

Patrol Leader and
Assistant Patrol Leader
Training Pack

SCOUTS

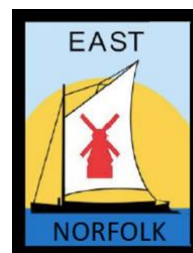
Skills to Succeed



**Put your phone down and what are you left with?
Just teamwork and the skills to succeed...**

Bear Grylls – Chief Scout and Adventurer.

East Norfolk Scouts Patrol Leader and Assistant Patrol Leader Training Pack for Scout Groups.



This resource has been designed to help the Scout Leadership Team in the Scout Groups of East Norfolk to provide a structured training session for the Patrol Leaders and Assistant Patrol Leaders of the Scout Troop to support peer leadership and develop skills for life.

The training is to be run as a four-hour training session with only Patrol Leaders and Assistant Patrol Leaders and could form part of an annual programme to support the development of the Scouts as they take on leadership roles within the Troop.

The Programme

It is suggested that a team of three or four leaders present the training. Why not think about linking with another Scout Troop to share the training and enable the Scouts to meet and work with other Scouts who are not known to them.

The Patrol Leader and Assistant Patrol Leader training is broken down into 10 sessions of varied duration.

This pack contains all the information needed to deliver the training sessions. The resource box contains a range of equipment to use.

Session 1	Introduction and Icebreakers	30 mins
Session 2	What makes a good PL and APL	20 mins
Session 3	Duties of a PL and APL	20 mins
Session 4	Uniform	15 mins
Session 5	Break time and Table Games	15 mins
Session 6	Practical skills for PLs and APLs	30 mins
Session 7	Problem Solving	40 mins
Session 8	Running Games	40 mins
Session 9	Troop Forums/Troop Councils	15 mins
Session 10	Q & A and Feedback	15 mins

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Session 1

Introduction and Icebreakers

Timing: 30 mins

Resources: Conversation Cubes, Coloured Dominoes

Introduction

Welcome the Scouts and if joining with another Scout Troop, introduce the young people and the Leaders hosting the training.

Set out the rules and structure for the session:

- Explain the training is to help the Scouts in their leadership role as a PL or APL
- Explain that the training is split up into 10 parts and that there will be some fun and activities, but also skills will be shared to give them “tools to do the job”
- Advise the Scouts of any Health and Safety rules for the building
- Advise the Scouts of when breaks will be and where the toilets are located (if an unfamiliar venue)

NB: If two Scout Troops are joining together for the training, each Troop works with their own peers, to build teamwork and co-operation skills to put into practice with their Troops.

Rotate around the two bases, ensuring good Leader support with the conversation cubes.

Conversation Cubes (15 mins)

This is an ideal method for young people to get to know each other and start to introduce themselves to new people as well as learn more about young people who are more familiar.

Take turns to roll a dice and share with the group, relating to the statements on the dice.

Icebreaker – Two Domino Games (5 mins)

Domino Stacking

Domino Stacking requires steady hands and co-operation between everyone taking part.

Working as a team, the Scouts must build a structure together and see how high from the ground they can build a steady structure.

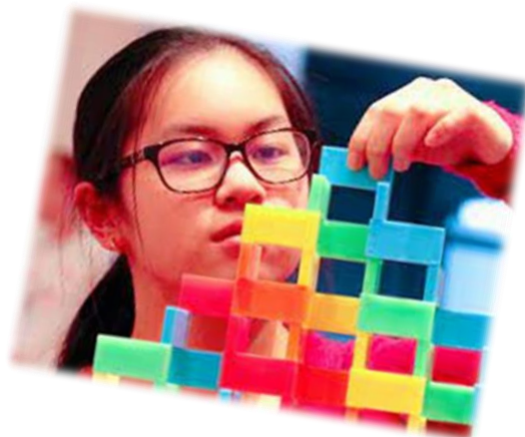
Domino Toppling (10 mins)

Domino Toppling is very challenging, but a lot of beautiful artistic pieces can be made out of the colours and patterns if the Scouts collaborate well.

Working as a team, the Scouts must design and build a pattern using the dominoes that will cause a chain reaction. Then on the count of three, the topple begins.

Key Learning

Scouts learn that when working together as a team they can achieve great things and it is best to ensure everyone can play their part to achieve the goal.



Session 2

What makes a good PL and APL

Timing: 20 mins

Resources: Paper and Pens, Blu-Tac or Sticky Tape

NB: Preparation of the signs is needed ahead of this session

Aim of the session

This session is to allow the Scouts to explore appropriate behaviours and negative behaviours that impact on the running of a Scout Troop.

Game – Code of Conduct

The following positive and negative statements are written on pieces of paper and then the signs are stuck around the room on the walls.

Scouts are put into teams of two or three and asked to move around the room, discuss the behaviour on the signs and write two lists. One list is of the positive behaviours and one list is of the negative behaviours. Leaders move around the Scouts teams and join the discussions.

Positive Signs

- Set an example to other Scouts
- Carry out your Promise and Law
- Play a part in the planning of the programme
- Be reliable and on time
- Be friendly and fair to all Scouts
- Help other Scouts and the Leaders
- Follow the rules of games
- Do your best at all times
- Have a go at everything
- Recruit new Scouts
- Look to learn from other Scouts
- Have fun !

Negative Signs

- Disturb the meetings
- Do not listen to others
- Talk back at the leaders
- Swear at people
- Bully others
- Only talk to your close friends
- Do not follow instructions
- Forget your uniform or necker
- Lose you badges or not sew them onto your uniform
- Wear a dirty uniform or necker
- Be grumpy or dis-interested in the activities
- Ignore the leaders

Key Learning

Scouts know the appropriate way to behave as part of a Scout Troop and lead by example.



Session 3

Duties of a PL and APL

Timing: 20 mins

Resources: Ball, Flipchart or A3 Paper on wall, Pens

Aim of the session

This session is to allow the Scouts to identify the responsibilities that they could have as peer leaders of the Scout Troop.

Game – Circle of Responsibility

The Scouts form a circle with a Leader in the middle.

A ball is thrown to a Scout, and they then have to name a duty of the PL or APL and throw the ball back to the Leader. The ball is thrown to the next Scout and the game continues.

As the duties are called out another Leader writes them onto the flip chart.

When you believe, ideas are exhausted stop the game and discuss the importance of the duties in the weekly life of the Scout Troop.

You could compare them to the list already prepared and give a tick for a match.

Prepared list of duties for reference

(in no particular order)

Attend Patrol Leader Forum/Council

Help at Patrol Leaders Forums/Council

Promote the Scout Values

Lead Flag break

Hoist, break and lower the flag

Fold the flag and take off/put on the flagpole

Lead or choose a reflection or prayer

Take part in the Investiture of new Scouts

Inspection of their Patrol for the correct uniform

Assisting members of their Patrol to do activities

Looking after new Scouts

Help with ideas for games

Run games for the Troop

Generate ideas for new activities

Research topics for meetings

Give instructions for activities

Plan weekend activities and camps for the Troop

Assist Leaders when needed – e.g. with equipment

Set a good example to other Scouts

Join in with everything Scouts has to offer

Focus on Awards and Badges to develop Skills for Life for self and others

Key Learning

Scouts know the part they can play within the Scout Troop and take peer leadership responsibilities more seriously.



Session 4

Uniform

Timing: 15 mins (if this session over-runs, reduce the time for the break in Session 5)

Resources: Paper and Pens, Scout Awards and Badges for each team, Iron and Ironing Board

Extra Resource: a Leader wearing uniform – not quite correctly e.g. necker not rolled correctly, shirt hanging half out and not buttoned correctly, badges stuck on with sticky-tape, baseball cap on or untidy hair, felt tip marks on their arms etc.

Aim of the session

This session is to encourage Scouts to develop a sense of pride when wearing the Scout uniform and to know how to correctly position the awards and badges.

Activity – Uniform Standards

A leader wears their uniform incorrectly and the Scouts identify which parts of the uniform is not to the correct standard and what needs to be changed about it.

Discuss as a whole group.

Activity – Standards

The Scouts are put into in teams of three or four and then draw an outline of the Scout uniform top on the paper.

Working as a team they discuss and place the awards and badges where they think they should be on a Scout uniform top.

Activity – Necker Ironing and Rolling Practice

The Scouts iron and then practice rolling their necker and share the best ways of rolling their necker in their teams.

Key Learning

Scouts know the standards required for the correct positioning of badges and smartness of their uniform. This also impacts on self-respect and personal standards outside of the Troop and can have a positive effect on wellbeing too.



Session 5

Break time and Table Games

Timing: 15 mins

Resources: Drinks and Biscuits, Packs of Cards

Take a break, provide refreshments and get some fresh air.

Optional Activity – Table Games

Provide some packs of cards for the Scouts to play with if they wish.

Session 6

Practical Skills for PLs and APLs

Timing: 30 mins

Resources: Union Flag and Flagpole, Rope of two thickness, Copies of the Knot Instructions

Aim of the session

This session is to enable the Scouts to understand the history of Scouting and the Flag Break and gain confidence preparing for and in leading ceremonies.

Activity – The Flag Break

Scouts in Great Yarmouth date back to 1910. Practice Flag Break and if joining with another Scout Troop, see if there are any differences to how each Scout Troop does the Flag ceremonies.



Activity – The Flag and Flag Break

As one group, demonstrate the following:

- How to fold the Union Flag
- How to attach the Flag to the Flagpole
- How to call the Scout Troop to the alert
- How to break the Flag
- How to salute the Flag
- How to lower the Flag

NB: please demonstrate this in the manner that is used in your Scout Troop ceremonies as sometimes the methods differ slightly.

Please ensure throughout the demonstration total respect is rightly paid to the Union Flag.

Activity – Get Knotted

A knot is used to join the Union Flag to the rope of the flagpole. Often the knot used is the Sheet Bend as it is good to join two ropes of different thickness – have a go to tie the knot.

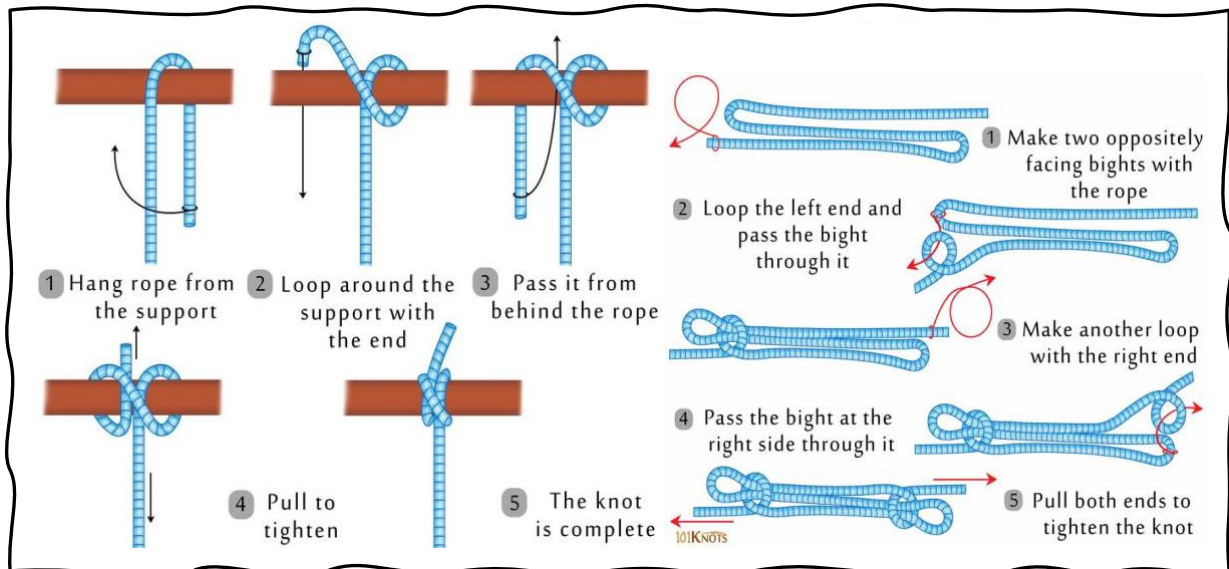
Sheet Bend Step By Step

- 1 Pass the thin rope through the thick rope bight
- 2 Wrap it around the bight and tuck it under itself
- 3 Hold thick end and pull thin rope to tighten

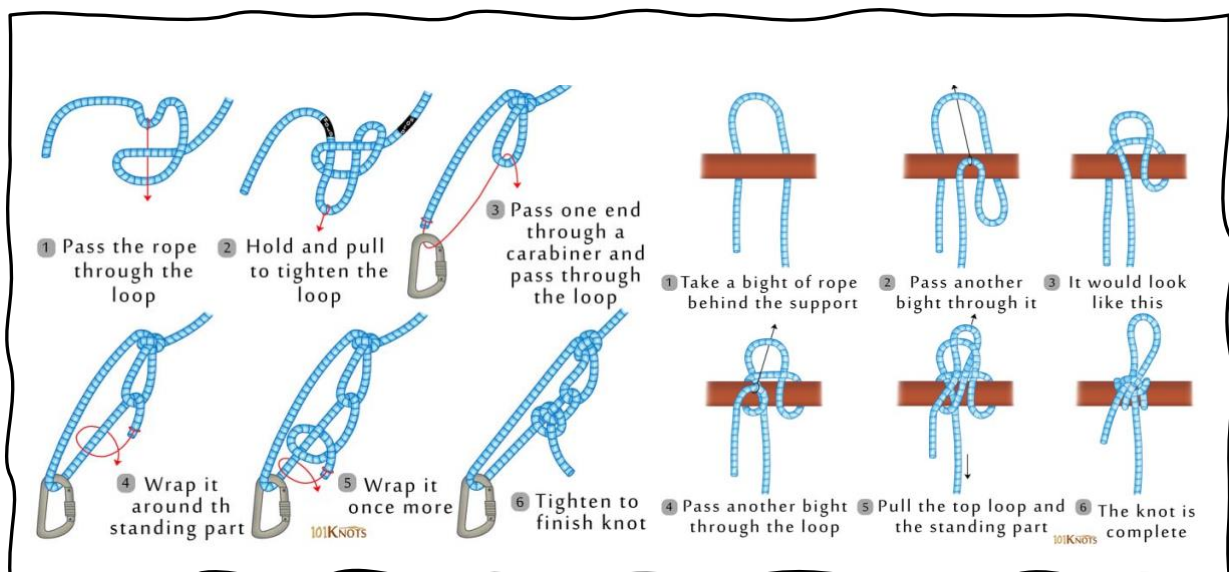
Session 6 (continued)
Practical Skills for PLs and APLs

Activity – Get Knotted Again and Again...

Have a go at some other knots and discuss where and when they might come in handy.



Clove Hitch – securing a rope to an object. **Sheepshank** – used to shorten a length of rope.



Truckers Hitch – to tie down major guy lines. **Highwayman's Hitch** – quick release knot.

Key Learning

Scouts know how to assist or lead Grand Howl and how to correctly handle the Union Flag.

Plus learn and practice some knots to use at camp.

Session 7

Problem Solving

Timing: 40 mins

Resources: The Fox, the Rabbit and the Carrot Game, Shoestring, Packs of Cards, Ingredients for the food challenge, Puzzle Boards and Dice.

Aim of the session

This session is to encourage the Scout to collaborate to solve the puzzles and to help them to listen to the suggestions made by members of their Patrol.

Split the group into teams of three or four Scouts per team.

With a leader at each of the activity bases to explain the challenge activity to the Scouts and then let the Scouts have a go to solve the puzzle, rotate around the various challenges spending no more than 10-minutes on any one activity before moving onto the next base.

Note: Scouts may not solve all the challenges – or can they?

Challenge Activity – The Fox, The Rabbit and The Carrots Cross the River

A man has to get a Fox, a Rabbit and some Carrots across a river in a boat, which can only carry him and one other thing. If the Fox and the Rabbit are left together, the Fox will eat the Rabbit and if the Rabbit and the Carrots are left together, the Rabbit will eat the Carrots. How does he do it?

Answer: The man takes the Rabbit across the river and leaves the Rabbit on the other side and returns with the boat empty. The man takes the Fox across the river, leaves the Fox on the other side but brings the Rabbit back with him in the boat. The man takes the Carrots across the river and leaves on the other side, then returns empty to collect the Rabbit for the final journey across the river in the boat.

Challenge Activity – The Human Knot

The Scouts form a tight circle and puts both hands in the air towards the middle of the circle, so everyone's hands are touching.

Each member of the group grabs a hand in each of his or her hands. Ask the Scouts to spread out and they should be in a knot of sorts.

Without releasing their grip they have to untie the knot until they are back in one big circle.



Challenge Activity – Numbers on a Shoestring

The Leader sits the group in a semi-circle facing them. They place a shoestring on the floor and lay out a number, the Scouts then have to guess the number it represents between 1 and 10. Once the Leader has laid the shoestring on the ground, they put their hands on their thighs, and ask the group, one at a time, what number the shoestring represents, the catch is they must show a number with their fingers (and it must not relate to the shoestring) and this is the number they want the Scouts to guess.

The more fuss the Leader makes laying out the shoestring, the better!

When the group have all guessed wrongly, the Leader re-lays the shoestring, and keeps the group guessing, until one by one they realise the number relates to the Leaders fingers.

Hidden Message – in life, we cannot see what is right in front of our eyes, because of distractions.

Session 7 (continued)

Problem Solving

Challenge Activity – House of Cards (with a twist)

The house of cards game helps teams understand how to work together to overcome challenges. Divide into groups of two or four and give each group a deck of playing cards.

Each team must build a house of cards without it falling over. The catch is each player can only use one hand and that half of the team must use their non-dominant hand to build. If the house of cards falls, the team must start over again and every member must switch to the opposite hand. If the house falls again, the players must swap hands again. Set a time limit for the game and the team that has built the tallest house at the end wins.

Challenge Activity – DIY Teddies on Trains

Using the Ingredients, make 12 miniature models of teddy bears riding on a train:

- 12 Milky Way Bars
- 100g Chocolate (melted)
- Packet Liquorice Allsorts
- Packet of Liquorice Tubes
- Tube of Smarties
- Packet of Tiny Teddies or Gummy Bears

Solution - How to make the mini models:

1. Use the melted chocolate as “glue” to stick four Smarties on the Milky Way bar for the wheels.
2. Cut a square Liquorice Allsort into two pieces and glue on the top of the train.
3. Cut a tiny teddy off at the waist and glue onto the top of the train.
4. Cut the liquorice stick to make the steam funnel and glue to the top of the train.



Challenge Activity – Puzzle This

Preparation: the puzzle pieces are placed on a table and some randomly turned upside down and the picture of the completed puzzle is not shown to the players.

Four or six players take turns to roll a pair of dice, when any combination of numbers is thrown that add up to seven, the player selects one puzzle piece to add to the frame. Rolling of the dice continues and whenever a “seven is rolled” the player that rolls it adds a puzzle piece and can move or turn over pieces that other players have previously played. As more pieces are added, players are trying to solve the puzzle to be the winner. If all pieces have been added, the rolling of the dice continues until the puzzle has been correctly completed to fit into the frame, remembering that the player that rolls the seven takes control of the puzzle. Be warned; play can get very frantic!

Key Learning

Scouts practice how to work together to solve a problem.

Session 8

Running Games

Timing: 40 mins

Resources: Teddy Bears, Emoji Balls, Scraps of Paper, Dice, Chips (plastic tokens).

Aim of the session

This session is to encourage the Scouts to have confidence to run a game at the Troop meeting.

Split the groups into teams of three or four Scouts per team.

With a leader working with each game, explain the game to the Scouts and then let the Scouts have a go at the game themselves.

Stop the game and then ask for a volunteer PL or APL to explain the rules and run the game as if they were at a Troop meeting. Play the game and discuss how well it went.

Note: Not all of the Scouts will be able to try every game.

Game – Teddy Bear Jacks

This game is based on a traditional game called Jacks or Knuckles as originally it used sheep bones as the playing pieces.

Each player takes a turn to play using six Teddy Bears and a small power ball.

Place the Teddy Bears on the ground and using one hand throw the ball into the air, attempting to pick up one Teddy before catching the ball again in the same hand. Repeat the play but this time pick up two Teddy Bears and so on until you either reach six or drop the ball.



Activity – Circular Juggling

Players stand in a circle and throw a ball, person to person in a set order, always throwing to the same person and receiving from the same person. As the play continues, another ball or two or more are added to the game, however if anyone drops a ball they are out of the game, and play starts again.

The tricky thing is when the game restarts players might be throwing to or receiving from a different person and so concentration is needed in order to be able to restart the game at speed.



Activity – Odd or Even Balls

Roll up pieces of paper into small balls and give each player 6 balls. Each player then discreetly decides how many balls they are going to start play with either 5 or 6 and holds them in a clenched fist.

The players approach another player and guess if the other person has an odd or even number of balls, if they guess correctly, they take a ball from the other player, who then guesses odd or even and takes a ball if successful. They then move onto other players and the game continues until someone has no balls left.

Session 8 (continued)

Running Games

Activity – Bouncer

A traditional German game for 3–6 players.

The aim is to stay in the game and not get “bounced out”.

Everyone puts 12 chips in front of them for all to see.

The first player makes the initial roll of a single dice, and the turns move in a clockwise direction.

The next player rolls the dice and compares the score with the previous player.

If the dice score is *higher* than the previous player, the previous player must give the difference in chips.

If this dice score is *lower*, the player must give the previous player the difference in chips.

If the dice roll is the same as the previous players, nothing happens and no chips change hands.

The play moves around the group and the winner is the last player in the game when others have run out of chips and have been “thrown out”.



Activity – Tadpole to Superman

Everyone in the group starts as a tadpole who “swims” around the room. In order to move through the ranks each tadpole must challenge another tadpole to a game of “Rock, Paper, Scissors”.

The winner moves up the ranks and becomes a chicken who must move around the room making clucking sounds and flapping their wings. Chickens can challenge other chickens to “Rock, Paper, Scissors” then the winner becomes a monkey who must move around the room like a monkey and make monkey sounds.

The loser goes back to be a tadpole.

Monkeys can challenge other monkeys to a game and the winner becomes Superman and exits the game like superman, the loser goes back to be a chicken.

Game play continues until a set number of players have become superman.

Activity – Fizz Buzz

The group stands in a circle and have to count clockwise around the circle, taking a number each.

Whenever a number contains a “2” they have to say “Fizz” and whenever a number contains a “4” they have to say “Buzz”. The leader substitutes more words for numbers as the game goes on.

Hidden Message – sometimes in life things get complex, you just have to roll with it and play the game.



Key Learning

Scouts gain confidence to lead games for their Patrol.

Session 9

Troop Forums/ Troop Councils

Timing: 15 mins

Aim of the session

This session is to allow the Scouts to build confidence in the process of the Troop Forum or Council and to ensure the Scout Troop is youth led.

Activity – The Troop Forum or Troop Council

In a whole group circle, sit in a ring of chairs and discuss the purpose of a Troop Forum/Council and seek the opinions of the Scouts on the following questions:

- Who attends the Troop Forum/Council?
- What happens at each meeting?
- Where do you have the Forum/Council?
- How often are they held?
- How is the opinion of the Scouts gathered to take to Troop Forum/Council?

Hold an example Forum/Council and discuss: What type of camp would you like for next year and which activities would you ideally like included in the programme?

Key Learning

Scouts understand the purpose of the Troop Forum/Council and play their part to ensure the Scout Troop is youth led and the voices of all Scouts are heard.

Session 10

Questions and Answers and feedback on the day

Timing: 15 mins

Resources: Copies of the Feedback Survey for each Scout, Pens

Aim of the session

This session is to allow the Scouts to ask questions that the session may have inspired and to provide feedback for change / improvement to PL and APL Training in the future.

Question Time

Ask the Scouts if following the training sessions, they have any questions?

NB: If there is anything that you cannot answer there and then ensure you take the questions away with you and find out the answers for feedback at the next Scout meeting.

Feedback

Print copies of the feedback questionnaire and ask the Scouts to rate their training.

Goodbye

Thank the Scouts for joining the training and let them know that you value their contribution as a leader in the Scout Troop as a Patrol or Assistant Patrol Leader.

Let them know that in undertaking responsibility for peer leadership, they are working towards the Chief Scout's Gold Award.

Feedback Form

Name:

Patrol:

Let us know how you felt about the training by ticking as many smiley faces as you wish – the more smiley faces you tick the more you liked it!

Did you enjoy the training?



Which session did you like best and why?

Will this help you with your role as a Patrol Leader or Assistant Patrol Leader?



Do you have any ideas for Scout training in the future?



Scout Forum at a Campfire Circle.