crucial Conversations, by Patterson, Grenny, McMillan, and Switzler

Planning Worksheet

1. What are your goals for this conversation?
2. When and where will the conversation be, and what method will you use?
3. How will you invite the other person to have this conversation?
4. What will you say to start the conversation?
5. What questions will you ask to engage the other person in the conversation?
6. What words will you use to explain your concern?
7. What words can you use to establish a sense of mutual purpose (shared goals)?
8. What words can you use to show that you respect and value the other person?
9. What words or topics should you avoid in this conversation?
10. How do you think the other person might respond to your feedback? (You might note multiple possibilities)
11. How could you respond to these reactions?
12. What can you say if the other person questions your motives?
13. What "DISC" behavioral tendencies are you concerned about in yourself, and how can you mitigate them?
14. What "DISC" behavioral tendencies are you concerned about in the other person, and how can you mitigate them?
15. What actionable "next steps" do you want to leave with?



Coach and Mentor – Summary

The COACH Model: What Coaches Do

- Clarify: Expectations, needs, level of trust.
- Observe: Through evaluation and inspection, conversations, and direct observation.
- Ask: Active listening, being present, asking questions about status, issue, impact.
- Collaborate: Engaging two-way conversations, asking more questions (ideal, intention), giving and receiving feedback (positive and constructive).
- Help: Be supportive, authentic, consistent, confidential; provide resources; always follow up.

Tips on Being a Good Coach

- Listen
- Supply energy
- Provide focus
- Provide information
- Influence, don't control
- Recognize team and individual success.
- Recognize what's right versus what's wrong
- Value differences
- Evolve and grow with the team's life cycle

What Mentors Do—The MENTOR Model

- Mindset: Attitudes, "social intelligence," and values embraced by Scouting.
- Environment: Help understand unit environment and "culture."
- Network: Connect to others who might be able to help.
- Trust: Trusted, confidential counsel and perspective on Scouting and personal issues.
- Open: Advice, support, and/or guidance on difficult subjects.
- Retention: Aid in retention of the mentored.

Tips on Being a Good Mentor

- Provide a safe, non-threatening environment in which a person can ask difficult or sensitive questions.
- Keep confidences.
- Build trust early.
- Be a good listener.
- Share personal experiences that address the issues a mentored person is facing.
- Ask questions to lead the person to discovering answers and solutions on their own.
- Compliment the person on good answers and decisions to problems and issues.

"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires." William Arthur Ward



Day Three Recap/Summary

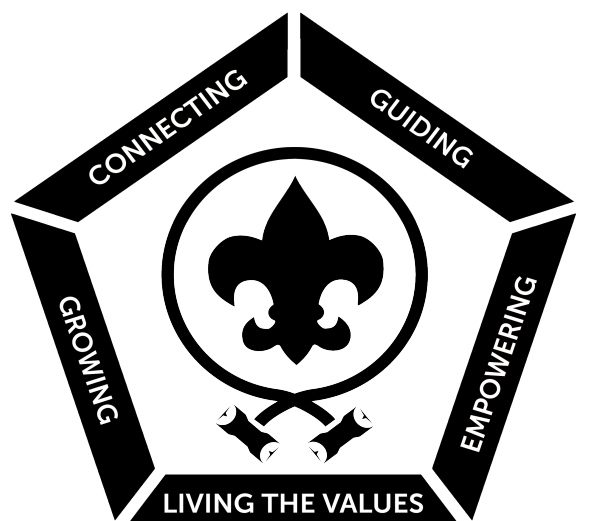
Wood Badge Themes

- **Living the Values**— “being” the values, who you “are” personally, setting the example
- **Growing**—knowing and growing thyself first, a commitment to continuous improvement and lifelong learning.
- **Connecting**—with other people
- **Guiding**—focusing on enabling and developing others
- **Empowering**—ultimately helping other people to become healthier, wiser, freer, more autonomous, and more likely to “serve and to lead” themselves.

Bringing people together is what I call ubuntu, which means “I am because we are.” Desmond Tutu



DAY FOUR



Wood Badge Course Schedule

Day Four

- Arrival
- Patrol Site Set-up
- Gilwell Field Assembly
- Embrace & Lead Change
- Create a Culture: Train Them, Trust Them, Let Them Lead
- Lunch
- Patrol Leaders' Council (PLC)/Chaplain's Aid Meeting
- Problem Solving
- Leadership Connections
- Patrol Leadership Quest
- Dinner at Campsite
- Diversity & Inclusion Game
- Patrol Meeting
- Cracker Barrel



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Embrace and Lead Change

How to Lead Change

Step 1—Create a Sense of Urgency

Step 2—Form a Guiding Coalition

Step 3—Create a Strategic Vision

Step 4—Enlist a Volunteer Army

Step 5—Enable Action by Removing Barriers



Step 6—Generate Short-Term Wins

Step 7— Sustain Acceleration

Step 8—Institutionalize Change

We cannot become what we need to be by remaining what we are.

—Max de Pree



Create a Culture: "Train Them, Trust Them, Let Them Lead!"

Competency Summary

What is the best reason for improving our own leadership skills as adult leaders in Scouting?

What is the primary purpose of using patrols in a Boy Scout Troop?

Strategies for facilitating without taking over:

- Youth-led planning
- Explaining "The Why"

Common leadership styles to avoid:

- Do-It-All
- Authoritarian
- Always by consensus

Strategies for serving as a role model and sharing leadership

- Directing - use this style as little as possible, always try to allow the youth or group member to have some leeway to lead
- Coaching - guide the youth or group members when they have some "will" and not much "skill"; give them suggestions, and allow them to do as much as possible
- Supporting - give up more authority to the youth or group as they better align their "will" and "skill"; encourage them to strive to be competent and motivated.
- Delegating - Let the youth or group know they have mastered the task and give them the authority to carry it out.
- Always use a style thoughtfully and carefully, not beyond a group's ability.
- Encourage and model being a good follower, Set the Scout or leader up to succeed, not to fail

Food for thought:

We should remind ourselves that when we accept positions of leadership, people – especially young people – will be looking up to us. We have a responsibility to listen to them, to pay attention to them, and to attempt to understand what it is they want and need. We also have a responsibility to convey our values through our actions. We must be willing to live by the standards that we are expecting others to uphold.

... it is just by making mistakes that a boy gains experience and makes his character.

- Lord Robert Baden-Powell

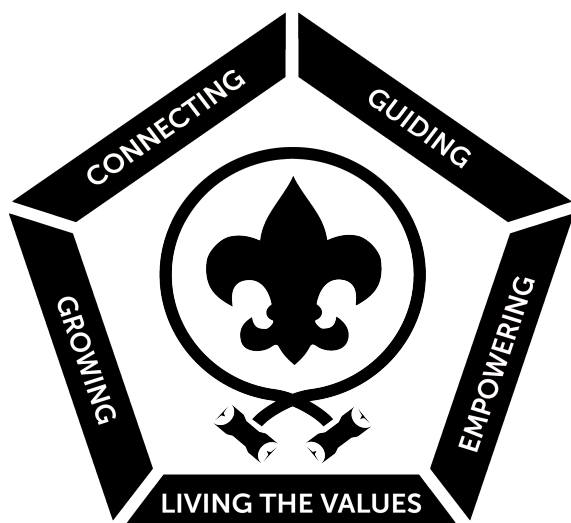
Train them, Trust them, Let them lead.

- William "Green Bar Bill" Hillcourt



[illegible]

DAY FIVE



Wood Badge Course Schedule

Day Five

- Breakfast and Patrol Self-Assessments
- Gilwell Field Troop 1 Assembly
- Interfaith Worship Service
- Break Camp
- Patrol Leaders' Council (PLC)
- Closing Lunch
- Use the Tools
- Inspire the Heart
- Course Assessment
- Gilwell Field Troop 1 Assembly



Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Use the Tools

Leadership for Scouting – Leadership for America

The mission of Wood Badge is to inspire and train adults to achieve the mission and aims of the Boy Scouts of America through world class leadership training that sets the example for youth empowerment to impact the world.

Wood Badge

Wood Badge focuses on key competencies of effective leaders. It leverages decades of the BSA's experience, knowledge, and expertise in working with millions of leaders and youth for more than a century. These traits, along with Scouting's mission to prepare young people to make ethical and moral choices over their lifetimes, overarch everything we do in Scouting, giving value to everyone, no matter our differences, and helping people, young and old, develop to their full potential.

Five Themes

- Living the Values—about personifying the Scouting values and setting the example
- Growing —about knowing and growing thyself first – a commitment to continuous improvement and lifelong learning
- Connecting—with other people
- Guiding—focusing on enabling and developing others
- Empowering—ultimately helping other people to become healthier, wiser, freer, more autonomous, and more likely themselves to serve and to lead other people

Leadership Competencies

- Drive Vision, Mission, and Values
- Know Thyself
- Communicate Effectively
- Include and Optimize Diverse Talent
- Learn to Listen, Listen to Learn
- Plan with a Bias for Action
- Develop Individuals and Teams
- Know the Territory
- Apply Interpersonal Savvy



WOOD BADGE

- Manage Conversations
- Coach and Mentor
- Embrace and Lead Change
- Create a Culture: "Train Them, Trust Them, Let Them Lead!"
- Inspire the Heart

"The first responsibility of a leader is to define reality.
 The last is to say, "Thank you."
 In between the two, the leader must become a servant...
 The signs of outstanding leadership appear primarily among the followers.

 "Are the followers reaching their potential? Are they learning? Serving?"

 —Max DePree, *Leadership is an Art*

Sessions Mapped to Theme					
Day	Growing	Connecting	Guiding	Empowering	Living the Values
1	Know Thyself Include and Optimize Diverse Talent Getting to Know You Game	Communicate Effectively Include and Optimize Diverse Talent			Drive Vision, Mission, and Values
2		Learn to Listen, Listen to Learn	Plan with a Bias for Action Develop Individuals and Teams	Plan with a Bias for Action	Know the Territory
3	Apply Interpersonal Savvy	Apply Interpersonal Savvy	Manage Conversations Coach and Mentor	Coach and Mentor	Interfaith Service
4		Diversity Game	Embrace and Lead Change Create a Culture	Create a Culture	
5				Leadership Quest Inspire the Heart	Interfaith Services Leadership Quest Inspire the Heart



Note: Competency presentations shown in **bold** print. All five themes are presented in the following sessions: "Course Overview," "The Ticket," "Day Three Recap," "Use the Tools," and "Inspire the Heart."

Sessions Location: Via Pack and/or Troop, Den and/or Patrol, and Experiential		
Pack and Troop Sessions	Patrol Sessions	Experiential Sessions
Course Overview Drive Vision, Mission, and Values The Ticket Opening Luncheon Include and Optimize Diverse Talent Pack 1 Meeting Troop 1 Meeting Plan with a Bias for Action Develop Individuals and Teams Know the Territory Apply Interpersonal Savvy Coach and Mentor Day Three Recap Embrace and Lead Change Create a Culture: "Train Them, Trust Them, Let Them Lead!" Patrol Leadership Quest Instructions --Patrol Leadership Quest Presentations Closing Luncheon Use the Tools Inspire the Heart	Know Thyself Leadership Connections Den Meetings Communicate Effectively "Getting to Know You" Game Breakfast and Assessment Learn to Listen, Listen to Learn Ticket time Patrol meetings Manage Conversations Diversity Game Patrol Leader Quest preparations Patrol campfire	Participant Check-in, Den Formation and Gathering Activities Camp Orientation Walk Gilwell Field Assemblies Ticket time Leadership Connections Opening Campfire / Baden Powell Story Patrol Leaders' Council (PLC) meetings Planning Application (Rockets or Newton Cars) Troop Campfire Interfaith Service Instruction Model Interfaith Service Chaplain Aides Meeting Outdoor Experience, meals preparation and overnight Problem Solving and Problem-solving Round-robin Interfaith Service

Note: Competency presentations shown in **bold** print. All five themes are presented in the following sessions: "Course Overview," "The Ticket," "Day Three Recap," "Use the Tools," and "Inspire the Heart."



Notes

[illegible]

The Golden Rule

"The Golden Rule" in Various World Religions	
Religion	<ul style="list-style-type: none"> Versions of The Golden Rule—Source/Author
Ancient Egyptian	<ul style="list-style-type: none"> That which you hate to be done to you, do not do to another. — <i>The Tale of the Eloquent Peasant</i> (2040–1782 B.C.)
Baha'i	<ul style="list-style-type: none"> Blessed is he who preferreth his brother before himself. And if thine eyes be turned towards justice, choose thou for thy neighbor that which thou choosest for thyself. — Bahá'u'lláh, Tablets of Bahá'u'lláh, 71
Buddhism	<ul style="list-style-type: none"> ...(A) state that is not pleasing or delightful to me, how could I inflict that upon another? — Samyutta Nikaya 353 If you see yourself in others, then whom can you harm? — Buddha Hurt not others in ways that you yourself would find hurtful. — Udana-Varga 5:18
Christianity	<ul style="list-style-type: none"> Always treat others as you would like them to treat you. — Matthew 7:12
Confucianism	<ul style="list-style-type: none"> Do not do to others what you do not want them to do to you. Never impose on others what you would not choose for yourself. — Analects 15:23–24 "Is there one word that can serve as a principle of conduct for life?" Confucius replied, "'Reciprocity.' Do not impose on others what you yourself do not desire." — Doctrine of the Mean 13:3 Try your best to treat others as you would wish to be treated yourself, and you will find that this is the shortest way to benevolence. — Mencius VII.A.4
Hinduism	<ul style="list-style-type: none"> Do nothing unto others which would cause you pain if done to you. — Mahabharata, 5:1517 Impartial everywhere he looks, he sees himself in all beings and all beings in himself. — Bhagavad Gita 6:29 One should never do that to another which one regards as injurious to one's own self. This, in brief, is the rule of dharma. Other behavior is due to selfish desires. — Mahabharata (Anusasana Parva, CXIII, v. 8)
Islam	<ul style="list-style-type: none"> None of you truly believes until he wishes for his brother what he wishes for himself. — Qu'ran Surah 59, "Exile," v. 9 That which you want for yourself, seek for mankind. — Hadith Sukhanan-i-Muhammad



Jainism	<ul style="list-style-type: none"> • A man should wander about treating all creatures as he himself would be treated. — Sutrakritanga 1.11.33 • Killing a living being is killing one's own self; showing compassion to a living being is showing compassion to oneself. He who desires his own good, should avoid causing any harm to a living being. — Suman Suttam, verse 151
Judaism	<ul style="list-style-type: none"> • ... (T)hou shalt love thy neighbor as thyself. — Leviticus 19:18 • What is hateful to you, do not to your fellow man. This is the law: all the rest is commentary. — Talmud, Shabbat 31a
Native American	<ul style="list-style-type: none"> • All things are our relatives; what we do to everything, we do to ourselves. All is really One. — Black Elk • Do not wrong or hate your neighbor. For it is not he who you wrong, but yourself. — Pima proverb • Only act so that the consequences of your action will be good for the seventh generation. — Oglala Sioux
Quaker	<ul style="list-style-type: none"> • Oh, do as you would be done by. And do unto all men as you would have them do unto you, for this is but the law and the prophet. — Quaker peace testimony
Rastafari	<ul style="list-style-type: none"> • Thou shalt first bind up the wound of thy brother and correct the mistakes in thine own household before ye can see the sore on the body of your friend, or the error in the household of thy neighbor. — The Holy Pilby, III.8
Shinto	<ul style="list-style-type: none"> • The heart of the person before you is a mirror. See there your own form.
Sikh	<ul style="list-style-type: none"> • Don't create enmity with anyone as God is within everyone. — Guru Granth Sahib 259
Taoism	<ul style="list-style-type: none"> • Regard your neighbor's gain as your own gain, and your neighbor's loss as your own loss. — T'ai Shang Kan Ying P'ien • The good I meet with goodness; the bad I also meet with goodness; that is virtue's goodness. The faithful I meet with faith; the faithless I also meet with faith; that is virtue's faith. — Tao te Ching, 49
Wicca	<ul style="list-style-type: none"> • Do whatever you will, if it harms nobody, including yourself.
Yoruba (Nigeria)	<ul style="list-style-type: none"> • One going to take a pointed stick to pinch a baby bird should first try it on himself to feel how it hurts.
Zoroastrianism	<ul style="list-style-type: none"> • Whatever is disagreeable to yourself, do not do unto others. — Shayast-na-Shayast 13:29

"The Golden Rule" as Stated by Scholars of Philosophy and Others	
Source	<ul style="list-style-type: none"> Version of The Golden Rule – Known or Approximate Time Period
Pittacus	<ul style="list-style-type: none"> Do not to your neighbor what you would take ill from him. (640–568 B.C.)
Thales	<ul style="list-style-type: none"> Avoid doing what you would blame others for doing. (624 B.C.)
Isocrates	<ul style="list-style-type: none"> Do not do to others that which would anger you if others did it to you. (Greece, fifth century B.C.)
Plato	<ul style="list-style-type: none"> May I do to others as I would that they should do unto me. (Greece; fourth century B.C.)
Epicurus	<ul style="list-style-type: none"> It is impossible to live a pleasant life without agreeing "neither to harm nor be harmed." (469–399 B.C.)
Sextus the Pathagorean	<ul style="list-style-type: none"> What you do not want to happen to you, do not do it yourself either. (first century B.C.)
Plato's Socrates:	<ul style="list-style-type: none"> One should never do wrong in return, nor mistreat any man, no matter how one has been mistreated by him. (Crito, A.D. 49)
Epictetus	<ul style="list-style-type: none"> What you would avoid suffering yourself, seek not to impose on others. (circa A.D. 100)
Seneca	<ul style="list-style-type: none"> Treat your inferiors as you would be treated by your superiors. Epistle 47:11 (Rome; first century A.D.)
Kant	<ul style="list-style-type: none"> Act as if the maxim of thy action were to become by thy will a universal law of nature. (1785)
Hegel	<ul style="list-style-type: none"> I behold the others as myself and myself as them. (The Phenomenology of Spirit, 1807)
John Bouvier	<ul style="list-style-type: none"> Sic utere to ut alienum non laedas; Use what is yours in a way that you don't harm another's. (A Law Dictionary Adapted to the Constitution and Laws of the United States. 1856.)
Orison Swett Marden	<ul style="list-style-type: none"> The Golden Rule for every business man is this: Put yourself in your customer's place. (1854-1924)
Unknown	<ul style="list-style-type: none"> Practicing the Golden Rule is not a sacrifice; it is an investment.
Cuban proverb	<ul style="list-style-type: none"> If you return an ass's kick, most of the pain is yours.
Sign at Salvation Army in West Asheville, North Carolina	<ul style="list-style-type: none"> Tweet unto others, as you would have them tweet unto you.
Dr. Frank Crane	<ul style="list-style-type: none"> The Golden Rule is of no use to you whatever unless you realize that it's your move! (1861-1928)