

SELF LEARNING MODULES

BASIC COURSE FOR SCOUT MASTER / LADY SCOUT MASTER

INDEX

Sl. No.	Topics	Remarks
01	Know the boy characteristics, needs and interests of the boys of Scout age.	SLM
02	How Scouting was born and spread.	SLM
03	Promise and Law.	SLM & RM
04	Methods of Scout section, Patrol System.	SLM
05	Knowledge of Scouting for boys, APRO and other books on Scouting.	SLM
06	How to start and run a Troop - Troop Management, Troop Records & Club Room.	SLM & RM
07	Relationship with Parents, Schools.	SLM
08	Group System, link with Pack and Crew.	SLM
09	Scouting and Community Service.	SLM

**KNOW THE BOY – CHARACTERISTICS,
NEEDS AND INTERESTS OF BOYS OF SCOUT AGE.**

Objectives : - By the end of the session the participants will be able to :

- List the characteristics of boys.
- Identify Need of Boy age group.
- Recognize the interest of Young people of boys age.
- Explain how interest and need are to be met through Scout Programme.

Since its origin, the Scouting program has been an educational experience concerned with values. In 1907, the first activities for Scouts were designed to build character, physical fitness, practical skills, and service. These elements were part of the original Scout program and continue to be part of scouting today:

The characteristics of boys are generally universal in nature. However, interests, needs, and aspirations may somehow vary due to factors such as region, race, culture, or nationality. Whatever happens at the earliest stage of life has an effect upon later life. This effect is not necessarily fixed or irreversible but it is part of the foundation upon which future growth must be built. Our behavior as adults is built upon the foundation of our infancy.

This is the reason why leaders and parents need to work hand in hand in providing the boys with worthwhile experiences that will contribute to their growth as individuals. As a Unit Leader you need to have an insight into the physical, mental, emotional, social, moral, and spiritual characteristics of boys of Scout age.

The job of a Unit Leader is a very challenging one. However, you will find it to be one of the most pleasant things you can do. You will not only work with the adults but with the boys as well. The latter's sparkling enthusiasm will surely rub off on you.

It is this sparkle that should be evident in your leadership. As a Unit Leader you are a leader of leaders. It is your duty to see beyond the boys' immediate goals of adventure and fun in the leaders' goal of character development.

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Please see that the following points are not left out to understand characteristics of a boy :

- 1) Reached a turbulent stage between childhood and manhood.
- 2) Physical changes, urges and instincts make him very active and seeks outlet for adventure.
- 3) A creature of hundred contradictions.
- 4) Wants to show his independence and initiative.
- 5) Dreams of being a Leader.
- 6) Likes to do something satisfying.
- 7) Craves for adventure and experiences of new things, experiments.
- 8) Wants to have his efforts recognized, approved and appreciated.
- 9) Admires a hero, follows and imitates.
- 10) Is a mixture of strength and weakness, energy and inertia, and submission?
In short a puzzling individual called a boy.

The needs of boys of Scout age that are to be satisfied in the Troop. The needs as identified by Unit Leader and then make it clear that these characteristics change as they grow old and are affected by the education they receive.

The following information can be included in the list of needs of a boy:

Boys of Scout age are need:

- a) Security
- b) Indirect adult guidance
- c) A gang of a group
- d) Opportunities to experiment
- e) Adventure
- f) Recognition, approval and appreciation
- g) A hero to be an ideal
- h) To learn skills

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Some Practical Points for Scoutmasters on Training Scouts :

- (i) All activities should be purposeful in Troop Meeting.
- (ii) Be warm, friendly and enthusiastic.
- (iii) Use your sense of humour
- (iv) Be fair, be firm and be consistent in your dealings with each boy.
- (v) Criticize in private, praise openly but do not overdo either.
- (vi) Be sincere in your beliefs in the value of the programme.
- (vii) Your key to help the boy is his interest – keep it up.
- (viii) He expects fun, thrill and adventure from your Troop. Give them in abundance.
- (ix) Let him learning by doing.
- (x) The kind of Scouting a boy receives depends on your ability and enthusiasm. Know your job and do it well. Use the Patrol Leader as a link between you and the Patrol.

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THE BOY OF SCOUT AGE

Characteristics	Centers of Interest	Occupations
His intellectual faculties are sharper and his imagination develops	Making things understanding, inventing – Science.	Plans, models, riddles, puzzles, secret codes, intellectual games, learning about nature and mechanical games.
He uses a lot of energy in physical activities.	Movement – Rhythm	Racing, Jumping Chasing, Playing soldiers.
He imitates the people around him	Mixing – Impersonating	Games of limitation, Circus, Sign language, stage performance.
He likes to play with children of his own age.	Team; being part of a gang entering in competitions	Playing soldiers, Camping Games, Cabins, hunts, youth groups.
He uses his memory and judgment	Observing, memorizing.	Collections, Songs, Legends, memory games.
He grows rapidly and matures physically.	Following fashions, being conformist	Learning Skills – dressings.
He wants to imitate adults and adopts contradictory attitude	Needs a sense of security	Imitating adults – following leaders.
He belongs to a group and admires the leaders	Belonging to a Society Co-operating, imitating old people.	Forms boy – teams, competitions, parades, youth groups, regimented games, with older children.
He becomes more independent.	Amusing himself along, building, discovering, shuns adults, inventing	Reading, cinema, swimming, building models, intellectual games, secret messages and codes, mechanical toys and games.
He shows interest in physical activities	Sports	Races, ball games, rubs and techniques of sports.
He wants to find out his capabilities	Adventure.	Conversations, discussion, cinema, radio, T. V.
He begins to think of his future	Developing an individual personality.	Reading, Songs, records, apprenticeship.

How Scouting was Born and Spread.

Certainly you would feel elated when you realize that you are a member of a worldwide Scout Movement, which is more than 100 years old. Naturally this great feeling would lead to an urge within oneself to get to know how and where the Movement originated, who has been responsible for this and how did it spread all over the world. This module has been prepared to meet this purpose.

Objectives

At the end of this Module, you should be able to:

1. Narrate the history of the Scout Movement.
2. List the factors that influenced the Founder, to draw a plan for Scouting.
3. Explain how Scouting spread to various countries around the world.

Thought for Reflection

The greatest contribution to Education in the 20th century was made not by an Educationist, but by a soldier who founded the Scout Movement.

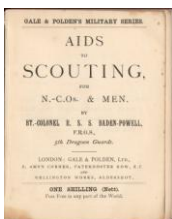
- George Bernard Shaw

Birth of Scouting

Scouting's history commences with a British Army Officer, Robert Stephenson Smyth Baden-Powell. It is not merely one act or initiative of Baden-Powell that led to formation of Scouting but a number of events, prevailing conditions in England at that point of time, and influences which attracted the attention of Baden-Powell to draw up a plan to be of service to society, particularly the young boys. We shall explore them one by one. These influences are not presented in a sequential order.



Influence 1: While stationed in Lucknow, India as an Army Officer in 1876, Baden-Powell (B.-P.) found that his men did not know basic first aid or outdoor survival skills. They were not able to follow a trail, tell directions, read danger signs, or find food and water. Hoping to teach his men resourcefulness, adaptability and the leadership qualities demanded by frontier conditions, in 1896, Baden-Powell began to write a small military handbook titled ***Aids to Scouting***.



Influence 2: The boys of Mafeking from nine years up were organized into the Mafeking Cadet Corps, which was eventually recognized as an official part of the Mafeking defenses.



They took over all manner of duties such as message-carrying, orderly work in the field kitchens, anything that could free a trained man for combat duties. B.-P. had noticed how useful these boys were and how they responded to responsibility being put on them.

The courage and resourcefulness shown by the boys in the corps of messengers at Mafeking made a lasting impression on him.

Baden-Powell became world famous during this South African Boer War. He held the small town of Mafeking during a 217-day siege. The relief was hailed with delight throughout the Empire. As soon as the news of the Relief was brought to Queen Victoria, she had the following telegram sent to Baden-Powell:

'I and my whole Empire greatly rejoice at the relief of Mafeking after the splendid defence made by you through all these months. I heartily congratulate you and all under you, military and civil, British and native, for the heroism and devotion you have shown.'

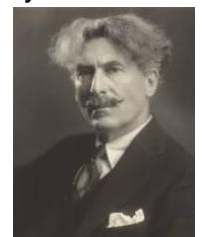
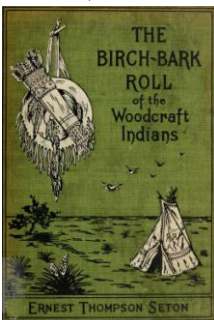
Influence 3: When B.-P. returned to London as a national hero, he was promoted to Lieutenant General. In England, he found that his little handbook –“*Aids to Scouting*” written for soldiers was being used to teach observation and woodcraft to members of Boys’ Clubs and Boys’ Brigade. It had captured the imagination of English boys and was widely read. B.-P. felt the need to rewrite the book especially for boys.

Influence 4: On 30th April 1904, Baden-Powell inspected the Annual Drill Inspection and Review of the Boys’ Brigade on the occasion of the organization’s coming-of-age celebration. The Drill Inspection and Review was an impressive affair, with seven thousand youngsters performing before eleven thousand ‘ticket-holder onlookers. As the boys marched off the field, Baden-Powell turned to congratulate the Boys’ Brigade founder William Alexander Smith. He also added that the Brigade, to his way of thinking, should have many more members than it had-and would have ten times the number with more variety and attraction in the training.



Without a moment’s hesitation, Smith agreed and instantly challenged Baden-Powell to develop a programme that would provide that added ‘variety and attraction’. He specifically suggested that it might be done through a boys’ version of B.-P.’s small book, “*Aids to Scouting*”.

Influence 5: At the end of July 1906, Baden-Powell received a small book by mail titled: ‘*The Birch-bark Roll of the Woodcraft Indians*’ written by Ernest Thompson Seton, a British citizen living in the United States. He was very much impressed with the content of the book. On 30 October, the 46-year-old naturalist-writer and the 49-year-old general lunched together. The day after their meeting, Baden-Powell sent Seton his ‘*Aids to Scouting*’ and a copy of the material he had prepared earlier that year regarding his ideas on ‘*Scouting for Boys*’. Seton secured B.-P.’s promise of assistance in revising the Campcraft section of *The Birch-bark Roll* for the sixth printing and Baden-Powell got Seton’s permission to use some of the games of the Woodcraft Indians in his programme.



Influence 6: A report of conditions in the British capital, just published after exhaustive study, revealed the shocking fact that 30% of the population of London -a city that prided itself on being the richest in the world -were suffering from malnutrition. Another report showed that

of more than two million school boys, only about a quarter of a million were under any kind of influence after school hours. Poverty, squalor, overcrowding, marginalization, exploitation, crime, etc., were prevalent in the poor areas of London. This bothered many especially Baden-Powell who returned to London in 1903 after spending several years abroad as part of his military career. He could not believe that nearly a third of London's population was under-nourished. He was shocked with the fact that alcoholism, vandalism and crime rate were becoming increasingly rampant.

B.-P. termed these as "failings". He believed that such "failings" sap the very foundation of society, thus placing it in danger and compromising its future. Such harsh realities prompted B.-P. to offer something concrete to such dehumanizing situation and particularly to the young boys of the country.

B.-P. believed that it was necessary to "develop character" to tackle such problems. The educational institutions failed to do this – they merely transmitted knowledge. He basically believed that "education aims to draw out and develop from the inside 'the good', to the exclusion of the bad". He therefore proposed a twin plan – a **purpose** – to improve society by improving the individuals of which it is composed, and a **method** intended to "draw out" rather than "impress upon".



home ground.

Baden-Powell was determined to give his Boy Scouts scheme a thorough test before he developed the final details. Since one of its main characteristics was to be adventuring outdoors the only way of doing this testing was by camping with a group of boys. This, in itself, was a revolutionary idea at the time. Hitherto, camping had been reserved almost exclusively for the military at home and abroad, and for explorers and sportsmen overseas. Now, for the first time, it would be made generally available to British boys on their

The result crystallised in the form of an experimental camp in Brownsea Island, in Poole Harbour, Dorset, England in August 1907 organised by Baden-Powell. He wanted to see how far his scheme would interest boys of different upbringing and education and therefore recruited his 20 campers from various walks of English life. Some were from large public schools, others from the slums, shops or farms.

To the boys, the Brown sea camp became a thrilling adventure. They were having fun and excitement. They were not aware of the significance of what was happening – that their working and playing together would result in millions of other boys sharing in the game. To them, everything was a new and to be treasured: the experience of camping the friendships they made in their patrols scout-craft skills they learned. They were into patrols. They played games, took hikes, without utensils, learned stalking and skills. In the evenings, around the magic of they were spellbound by B.-P.'s stories of his army adventures. Scouting had begun in earnest and was destined to spread around the world.



eventually same something in itself, and the organized cooked pioneering a campfire,

Each Patrol Leader was given full responsibility for the behaviour of his Patrol at all times, in camp and in the field. The patrol was the unit for work or play. The boys were put on their honour to carry out orders. Responsibility, discipline, and competitive rivalry were thus at once established and a good standard of development was ensured throughout the troop.

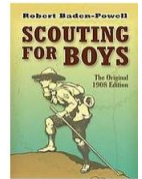
B.-P. himself considered the camp a success. It had shown him the soundness of his Patrol System. It had demonstrated the appeal of camping and outdoor activities to boys of all classes. It had established that the most effective way of learning scoutcraft was through practices and games. It had proved that, when put 'on their honour,' boys would do their very best.

Within a few days of his return B.-P. began to receive letters from the boys and their parents. The boys expressed themselves enthusiastically about the marvelous time they had experienced. The reactions of the parents were of the greatest importance to Baden-Powell. They had trusted their boys to his care for an experiment. The parents felt that their boys had not only picked up useful knowledge but had become more resourceful and more independent.



After the Brownsea camp, B.-P. rewrote his earlier handbook and called it Scouting for Boys. He incorporated many ideas from two American programmes for boys: The Woodcraft Indians, and The Sons of Daniel Boone.

Scouting for Boys was first published as a six – part series of magazine articles. People liked the series so well that it was published as a book in 1908.

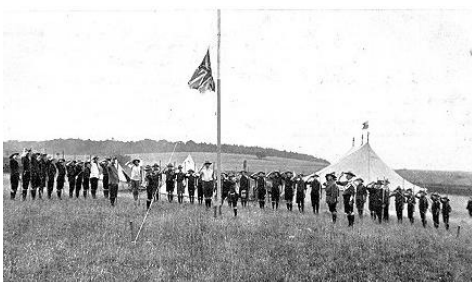


Spurred by Baden-Powell's enthusiasm and personal magnetism, Boy Scout patrols started to appear in each of communities in which the General had stopped on his countrywide tour to describe his Boy Scouts scheme. By the time the sixth and final part of the book made its appearance at the end of March, Boy Scouting had swept like a tidal wave across the length and breadth of the United Kingdom.

The general doubt that is likely to arise is as to when exactly Scouting was born. The conduct of the first experimental camp by Baden-Powell at Brownsea Island in 1907 is considered to be the birth of Scouting.

Growth of the Movement

Scouting spread throughout England and began spreading to other countries. The first recognized overseas unit was chartered in Gibraltar in 1908, followed quickly by a unit in Malta. Canada became the first overseas dominion with a sanctioned Boy Scout program, followed by Australia, New Zealand and South Africa. Chile was the first country outside the British dominions to have a recognized Scouting program. Scouting came to India in the year 1909. By 1910, Argentina, Denmark, Finland, France, Germany, Greece, Malaya, Mexico, the Netherlands, Norway, Russia, Sweden and the United States had Boy Scouts.



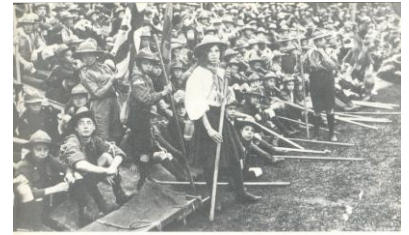
The success of "Scouting for Boys" produced a Movement that quickly – automatically it seemed – adopted the name of the Boy Scouts and necessitated the establishment of an office to administer it.

By 1909 the Movement had taken firm root. "Scouting for Boys" had been translated into five languages.



Birth of Guiding: 1909 is the memorable year in the history of Scouting to have the first gathering of Scouts at Crystal Place, London. Over 11,000 Scouts in uniform who attended the rally proved their willingness to play the game of Scouting.

Along with these 11,000 Scouts, there were a handful of girls who too wanted to join the game. It was a surprise for Baden-Powell to see girls at the rally, wearing uniforms like Boy Scouts. When he asked them “Who are you?” they replied, **‘We are Girl Scouts!’** They said they too wanted very much to be in the game like their brothers.



He tried to persuade the girls to give up the idea, but he found enthusiasm in those young girls and determination to follow their brothers. B.P thought of a separate girl section of the Movement and put his sister Agnes Baden Powell as in-charge to look after it, calling the branch as Girl Guides. Thus, was born the Movement for girls.

World War-I

The coming of the world war in 1914 could have brought about the collapse of the Movement, but the training provided through the patrol system proved its worth. Patrol leaders took over when adult leaders volunteered for active service. Scouts contributed to the war effort in many ways; most notable perhaps were the Sea Scouts who took the place of regular coast-guardsmen, thus freeing them for service afloat.

The first World Jamboree took place in 1920, in Olympia, London with 8,000 participants, and proved that young people of many nations could come together to share common interests and ideals. B.-P. was acclaimed as the Chief Scout of the world at this Jamboree. During the Jamboree the first International Scout Conference was held with 33 National Scout Organizations represented. The Boy Scouts International Bureau was founded in London in 1920.



In 1922 the first International Committee was elected, at the 2nd International Conference (Paris), where 31 national Scout organizations were represented. World membership was just over 1 million.

The Early Scout Programme

A Wolf Cub section was formed for younger boys in 1916. It used Rudyard Kipling’s “Jungle Book”, to provide an imaginative symbolic background for activities. For older boys, a Rover Scout branch was formed in 1918.

The World War-II



The war came in 1939, Scouts again carried on under their patrol leaders; they undertook many national service tasks e.g – messengers, fire watchers, stretcher bearers, salvage collectors and so on. In occupied countries, Scouting continued in secret with Scouts playing important roles in the resistance and underground movements. After the liberation, it was found that the numbers of Scouts in some occupied countries had, in fact, increased.

The 60's, 70's and 80's

Scouting in developing countries gradually evolved to be a youth programme, which was, designed by Scout leaders in each country to better meet the needs of their communities.

Scouts, particularly in developing countries, became more involved with issues such as child health, low-cost housing, literacy, food production and agriculture, job skills training, etc. Drug abuse prevention, life skills training, integration of the handicapped, environmental conservation and education, and peace education became issues of concern to Scouts around the world.

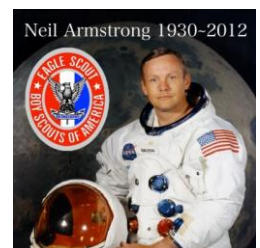


The 90's and beyond

In the 1990's Scouting has been reborn in every country where it existed prior to World War II, and it has started throughout the newly independent countries of the Commonwealth of Independent States (formerly the USSR). Since 1993, 35 countries have joined, or rejoined, the World Organization of the Scout Movement.

- There are more than 31 million Scouts, young people and adults, male and female, in 216 countries and territories.
- 172 NSOs (National Scout Organizations) are members of the World Organization of the Scout Movement.

Those who succeed best are those who learned Scouting/Guiding while they were still boys and girls. This is very much true. Some 300 million people have been Scouts, including prominent people in every field. The first man to have stepped on the moon in the year 1969, Neil Armstrong was a former Scoutmaster and an "Eagle Scout". Of the 12 American Astronauts who have walked on the moon, 11 have been Scouts.



Among the prominent world Leaders who were Scouts are former US Presidents John F. Kennedy; Bill Clinton, and George W. Bush; Barack H. Obama, Albert II, King, Belgium; Nelson Mandella, former President of South Africa; Ryutaro Hashimoto, former Prime Minister of Japan; Tony Blair, former Prime Minister of UK; Civil Rights Leader Dr. Martin Luther King, Jr; Bill Gates, Founder Microsoft Corporation; Richard Attenborough, Actor & Film Director/Producer; Dudley Robert Herschback and Peter Agre - both Nobel Prize recipients for Chemistry.

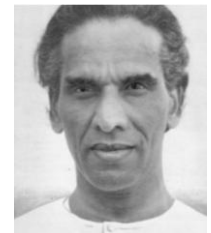


former US Presidents John F. Kennedy; Bill Clinton, and George W. Bush; Barack H. Obama, Albert II, King, Belgium; Nelson Mandella, former President of South Africa; Ryutaro Hashimoto, former Prime Minister of Japan; Tony Blair, former Prime Minister of UK; Civil Rights Leader Dr. Martin Luther King, Jr; Bill Gates, Founder Microsoft Corporation; Richard Attenborough, Actor & Film Director/Producer; Dudley Robert Herschback and Peter Agre - both Nobel Prize recipients for Chemistry.



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Sri. R. Venkataraman, and Sri. Shankar Dayal Sharma, former Presidents of India; Sri Rameshwar Thakur, former Union Minister & Governor; Sri Surjit Singh Barnala, former Governor; Sri. V.K. Krishna Menon, former Defence Minister and Statesman are some of the Indian celebrities who were Scouts.



I pray that every home in India may have children like Scouts and Guides.

– Mahatma Gandhi

An Attempt to Recolle



Having read through so far, you can now try to test your memory by answering the following questions:

1. What is the title of the military handbook, which was written by Baden-Powell?
2. How many days did the Mafeking siege last?
3. Who founded the Boys' Brigade which B.-P. inspected in April 1904?
4. Who is the author of the book titled The Birch-bark Roll of the Woodcraft Indians?
5. Where and in which year did B.-P. conduct the experimental camp?
6. In which year was the book Scouting for Boys published?
7. In which year did Scouting come to India?
8. Where was the first gathering of Scouts held in the year 1909?
9. When and where was the first World Scout Jamboree held?
10. List the prominent world leaders who were Scouts.

In case you have difficulty in finding the answer, you can once again and read through the material.

To Sum Up

If you were to narrate the history of Scouting to your boys, how would you do it? Which of the significant events would you highlight so as to ensure that could be of interest to them? Try to outline below your presentation and method that you would use.

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For further Reading:

1. Robert Baden-Powell by Julia Courtney (Pub: Orient Longman)
2. Our Scouts and Guides by R.S. Mishra (Pub: Publications Division, GOI)
3. The Story of B.-P. by R.D. Eashwar Singh*
4. Scouting Round the World by J.S. Wilson
5. Scouting and Guiding in India: Milestones by Dharmendra Nath*
6. A Dream Came True by Lakshmi Mazumdar*
7. The Scout Movement by E.E. Reynolds
8. 250 Million Scouts by Laszlo Nagy

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?



Here are the answers to your memory test:

1. What is the title of the military handbook, which was written by Baden-Powell?

Aids to Scouting.

2. How many days did the Mafeking siege last?

217 days.

3. Who founded the Boys' Brigade which B.-P. inspected in April 1904?

William Alexander Smith.

4. Who is the author of the book titled The Birch-bark Roll of the Woodcraft Indians?

Ernest Thompson Seton.

5. Where and in which year did B.-P. conduct the experimental camp?

Brownsea Island, in Poole Harbour, Dorset, England in August 1907.

6. In which year was the book Scouting for Boys published?

1908.

7. In which year did Scouting come to India?

1909.

8. Where was the first gathering of Scouts held in the year 1909?

Crystal Place, London.

9. When and where was the first World Scout Jamboree held?

Olympia, London.

10. List the prominent world leaders who were Scouts.

John F. Kennedy, Bill Clinton, George W. Bush, Barack H. Obama, Nelson Mandella, Tony Blair, and Martin Luther King Jr.

Scout Promise and Law

The Scout Promise and Law form the foundation of Scouting. These two present a high ideal for boys and yet it is practicable and within their reach. In this module, you will be able to understand the fundamental method (Promise and Law) through which Scouting contributes to the development of young people.

Objectives

At the end of this Module, you should be able to:

1. State the Scout Promise and Law.
2. Explain how the Scout Promise and Law can be incorporated in Programme activities.
3. Interpret the Scout Promise and Law to Scouts in a manner, which is appropriate to their age and understanding.

Thought for Reflection

At your investiture as a Scout you will make the Scout Promise in front of the rest of the Troop.

This Promise is a very difficult one to keep, but it is a most serious one and no boy is a Scout unless he does his best to live up to his Promise.

- Baden-Powell

The principles and practice of the Scout Movement are based upon the Scout Promise and Scout Law. The words and concepts are simple and set out the commitment in a way that a young person might say it naturally. They are together a code of living placed before every member of the Movement.

Every person, is asked to make or renew the Scout Promise as an outward expression of his intention to try to live upto the principles and ideals of the Movement. It is important to realise that the implications of the Scout Promise and Law – although they are expressed in the terms a boy can understand, they are applicable to adult leaders no less than to those they lead.

THE SCOUT PROMISE

“On my honour, I promise that, I will do my best-
to do my duty to God* and my Country,
to help other people and
to obey the Scout Law.”

(*The word Dharma may be substituted if so desired.)



Reflection on the Scout Promise

- The Promise is a voluntary commitment.
- Through the Promise, we make a commitment to be the best we can be.
- We make a commitment to ourselves and our country.
- We promise to make the Scout Law an integral part of our life.
- Making the Promise is a very important moment in the life of a Scout.
- The young people decide if they are ready to make the commitment.

MAKING THE PROMISE IS A VERY IMPORTANT MOMENT IN THE LIFE OF A SCOUT

The Promise is not made at just any time. A special time, in a suitable place, with due preparation is required. It is called as Investiture Ceremony. You will experience it during your Basic Course.

Thought for Reflection

A Scout is active in doing good, not passive in being good.

- Baden-Powell

THE SCOUT LAW

1. A Scout is trustworthy.
2. A Scout is loyal.
3. A Scout is a friend to all and a brother to every other Scout.
4. A Scout is courteous.
5. A Scout is a friend to animals and loves nature.
6. A Scout is disciplined and helps protect public property.
7. A Scout is courageous.
8. A Scout is thrifty.
9. A Scout is pure in thought, word and deed.

Reflections on the Scout Law

The proposals contained in the Scout law may help you to:

- broaden your understanding on them
- think about their impact on your own life; and
- find the words and images to present them to the young people.

Trustworthy: A person is trustworthy when his words and deeds are consistent with what they carry inside. To be trustworthy we have to love the truth and be true to what is true. It is about living and thinking-as far as possible- in truth, even if that should causes pain and misfortune.

Loyal: Loyalty is durability of our faith in what is important. It depends on the values you are being faithful. Only through Loyalty it is possible to have a life plan, to project our present commitment as a way of life.

Friend to all and a brother to every other Scout: A Scout is a friend to all. He is a brother to other Scouts. He offers his friendship to people of all races and nations, and respects them even if their beliefs and customs are different from his own.

Courteous: It is being polite to everyone regardless of age or position. A Scout knows good manners and makes it easier for people to get along together.

Friend to animals and loves nature: This means to be aware of the relationship between humankind and other animal and plant species. It is to respect nature and make an active commitment to the integrity of the environment.

Disciplined and helps protect public property: To follow the rules of his family, school, and Troop. Obeying the laws of one's community and country and also help in protecting the public property.

Courageous: A Scout can face danger although he is afraid. He has the courage to stand for what he thinks is right even if others laugh at him or threaten him.

Thrifty: One who works to pay his way and to help others. He saves for unforeseen needs. He protects and conserves natural resources. He carefully uses time and property.

Pure in thought, word and deed : Something is pure when it is free of anything that could alter or adultrate its basic nature.

So purity, understood as cleanliness of heart is the opposite of interest, selfishness, and anything that could contaminate our thought, word or deed. Purity is loving the other truly, as a person, respecting them, defending them even against our own desire. For that reason, this last proposal of the Scout Law invites us to take a good look at ourselves, to constantly question the integrity of our souls, and of our thoughts, words and deeds.

The Scout Law is proposed, not imposed. The Scout Law proposes living by our values.

It is important to realise that the Founder has taken so much care to ensure that every part of the Scout Law is positively worded. There are no negatives. Boys like Do's very much and not Don't's. The Law is expressed in simple words easily understandable by boys.

Guidelines to teach Promise and Law

It is the prerogative of the Scoutmaster to teach the Scout Promise and Law to the Scouts. It is important that you take much care in teaching the Scout Promise and Law to your Scouts. Talk to them as a father talks to his son.

Law has direct appeal because it is closely linked with ordinary daily life. Boys respond to these entirely natural rules because they can understand them and appreciate the value of them.

Mere sermonizing or philosophizing is no good for boys. Yarns and stories must be narrated to illustrate every aspect of Promise and Law. Dramatics, mimes and short sketches may be helpful in illustration.

Display the Promise and Law in the Scout den.

Camp gives glorious opportunities; show that beauties of nature come from God.

Watch each Scout in games, inter-patrol competitions and other activities and see how far he responds to the ideal.

Have a confidential notebook and note down the good points as well as the negative points of



each Scout in your Troop.

Remember, if you live the Law yourself, there will be no need to preach it. Scouts will absorb proper attitude to life if proper Troop spirit and atmosphere exist; You must give your attention to this constantly.

Ideas for Practise



- Using your mobile camera, take pictures that illustrate what the Promise means to you. You can show it to your LOC for his suggestions when you attend your Basic Training Course.
- Look for examples of the Scout Law being valued or being broken in the daily News paper.

For further Reading:

1. Scouting for Boys by Lord Baden-Powell of Gilwell*
2. APRO Part – II*
3. www.scout.org/promiseandlaw
4. www.thedump.scoutscan.com/yarnsscout.pdf
5. www.thedump.scoutscan.com/scoutingforboys.pdf
(for B.-P's original version of Scout Law and Promise)

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

Method of Scout Section - Patrol System

The Scout method comprises of four basic elements namely (1) A Promise and Law; (2) Learning by Doing; (3) Membership in small groups (Patrol System) and (4) Progressive and Stimulating Programmes.

Objectives

At the end of this Module, you should be able to:

4. State the Scouting methods.
5. Explain the purpose of Patrol System.
6. List the functions of the Court of Honour.
7. Describe the essential features of Patrol Meetings.
8. Demonstrate ways of decorating the Patrol Corners.

Thought for Reflection

"The Patrol System is not one method in which Scouting can be carried on. It is the only method"

- Baden-Powell

The Founder, Lord Baden-Powell, first introduced the principles of the Patrol System when he was with the British Army in India. In training young soldiers (at that period mostly illiterate and raw) he had to evolve new methods. B.-P. found he could get what he wanted by using small units, each of six men, with one officer in charge with full responsibility for training that Patrol.

If you were to take a big group of kids and put them on a playground, sports field, and you will see for yourself what happens. Gradually that big group would start to morph into many smaller groups – into gangs – ready to play a game. It's a natural thing.

Gangs aren't always bad. A gang is, in its most basic form, simply a group of kids who play together after school or during the summer. This group of kids comes together for all sorts of reasons. They may be all the same age, live in the same neighbourhood, go to the same school, or even have the same interests. It's just a gang with no formal organization, written rules, or even a firm idea of what they want to do. Peer group recognition is vital to young people. Knowing this basic make-up of young boys minds, our founder Baden-Powell initiated the Patrol System.

The Patrol

The unit in Scouting is the Patrol. Not less than two and not more than four patrols constitute a Troop. The Scout Patrol consists of 6 to 8 boys. Do you know why? The reason is, if the number is less than six, they will find themselves to be too few and unable to tackle any job or project. If the strength is more than eight, the Patrol will be too big and unwieldy.



When the Scout Movement was founded and “Scouting for Boys” was published, the Patrol System became one of the basic elements of Scouting. The Unit Leader (an adult leader), the Patrol Leader (a boy leader) and the Patrol are the three main ingredients, which constitute the Patrol System. All the three are in-separable and unbreakable links of one chain i.e. Scouting. If one link goes away it will have its impact on the other two and vice-versa. The result will be anything but not Scouting.

As a Unit Leader you have a major responsibility in maintaining a proper equilibrium among these three main constituents, ensuring healthy growth of each one of them.

Purpose

The main object of the Patrol is **to give real responsibility to as many boys as possible.**

It leads each boy to see that he has some **individual responsibility** or the good of his Patrol.

It leads the Patrol to see that it has **definite responsibility for the good of the Troop.**

Through the Patrol System the Scouts learn that **they have considerable say in what their Troop does.**

Formation of Patrols

The boys should be asked to look around them and to decide for themselves with whom of the other boys they would like to be associated in a Patrol, and what specific boy might be a good leader of their group.

The most natural way to establish these Patrols is by introducing at a meeting a few two-team games (or three or four-team games, according to the size of the group) and let the boys themselves team up without any suggestion from you. If the teams are uneven, you can propose the transfer of some of the boys from one group to another. Then play the first game, and, when it is over, try another after suggesting to the boys that they may want to change around in the teams. No indication should be given that these games are of an experimental nature for the purpose of establishing Patrols. At the following meeting repeat the same process. Then as you come toward the end of this meeting, announce that the Troop is to form its Patrols. In this manner the boys will have had an opportunity to react upon each other, to know each other better, and will have a sounder way of judging how their Patrols might shape up.

A simpler way to form Patrols is to ask the boys to divide into two or three or four groups (depending on the size of the group) in different corners. In many instances this will work out satisfactorily. A few boys may be left out in the preliminary rush but will be absorbed readily. If there is any doubt in your mind as to the feasibility of this method, use secret ballots. Distribute papers and ask the boys to write down the names of those they would like to team up with in a Patrol. Collect the papers and inform the boys that the membership of the Patrols will be announced at the next meeting. Assure them that every consideration will be given to individual wishes and that a special attempt will be made to have the Patrol set up to suit everybody.

Then, during the week, work over the ballot sheets, arranging the boys by Patrols, using your own best judgement in cases where wishes are not clearly expressed or where boys seem to have been left out of the running. At the next meeting announce the Patrols. You will find that the arrangement will be readily accepted where upon the Patrols are ready to choose their leaders, their name, yell, etc.

How the Patrols Operate

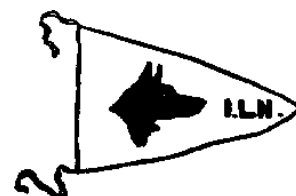
Leadership: The Patrol members choose their own leader (Patrol Leader) and their Second (Assistant Patrol Leader).

Patrol Names: The Scout Patrols are named after birds or animals. The Patrol chooses its own name either from Animals or birds as laid down in "Scouting for Boys". When selecting names for the Patrol, they should select names of birds or animals that are found in their District.



Patrol Call: Each Scout in a Patrol has to be able to make the call of his Patrol animal/bird. This is the signal by which Scouts of a Patrol can communicate with other members of their Patrol when hiding or at night or while playing games. The Patrol members are not allowed to use the call of any other Patrol.

Patrol Flag: Each Patrol should have a small flag with its Patrol animal/bird shown on it on both sides. The flag is triangular in shape, white in colour with Patrol emblem in red colour. The length of the base is 20 cms. and the length of the two sides is 30 cms. each. The Patrol Leader has the privilege of carrying the Patrol flag.



Patrol Motto: Each Patrol chooses its own Motto, which generally applies in some way to the Patrol animal or bird. For example, Eagles: "Soar High"; Hounds: "True till Death".

Shoulder Stripes: Scouts wear shoulder stripes according to the name of the Patrol to which they belong. The shoulder stripe consists of two bars each 5 cms. long and 1.5 cms. wide, both of one colour or of separate colours as given in **Scouting for Boys*, and stitched horizontally each 2 cms. apart on square shaped steel grey cloth, at the top of the left sleeve of the Scout shirt immediately below the shoulder badge.



** Refer the book 'Scouting for boys' reprinted before 2010 edition.*

Meetings: The Patrol members meet periodically and plan their Patrol activities. All the Patrol Leaders and the Troop Leader meet and plan the activities of the Troop.

Patrol Jobs: In a Patrol comprising of 8 members, the jobs are assigned as follows:

- Member No. 1. Patrol Leader.
- Member No. 2. Second – he takes over leadership in the absence of the PL.
- Member No. 4. Treasurer – he collects dues and keeps the accounts of the Patrol.
- Member No. 3. Scribe – he handles Patrol reports and Log books.
- Member No. 5. Quartermaster – he takes care of the equipment.
- Member No. 6. Hike Leader – he arranges for hikes and camps.
- Member No. 7. Chief Cook – he lines up menus and purchases food.

Member No. 8. First Aider – he looks after first aid equipment and takes care of all first aid on hikes, camps and all patrol meetings

If the Patrol members are less than 8, two of the jobs could be combined and assigned to one Scout or one of the jobs could be deleted.

N.B. The above model is only an example, and is subject to change according to the working situations.

Thought for Reflection

Expect a great deal of your Patrol Leaders and nine times out of ten they will play up to your expectations, but if you are always going to nurse them and not trust them to do things well, you will never get them to do anything on their own initiative.

- Baden-Powell

Patrol Meetings

Having Patrol Meetings gives the Patrol something to do together away from the rest of the Troop, and it leads to doing even bigger things together with or without the rest of your Troop. The most important reason for the Patrol Leader (PL) and his Patrol to get together is to do things as a Patrol.

When and where the Patrol meets is up to the PL and his Patrol. They can have them in the house of the PL or rotate the meetings among the homes of the other Patrol members. It could be held indoors or outdoors. Ideally, the Patrol should hold weekly meetings, or at least two Patrol Meetings a month.

Patrol Meetings also give you a chance to run the Patrol. At the Patrol Meetings a little time can be spent going over the Scout skills, planning for the next Troop campout, working on advancement, and having some fun. Just like the Troop meeting, the Patrol Meeting should have a little bit of business, a little bit of work, a little bit of learning and a little bit of fun.



Another important reason for having Patrol Meetings is that the PL and his Patrol can "Be Prepared" for whatever the Troop has planned.

For successful Patrol meeting, it is important that:

1. The activities planned should be of interest to all members of the Patrol.
2. Every Scout should have a definite responsibility to carry out.
3. The meeting should be planned in such a manner that each Scout learns something new.
4. Each part of the meeting should be short and snappy, and more things should be planned for than can actually be carried out.

Patrol-in-Council

It is a meeting of all the Scouts in a Patrol for the discussion of its affairs under the leadership of the Patrol Leader. It can be specially called meeting, or held during a normal Patrol Meeting.



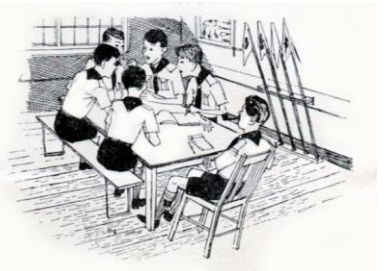
for suggestion they have for Troop activities.

The Patrol-in-Council should meet to discuss future programme, outings, organising any duties assigned to the Patrol, e.g. a skit for a campfire. Before the Court of Honour meeting, a Patrol Leader talks over with his Patrol members asking

Court of Honour

The Court of Honour is as old as Scouting and is absolutely fundamental to successful Scouting in the Troop. A Court of Honour is formed of the Unit Leader and the Patrol leaders, or, in the case of a small Troop, the Patrol Leaders and Seconds. In the court the Unit Leader attends the meeting but does not vote. In the Court of Honour, however keen the Unit Leader may be, however able he may be, he will keep out of the Chair and will remember that the Court of Honour is the boys' own show, it is their job to run it and the Scoutmaster is there only to advise and not to interfere.

The Court of Honour is a business meeting, in every sense of the word, and should be conducted along formal lines. A Chairman, Secretary and Treasurer are necessary. The Chairman and the Secretary should draw up an agenda and follow it. The Troop Leader is the Chairman. He calls the meeting to order and takes the roll. The Secretary reads the minutes of the last meeting. He also takes notes of the meeting in progress and later prepares its minutes.



The Court of Honour should meet formally at least once a month but it will have to meet in any emergency and for any special purpose. It can meet after each Troop Meeting. When the Troop is in camp, the Court of Honour should meet daily, preferably at the end of the day when the Patrols are going to bed under the Seconds.

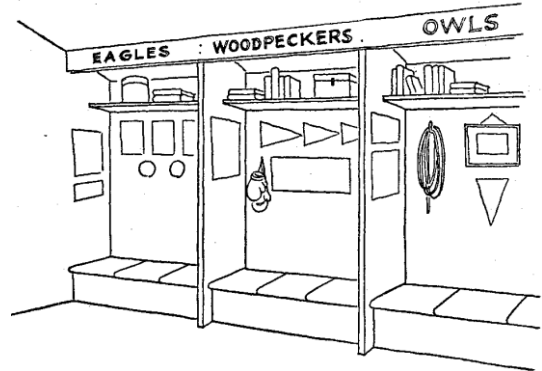
Meetings of the Court of Honour should be started punctually at the appointed time. Discussions should be business like. It is a very good practice for the Patrol Leaders to present a formal written report at each meeting indicating the progress of the individual members of their Patrols. Such reports may refer to attendance, level of advancement as well as acquiring of proficiency badges.

The Court of Honour decides rewards, punishments, programmes of work, camps and other questions affecting Troop Management. The members of the Court are pledged to secrecy. Only those decisions, which affect the whole Troop, that is, competitions, appointments, and so on, would be made public. The Scoutmaster's role in all these is that of an adviser. He should, in no way, allow himself to interfere with the independent working of these Patrols. His only concern should be to see that unpalatable and impracticable decisions are not taken. In this regard, he will have to exercise his ingenuity, his vast knowledge, his acumen and sagacity in a suitable manner, without their knowing it. He has to steer them clear of the

shoals and shackles that come in their decision-making and so guide to take the right decision.

Patrol Corner

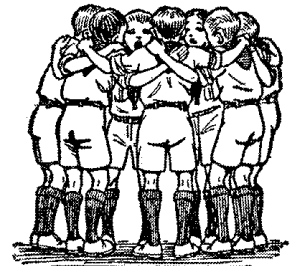
The Unit Leader should ensure that in the Scout Den, a certain portion is set aside for developing Patrol Corners. The number of Patrol Corners would very much depend on the number of Patrols in the Troop. Wherever permanently established Corners are not possible, portable Corners can be developed. It does not follow that a Corner must be in a corner. In case of limited space available in the Scout Den, curtained type of Corners could be developed. The Patrol corner will reflect the spirit of the Patrol. Hence it should have the 'Totem' of the Patrol. There should be a Patrol progress chart, which would highlight the progress of each member, a notice board, a Patrol box containing books, equipment for games and activities. Each Patrol should be allowed to develop its Corner to the likes and desires of its own members. Patrol Corner is a tremendous help in developing the Patrol spirit.



Patrol Spirit

The Patrol Spirit means that each boy in the Patrol feels that he is an essential part of a complete and self-contained unit –a body in which every member is expected to carry out his own individual part in order to attain the perfection and completeness of the whole.

In Scout Patrols, the spirit of loyalty in the boy, if properly guided, acts as a powerful reinforcement to the Scout Promise and Law. The development of Patrol Spirit should be encouraged in every way possible. Patrol activities are the most effective means of intensifying Patrol vitality and permanency. The Scout uniform gives the Patrol members a feeling group consciousness and is an important factor in Patrol Spirit.



An Attempt to Recollect

Try testing your memory by answering the following questions:



1. What is the main object of the Patrol System?
2. Who chooses the Patrol Leader?
3. What is the colour of a Patrol Flag?
4. Who carries the Patrol flag?
5. How often should Patrol Meetings be held?
6. What are the functions of the Court of Honour?

Fill in the blanks:

1. A Scout Patrol consists of _____ boys.
2. The Assistant Patrol Leader (Second) is chosen by _____
3. The Scout Patrols are named after _____
4. The Patrol flag is _____ in shape.
5. The shoulder stripe is worn immediately below the _____
6. The _____ handles the Patrol reports and log books.

Suggested Activities



1. Visit a nearby Scout Unit (either an Open Unit or a School Unit. Meet the Scoutmaster and seek his permission to observe how the Scout Troop functions.
2. Observe a few Troop Meetings.
3. Discuss with the Scoutmaster as to how he is managing his boys, how the Patrol Leaders function, and what are his observations of the manner in which the Patrols function.

For further Reading:

1. Scouting for Boys by Lord Baden-Powell *
2. Aids to Scoutmastership by Lord Baden-Powell *
3. Handbook for Troop Scouters by T.V. Neelakantam*
4. Know Your Patrol*
5. The Patrol System (The Scouter's Books No. 16) by Ian Graham Orlebar, The Boy Scouts Association, London
6. The Patrol System by R.E. Philipps, London
7. Patrol Leaders Council by John Thurman (The Scouter's Books No. 2), The Boy Scouts Association, London

8. Patrol Activities (The Patrol Books No.1) by John Sweet, The Boy Scouts Association, London
9. More Patrol Activities (The Patrol Books No.15) by John Sweet, The Boy Scouts Association, London
10. Patrol Corners and Dens (The Patrol Books No.16) by Edward G.W. Wood, The Boy Scouts Association, London

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?



Here are the answers to your memory test:

1. What is the main object of the Patrol System?
To give real responsibility to as many boys as possible.
2. Who chooses the Patrol Leader?
The Patrol members choose their Patrol Leader.
3. What is the colour of a Patrol Flag?
White.
4. Who carries the Patrol flag?
The Patrol Leader.
5. How often should Patrol Meetings be held?
The Patrol should hold weekly meetings, or at least two Patrol Meetings a month.
6. What are the functions of the Court of Honour?
To decide on rewards, punishments, programmes of work, camps and other questions affecting Troop Management.

Fill in the blanks:

1. A Scout Patrol consists of 6 to 8 boys.
2. The Assistant Patrol Leader (Second) is chosen by Patrol Members.
3. The Scout Patrols are named after animals and birds.
4. The Patrol flag is triangle in shape.
5. The shoulder stripe is worn immediately below the shoulder badge.
6. The Scribe handles the Patrol reports and log books.

Knowledge of Scouting for Boys, APRO and Other Books on Scouting

As a Scoutmaster it is essential that you familiarize yourself with the book 'Scouting for Boys' written exclusively for Scouts by the Founder, APRO Part – I, APRO Part – II, Rules Book and other books on Scouting.

Objectives

At the end of this Module, you should be able to:

1. Highlight the contents of the book 'Scouting for Boys'.
2. List the main contents of APRO Part – I.
3. List the main contents of APRO Part – II.
4. Explain what Rules book deals with.
5. Narrate the main contents of Aids to Scoutmastership.
6. List others books on Scouting

Thought for Reflection

Books are the best friends a man can have. You choose those that you like; you can rely on them at all times; they can help you in your work, in your leisure, and in your sorrow. You have them always around you at your beck and call in your home.

- Baden-Powell

'SCOUTING FOR BOYS' BY LORD BADEN-POWELL OF GILWELL

The book Scouting for Boys written by Lord Baden-Powell was instrumental for the birth and growth of Scouting. In this book B.-P. has recorded all his life experiences and the experiences of the experimental camp held by him in Brownsea island in the year 1907.

Scouting for Boys was initially published in six fortnightly parts commencing in 1908. On 1st May 1908, it was published in book form.

Scouting for Boys has been translated into more than 90 languages all over the world. It has been translated and published in 7 Indian languages namely Hindi, Marathi, Tamil, Telugu, Malayalam, Kannada and Mizo.



The uniqueness of this book is B.-P. himself has drawn the 200 illustrations this book contains. The author provides several true incidents and examples to enable the reader understand the concepts easily. He also suggests several games related to the topics dealt.

In his foreword B.-P. writes "I've put into this book all that is needs to make you a good Scout of that kind. So, go ahead, read the book, practice all that it teaches you and I hope you will have half a good a time as I have had as a Scout".

On going through this book one can learn about the basic requirement of becoming a Scout, the Investiture process, Scout uniform, the scout staff, and the Patrol System.

It contains details about outdoor activities such as Camping, Hiking, and Mountaineering; skills in Sketching, Mapping, finding directions with and without a compass; and various types of Signalling.

You get to learn useful knots and lashings; hut and bridge building; how to use an axe; and Estimating heights, distances, weights and numbers. You will gain knowledge on Camping; Camp equipment; Tents; Camp kitchen and food; Camp Programme; and kinds of Fire. You will learn skills in observation and reading of Signs; following Tracks, methods of observing animals, birds, Insects, and Fishes; and learn about plants.

It will teach you the process of growing strong and care of the body; and health giving habits; Troop formation and movement; helping others and courtesy to women; Honesty; Loyalty; Obedience; Discipline; Accidents and how to deal with them; First Aid details; and Duties of Scouts as citizens of the world.

The book comprises of 9 Chapters and each chapter has Camp Fire Yarns. In all, there are 26 Camp Fire Yarns.

Chapter I titled **Scoutcraft** has four Camp Fire Yarns - Scouts work, What Scouts do, Becoming a Scout and Scout Patrols.

Chapter II deals with **Campaigning**. It has three Camp Fire Yarns – Life in the Open, Sea and Air Scouting, and Signals and Commands.



Chapter III is about **Camp Life**. It has three Camp Fire Yarns – Pioneering, Camping and Camp Cooking.

Chapter IV titled **Tracking** has three Camp Fire Yarns – Observation of Sign, Sporing, and Reading Sign or Deduction.

Chapter V is on **Woodcraft** and it has three Camp Fire Yarns – Stalking, Animals, and Plants.



Chapter VI refers to **Endurance for Scouts**. It has three Camp Fire Yarns – How to Grow Strong, Health Giving Habits, and Prevention of Disease.



Fire

Chapter VII pertains to **Chivalry of the Knights**. There are Camp Fire Yarns in this Chapter – Chivalry to Others, Self- and Self-Improvement.



three
Discipline,

Chapter VIII is about **Saving Life**. The three Camp Fire Yarns – Be Prepared for Accidents, Accidents and How to Deal with them, and Helping Others.

are about

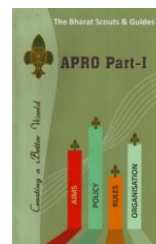
Chapter IX deals with **Our Duties as Citizens**. The Camp Fire Yarn is on Citizenship.

The book also contains the story of B.-P. The book concludes with the Chief's last message to Scouts.

AIMS, POLICIES, RULES & ORGANISATION PART - I (APRO PART - I)

APRO Part - I deals with the general Rules pertaining to the Bharat and Guides. The book provides details about Registration procedures at all levels, Warrants of Appointments for different posts, for Executive and Non-Executive Ranks, and various Decorations Awards.

It comprises of seven Chapters.



Scouts
Uniform
and

Chapter I deals with the Fundamentals of the Bharat Scouts and Guides.

Chapter II deals with the Emblem of the Bharat Scouts and Guides and other Emblems; The World Scout Badge and the World Guide Badge; The Flags (National, World Scout Flag, World Guide Flag, BSG Flag, Group Flag, and Patrol Flag); Religious and Moral Policy of the Scout and Guide Movement; Scouts' Own and Guides' Own; Financial Policy; The Scout Wing and the Guide Wing; External Relations and Registration of Indian Groups/Associations.

Chapter III provides details about the Registration of the National Association; Affiliation of State Association; and Registration of Divisional/District/Local Association, Group, and Lone Group; Cancellation of Registration.

Chapter IV deals with Warrants of Appointments at various level – National to Group.

Chapter V specifies the Uniform for Executives and Non Executive Ranks at various levels – National to Divisional/District/Local Association.

Chapter VI is on Decorations and Awards.

Chapter VII deals with Miscellaneous matters – Bands; Autographs; Communications; Drill, March past and Posse of Welcome; Theatres; Certificates and Letters of Recommendations; Bathing, Swimming and Boating; Camp Warden; Inter District Visits and Participations; Inter State Visits and Participations; and International Visits and Participations.

AIMS, POLICIES, RULES & ORGANISATION PART - II (APRO PART - II)

APRO Part - II deals with Boy Programme prescribed by the Bharat and Guides for all the three sections namely Cub, Scout and Rover. Generally speaking the book provides details as to who can be a in each section, the eligibility of their leaders, uniform and test requirements for various levels. It comprises of four chapters.



Scouts
member

Chapter 1 pertains to the Cub Section. It commences with the 14 Programme Ideals of the Cub Section. This chapter deals with who can be a Cub; composition of the Cub Pack; Cubmaster and Assistant Cubmasters – their eligibility, functions, and their uniform; the Six System; Cub uniform; Scheme of Advancement of a Cub; Test requirements for each level – Pravesh, Pratham Charan, Dwitiya Charan, Tritiya Charan, Chaturtha Charan, and Golden Arrow Badge; Cub Proficiency Badges; and Guidelines for Cub Camps.

Chapter 2 pertains to the Scout Section. It commences with the 14 Programme Ideals of the Scout Section. This chapter deals with who can be a Scout; composition of the Scout Troop;

Scoutmaster and Assistant Scoutmasters – their eligibility, functions, and their uniform; the Patrol System; Scout uniform, Sea Scout uniform, Air Scout uniform; Scheme of Advancement of a Scout, Sea Scout, and Air Scout; Test requirements for each level – Pravesh, Pratham Sopan, Dwitiya Sopan, Tiritiya Sopan, Rajya Puraskar Scout Badge, and Rashtrapati Scout Award; Scout Proficiency Badges; and Guidelines for Hikes, Treks and Camps for Scouts.

Chapter 3 pertains to the Rover Section. It commences with the 14 Programme Ideals of the Rover Section. This chapter deals with who can be a Rover; composition of the Rover Crew; Rover Scout Leader and Assistant Rover Scout Leaders – their eligibility, functions, and their uniform; Rover Mates; Crew Council; Rover uniform, Sea Rover uniform, Air Rover uniform; Grameen Rover uniform; Scheme of Advancement of a Rover, Sea Rover, Air Rover and Grameen Rover; Test requirements for each level – Pravesh, Nipun, Rajya Puraskar Rover Badge, and Rashtrapati Rover Award; Rover Proficiency Badges; Rover-in-Service; and Guidelines for Hikes, Treks and Camps for Rovers.

Chapter 4 pertains to Special Branches namely Extension Scouting, Sea Scouting Branch, Air Scouting Branch and Venture Club of BSG.

Details of the Bunny Scheme is provided in this book.

The requirements for the Proficiency Badges of all the three sections are given in the Appendix.

RULES BOOK

It is the well laid down rules that help in achieving the aims and objectives of an Organisation. Accordingly the Bharat Scouts and ever since its inception, has had well defined set of Rules based on democratic principles. From time to time depending on the circumstances amendments are being made to these rules. The Scouts and Guides has brought out a book titled “Rules” and as when amendments are made, they are aptly incorporated and the book is published accordingly.



Guides,
changing
Bharat
and
revised

On going through the Rules book you can familiarize yourself with various matters at National, Regional, State, District/Local Association, and Group level pertaining to the Organisational set up; Office bearers, their mode of Election and Appointments, their powers and functions; The composition of Council and Executive, frequency and matters for discussion at the meetings; various Committees.

The Rules book comprises of seven chapters.

Chapter 1 pertains to the National Association. Besides definitions this chapter deals with matters pertaining to Membership, Chief Patron and Patron, The National Council (its members, its duration, its powers and functions, and its meetings), The Office Bearers and Officers of the National Association, The President and Vice Presidents, The Chief National Commissioner – the election process, powers and functions, the mode of appointment and functions of: The National Commissioner of Scouts and the National Commissioner of Guides, The International Commissioner of Scouts and the International Commissioner of Guides, The Deputy National Commissioner of Scouts and the Deputy National Commissioner of Guides, and The National Headquarters Commissioners. This chapter also deals with the process of electing the National Treasurer and the functions of the National Treasurer, the process of appointment and responsibilities of various professionals of the

National Headquarters, The composition and functions of: the National Planning Committee, the National Finance Committee, The Rules Committee, The National Executive Committee, National Adult Resource Management Committee, The National Scout Committee, The National Guide Committee, and the National Youth Committee.

Chapter 2 pertains to the Regional Organisation. It deals with the process of appointing and the functions of the Assistant Director, the Regional Organising Commissioner of Scouts and the Regional Organising Commissioner of Guides.

Chapter 3 pertains to the State Association. Besides the procedure to be adopted/ followed forming the State Associations after the civil state is bifurcated, this chapter deals with matters pertaining to Membership, Patron and Vice-Patron, The State Council (its members, its duration, its powers and functions, and its meetings), The Office Bearers and Officers of the State Association, The President and Vice Presidents, The State Chief Commissioner – the election process, powers and functions, the mode of appointment and functions of: The State Commissioner of Scouts and the State Commissioner of Guides, The State Secretary, Joint State Secretary and the Assistant State Secretary, The Assistant State Commissioner of Scouts and the Assistant State Commissioner of Guides, The State Organising Commissioner of Scouts and State Organising Commissioner of Guides, The Joint or Assistant State Organising Commissioners of Scouts and Guides, The Headquarters Commissioners, The State Training Commissioner of Scouts and State Training Commissioner of Guides, The Assistant State Training Commissioners of Scouts and Guides. This chapter also deals with the process of electing the State Treasurer and the functions of the State Treasurer, The composition and functions of: the State Planning Committee, the Finance Committee, The State Executive Committee, The State Adult Resource Management Committee, The State Scout Committee, The State Guide Committee, the State Youth Committee and the State Badge Committee.

Chapter 4 pertains to the Divisional Organisation. This chapter deals with Divisional Organisation set up, the mode of appointment and the functions of the Divisional Organising Commissioner.

Chapter 5 pertains to District Associations. Besides the registration procedure this chapter deals with matters pertaining to Membership, The District Council (its members, its duration, its powers and functions, and its meetings), The Office Bearers and Officers of the District Association, The President and Vice- Presidents, the mode of appointment and functions of: The District Chief Commissioner, The District Commissioners of Scouts and Guides, The Assistant District Commissioners of Scouts and Guides, The Headquarters Commissioners, The District Secretary, Joint District Secretary and the Assistant District Secretary, The District Organising Commissioner of Scouts and District Organising Commissioner of Guides, The District Training Commissioner of Scouts and District Training Commissioner of Guides, and The Training Counsellors of Scouts and Guides. This chapter also deals with the process of electing the District Treasurer and the functions of the District Treasurer, The composition and functions of: The District Executive Committee, the District Badge Committee, the District Planning Committee, the District Finance Committee, The District Adult Resource Management Committee, The District Scout Committee, The District Guide Committee, the District Youth Committee and the District Community Development Committee.

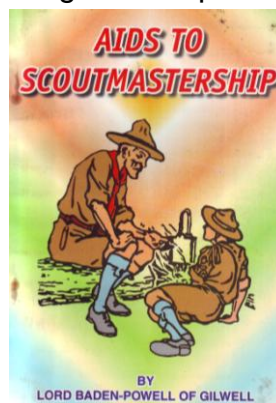
Chapter 6 pertains to Local Association. Besides the registration procedure this chapter deals with matters pertaining to Membership, The Local Council (its members, its duration, its

powers and functions, and its meetings), The Office Bearers and Officials of the Local Association, The President, Vice- Presidents, and Chairman of the Executive Committee, the mode of appointment and functions of: The Assistant District Commissioners of Scouts and Guides, The Local Association Secretary and the Joint Local Association. This chapter also deals with the process of electing the Local Association Treasurer and the functions of the Local Association Treasurer, The composition and functions of: The Local Association Executive Committee, the Local Finance Committee and The Local Adult Resource Management Committee.

Chapter 7 pertains to Group Organisation. Besides the composition of a Group, this chapter deals with the functions of the Group Leader, Group registration, Group Council, Group Committee and Group Finance.

AIDS TO SCOUTMASTERSHIP BY LORD BADEN-POWELL

It is a guidebook for Scoutmasters on the Theory of Scout Training. It is important that every Scoutmaster reads this book and thoroughly understands its contents. If you could only read this book and then read it again, it will certainly help you to do a better job however long your experience or however great your success may have been.



contents.
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however

This book is divided into two parts.

Part I focuses on **How to Train the Boy**. This part comprises of three sections:

1. The Scoutmaster – his duty; Loyalty to the Movement; his reward.
2. The Boy – his qualities; Environment and Temptations; Troop Headquarters and Camp; How to catch our boys.
3. Scouting – Scouting is simple; the Aim of Scouting – the four branches of Scout Training (Character, Health and Strength, Handicraft and Skill, Service to Others); the Activities of Scouting; the Scout Spirit; the Patrol System; the Scout Uniform; the Scoutmaster's Share.

Part II focuses on **Scouting to Citizenship**. This part comprises of four sections:

1. Character – One reason why a Troop should not exceed 32; Chivalry and fair play; Discipline; Sense of Honour; Self Reliance; Enjoyment of life; Development of Outlook: Reverence; Personal Example of the Scoutmaster; Nature Study; Good Turns; Retention of the older boy; Self respect; Loyalty.
2. Health and Strength – Be fit; Organised Games; Physical Exercises; Drill; the Out of Doors; Swimming, Boating, Signalling; Personal Hygiene – Cleanliness, Food, Temperance, Continence, Non Smoking, Walking the tight rope; Handicapped Scouts.
3. Handicraft and Skill – Pioneering as a first step; Proficiency Badges; Intelligence; Self Expression; From Hobby to Career; The Scoutmaster's share; Employment.
4. Service to Others – Selfishness; Eradicate Selfishness – the Good Turn Habit, Service for the Community; Ulterior Effect.

An Attempt to Recollect



Try testing your memory by answering the following questions:

1. When was Scouting for Boys published in book form?
2. How many Chapters and how many Camp Fire Yarns does the book Scouting for Boys contain?
3. Which Chapter deals with Deduction?
4. Which book published by the Bharat Scouts and Guides, National Headquarters deals with Decorations and Awards?
5. Which book published by the Bharat Scouts and Guides, National Headquarters deals with details regarding uniform for the Scout and the Scoutmaster?
6. How many Chapters does the Rules book published by the Bharat Scouts and Guides, National Headquarters contain? Which Chapter deals with details pertaining to the Scout Group?
7. What are the four branches of Scout training provided in the book Aids to Scoutmastership?

For further Reading:

1. Scouting for Boys in India by Lord Baden-Powell*
2. Boy Scouts by Lord Baden-Powell*
3. A Dream Came True by Lakshmi Mazumdar*
4. Drill and March Past by K.B.C. Nair*
5. Games Galore*
6. Nature Games by Mythily Sampath*
7. Camp Fire Handbook by C.L. Narayana*
8. Know Your Patrol*

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?



Here are the answers to your memory test:

1. In how many fortnightly parts was Scouting for Boys initially published?

Six fortnightly parts.

2. How many Chapters and how many Camp Fire Yarns does the book Scouting for Boys contain?

9 Chapters and 26 Camp Fire Yarns.

3. Which Chapter deals with Deduction?

Chapter IV titled Tracking.

4. Which book published by the Bharat Scouts and Guides, National Headquarters deals with Decorations and Awards?

APRO Part – I.

5. Which book published by the Bharat Scouts and Guides, National Headquarters deals with details regarding uniform for the Scout and the Scoutmaster?

APRO Part – II.

6. How many Chapters does the Rules book published by the Bharat Scouts and Guides, National Headquarters contain? Which Chapter deals with details pertaining to the Scout Group?

Seven Chapters. Chapter 7 contains details on the Scout Group.

7. What are the four branches of Scout training provided in the book Aids to Scoutmastership?

Character, Health and Strength, Handicraft and Skill, Service to Others.

How to Start and Run a Troop – Troop Management, Troop Records and Club Room

The Troop is the basic Unit for boys of 10+ to 17 years of age. It consists of a maximum of four Patrols of 6 to 8 Scouts each. A Scoutmaster (SM) heads the Troop. He is helped by one or more Assistant Scoutmasters (ASMs). Each Patrol has a Patrol Leader and a Second from among themselves to lead the Patrol. This forms the over all structure of the Troop.

Objectives

At the end of this Module, you should be able to:

1. Suggest ways of starting a Scout Troop.
2. List the equipment needed for the Troop.
3. List the records to be maintained in a Troop.
4. Explain how to run a Troop on ideal lines.
5. Highlight the ideas for maintaining a Club Room.

Thought for Reflection

What the Scoutmaster does his boys will do. The Scoutmaster is reflected in his Scouts. From the self-sacrifice and patriotism of their Scoutmaster, Scouts inherit the practice of voluntary self-sacrifice and patriotic service.

- Baden-Powell

In case you have already been enrolled in a Scout Unit/Group, and you have been deputed to undergo the Basic Course for Scoutmasters, you are likely to continue in the same Unit/Group. You could be assigned the role of an Assistant Scoutmaster or even a Scoutmaster. Even if you are totally new to the Movement and someone has motivated you and deputed you to undergo the Basic Course for Scoutmasters, on completion of the training you have the choice to join any existing Scout Unit/Group or to start a new Scout Troop either in your School (in which case it would be a sponsored Unit) or in your locality (in which case it would be an Open Unit). If you happen to join an existing Unit/Group, you are then very lucky, since there would be other leaders to guide you and assist you.

STARTING A SCOUT TROOP

In case you want to start a Scout Troop, with an understanding of the principles of Scouting, the fundamental set-up and the programme material, the forming of a Troop might be considered comparatively simple. It is. And yet there much ground work to be done before any permanent Troop can be established.

Practical experience in launching healthy new Troops has established a sound procedure which should be followed, a procedure which divides itself naturally into three parts: The impetus, the ground work, the actual start.

The Impetus for Starting a Troop: An impetus, strong and burning, **a great desire for establishment of a Troop is of prime importance for its successful beginning.** Without such zeal – fervor, if you prefer – no Troop should ever be attempted. A Troop should never be started as a matter of routine. Someone **must** care –tremendously. This original impetus may originate from many sources: An institution (e.g. school); District Association or Local Association; a group of citizens (parents of prospective Scouts); a group of boys becoming enthusiastic about Scouting and wanting to form a Troop; a man who sees the citizen-building opportunities in Scouting may desire to become a Scoutmaster to serve as many boys as he can.

The Ground Work: As a Scoutmaster on actively participating in the Basic Course, you should make a general study of the basic books on Scouting (particularly Scouting for Boys, Aids to Scoutmastership). You should, if possible, visit one or more Troops at their meetings and discuss with other leaders the running of a Troop. In case of a school Unit, you need to have a discussion with your Headmaster/Principal and obtain his permission to start a Troop. You have to contact your District Secretary/LA official and collect the Registration forms. You need to select a suitable meeting place and develop a Club room.

The Actual Start: The ground work having completed, the time has come to call in the boys and undertake the actual organization of the Troop. You as the Scoutmaster should take the initiative and carry on. There is one fundamental principle for organising: **start small.**

The right way to start is not by getting all the eligible boys in the town to join – but by getting a few of the right ones. Familiarise yourself with the boys of the institution or the neighbourhood, and talk over the possibility of starting the Troop with a small number of the keenest, most “regular,” most respected boys. Get them enthusiastic about the idea and have them round up a few more. Ten to twelve boys, preferably twelve year olds, would be the most appropriate number for a formative group. You will find that the most successful Troop is the one, which achieves success with a small group first, and develops in size as success continues. Arrange with these boys for a definite time and place for the first meeting – then settle down to **plan ahead.**

To run a successful Troop, the Patrol Method should be used from the start. Though it may be your first adventure in Scout leadership, approach it with at least the appearance of confidence. It is important for the boys to realize your interest, and to recognize your control of the gathering. Organise Troop meetings at least once a week and give the boys games and interesting programmes including training in Scoutcraft.

Apply for registration of your Troop with the District/Local Association of your area on proper forms along with the required registration fees. Soon you will get the Charter for your Troop from the State Headquarters

HOW TO RUN A TROOP

Since it is universally recognized that the Patrol system is the backbone of Scouting, the Scoutmaster should entrust the training of Scouts to their Patrol Leaders to the fullest possible extent. In order to do this, Patrol Leaders and Seconds must receive additional training one night each week (and should already have received some training) from the Scoutmaster or some other instructor, so that before each Scout meeting every Leader knows what he is going to teach and how to teach it.

A Troop is run by its key youth leaders. With the guidance of the Scoutmaster, these youth leaders plan the program, conduct Troop meetings, and provide leadership among their

peers. In addition to the Patrol Leaders who comprise the Court of Honour (COH), the two most senior youth leaders are:

The Troop Leader (TL) is the Troop's top youth leader. He leads Troop meetings and the Court of Honour and, in consultation with the Scoutmaster, assigns specific responsibilities as needed.

The Assistant Troop Leader (ATL) is selected by the TL to assist him (the Scoutmaster provides advice regarding this selection, but is not the decision-maker). The ATL fills in for the TL in his absence and is also responsible for training and giving direction to the troop's Quartermaster, Scribe, Troop Historian, Troop Librarian, and Instructors (if any).

You must plan the programmes of your Troop meetings in advance keeping in view the progressive advancement of the members in Scoutcraft. The interests and aptitudes of the boys must be taken care of. These meetings should cater to the diverse individual tastes.



Weekly Troop Meetings

The weekly Troop meeting is the glue that holds a Scout Troop together. These meetings, planned and run by the Troop's youth leaders, can be full of excitement, learning-by-doing, and satisfaction. Meeting time devoted to learning new skills and organizing future campouts, service projects, and other activities help keep interest levels and enthusiasm high. They serve many purposes:

1. **Motivating Scouts:** From Scouts' points of view, Troop meetings are chances for them to get together with their Patrol friends for fun and adventure.
2. **Strengthening Patrols:** Patrols have opportunities at Troop meetings to meet together, to learn as a team, and to share what they know. Whether they serve as the presenters of a Scouting skill, or as the organizers of the weekly inter-patrol game or activity, every Patrol can contribute to every Troop meeting.
3. **Learning & Practicing Scouting Skills:** A portion of every Troop meeting is focused on the demonstration and practice of skills that will enhance Scouts' ability to hike and camp, and to meet advancement requirements.
4. **Developing Leadership:** Every week, the youth leaders take charge of planning, carrying out, and then assessing the success of their Troop meetings. Leadership can be learned only by experience, and Troop meetings are the venue for this to happen.
5. **Promoting Scout Spirit:** Troop meetings offer ideal settings for Patrols to take part in contests and competitions that test their expertise and their abilities to cooperate with one another. And meetings always end with the Scoutmaster's Yarn.



Responsibility for the conduct and content of a Troop meeting falls to the Scouts themselves. Troop meetings are planned well in advance by the Troop Leader and the Court of Honour. Each Troop meeting will be planned the previous month at the meeting of the Court of Honour. The Troop Leader will assign Patrols and individuals to take care of portions of a meeting, giving as many Scouts as possible the chance to contribute.

Ingredients of an ideal Troop Meeting:

The Troop meeting Plan is an instant guide for you, but use it flexibly. While all the features of the meeting are to be followed, the times noted in the plan are suggestions only and can vary to fit various situations.

1. Pre-opening: As Scouts begin to arrive for a Troop meeting, a Patrol Leader or a senior Scout assigned by the TL gets them involved in a pre-opening game or project designed so that additional Scouts can join in as they show up. The pre-opening is often well suited for the outdoors. Those in charge of the pre-opening activity should be ready to start about 15 minutes before the scheduled time of the meeting. Varying activities from week to week will keep the pre-opening fresh.

Scouts who's Patrol has been assigned to serve that week as the Duty Patrol should use the pre-opening time to prepare for the Troop meeting. The meeting area may be cleaned; flag to be erected (refer How to erect a flag pole handout), and other preparations completed before the meeting begin.

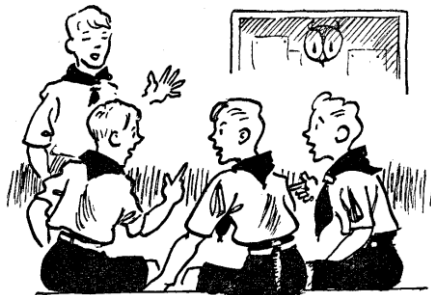
2. Opening (5 minutes): Scouts under the guidance of the TL and PLs fall in in horseshoe formation for the Flag ceremony. SM and ASM conduct the ceremony. The Duty Leader (one of the Patrol Leaders/Troop Leader) unfurls the flag.

3. Skills Instruction (15 to 20 minutes): This portion of the meeting is devoted to the mastery of knowledge that Scouts need to participate fully in an upcoming activity, or upon skills they must learn to complete advancement requirements. The skills to be taught at each meeting will have been determined in advance by the Court of Honour. Instruction should be hands-on learning rather than lecturing. Apart from the Scoutmaster and Assistant Scoutmasters, subject experts can be invited for the Troop meeting to give updated knowledge and skills to the scouts. Rovers and Older Scouts also can be instructors, though at most meetings they will be involved in their own activities.



Whenever possible, Troop skills instruction should be divided into three levels: (1) Basic Scouting skills instruction for the new Scouts; (2) Advanced instruction for the experienced Scouts; (3) Expert instruction for the Senior Scouts (This may not be possible in a newly formed Troop)

4. Patrol Meetings (15 to 20 minutes): At the end of the skills instruction, the TL asks the PLs to take their Patrols to their areas for their Patrol meetings. Matters to be dealt with



during this time include Training the members with the new skill, taking attendance, (sometimes) collecting dues, planning the Patrol's involvement in upcoming Troop activities, assigning Patrol members to specific tasks, and working out any other details for the smooth operation of the Patrol. The TL goes around amongst the Patrol meetings, ready to serve as a resource if a PL asks for assistance. Once the Patrols complete their work, the Patrols assemble

back together, and they move on to the next part of the Troop meeting.

5. Inter-Patrol Competition/Activity (15 to 20 minutes): The Assistant Scoutmaster or Troop Leader, leads this opportunity activity for the Patrols and their members to interact with one another in a competitive or a cooperative effort. The activity might be a game/competition/activity that will test the skills the



Scouts had learnt last week or are learning for an upcoming activity—pitching tents or tying knots, for example.

6. Closing—Scoutmaster’s Yarn (5 minutes): The closing of a meeting is the Scoutmaster’s opportunity to step forward—This is actually the only time he appears before the entire Troop in a regular Troop meeting! The TL assembles all the Patrols at required place and reports to the Scoutmaster for reminders and announcements about upcoming events, and appreciations to the patrols for their achievements and progress.

The highlight of the closing will be the “Scoutmaster’s Yarn”—a brief message built on one of Scouting’s values. As the concluding thought of a Troop meeting, the Scoutmaster’s Yarn is a message each Scout can carry home.

7. After the Meeting (5 minutes): After the Troop meeting is over, the COH members stay a few moments to discuss with their TL and Scoutmaster the quality of the just-concluded meeting. The TL offers praise for portions of the meeting that went well, and talks about ways that future Troop meetings can be improved. The Scoutmaster offers commentary only when called upon by the TL.

Here are some questions to ask about the meeting:

- Was the meeting fun?
- What should we not do again?
- Did we accomplish a purpose?
- Did we do something new and different?
- Did we have all the resources necessary to accomplish tasks?
- What worked well that we should do again?

Finally, the Court of Honour reviews the Troop Meeting Plan for the next meeting and makes sure that everyone who will have a role is aware of the assignment and is prepared to do a good job. While the COH is reviewing the meeting, the Duty Patrol dismantles the flag and returns the Troop gears to the Scout den.

Tips for Effective Troop Meetings

A successful Troop meeting begins with advance planning. In recent research, it is determined that inadequately planned and executed Troop meetings were the number one cause of boys leaving Scouting.

Troop meetings should focus on a monthly program feature, be fast moving, and start and end on time. The programme feature should be interwoven with the programme at all experience levels.

Planning a Troop programme on an annual and a monthly basis is a new task for many leaders. Good planning and execution depend on:

- A Scoutmaster who understands the process
- Trained youth leaders who can plan meetings and execute them
- Sufficient assistant Scoutmasters and Troop committee members, and
- Parents who are knowledgeable and informed.



Your first step in planning is to utilize the resources available to set goals for the Troop. The next step is to train your youth leaders in the planning process. Then give them the responsibility and authority to plan and implement the Troop programme. The final step is to get your Troop Committee and parents to support this “Scout-planned” programme.

1. Troop meetings must have variety, action, and purpose.

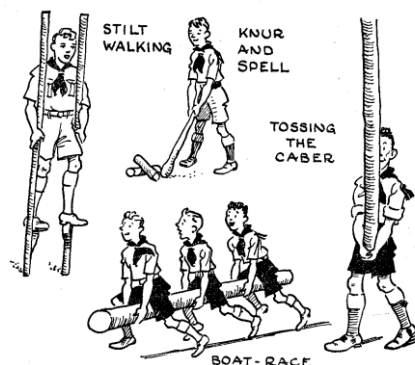
Variety: Don’t get in the same old stuff. Help the Troop Leader to mix in surprises now and then—a special visitor, for example, a fresh activity, or perhaps a chance for the Troop to make homemade ice cream. Keep a file of resources and ideas that can add spice to meetings.

Action: Boys spend much of their day sitting in school. Get them out of their chairs at Troop meetings. Scouts should be involved in learning basic Scout skills. Keep in mind that all Scouts, regardless of their age or experience level, should be active participants, not just observers.

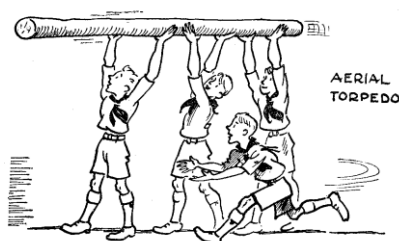
Purpose: Troop meetings should be built around a purpose; for example, helping Scouts prepare for an upcoming activity or event.

2. Troop meetings should take place outdoors as far as possible.

3. The Patrol that was assigned the previous week to be this week’s Duty Patrol should arrive early enough to prepare the room or outdoor area for the Troop meeting. At the end of the meeting it is the Duty Patrol’s responsibility to put everything away and return the meeting space to its original condition.



4. The Troop Leader is in charge of every Troop meeting. Help him plan ahead, coach him along the way, but stay in the background and let him be the leader.



5. Encourage the Troop Leader to start and end meetings on time.

6. Don’t wear out activities the Scouts enjoy. If the Troop has a favorite game, keep things lively by alternating it with other games now and then rather than relying on the same one every week.

7. During the planning stages of skills instruction, remind instructors that demonstrations are most persuasive when they show rather than simply tell. If an instructor is going to explain how to load and carry a backpack, he should bring the gear and the pack to the meeting.

8. Hands-on experience is an especially effective method of teaching. Instructors should know the importance of involving Scouts as participants in skills instruction, not simply observers. Plan ahead. Will a Patrol need a plant identification book for nature study? Will each Scout need a length of rope to learn a new knot? Instructors should get in the habit of gathering their materials ahead of time.

9. Train Patrol Leaders to keep meetings moving at a fast pace. If an activity or project is not working well, suggest that the boy leaders end it and move on to the next item of the meeting plan.

10. Keep the length of the Scoutmaster's Yarn to not much more than five minutes. Just as you expect your Patrol leaders to plan well for efficient meetings, give some thought ahead of time as to how you will manage the closing of the meeting.
11. End the meeting on time. Leave the boys wanting more and they will be eager to return the next week.
12. Unless they have been invited to take part in a specific part of a meeting, visitors should be observers only. Don't allow them to disturb the flow of events.
13. The recognition and encouragement Scouts receive from their Scoutmaster is a crucial part of their development. At every meeting, find something positive to praise about each Patrol—well-planned presentations, proper uniform, a good opening ceremony, or even something as simple as arriving on time.
14. Support Patrol Leaders in a positive manner during meetings. If you feel the need to correct or criticize, save your thoughts until after the meeting and then find a productive way of teaching boy leaders how to be more effective.

TROOP RECORDS

Properly kept records are of great value to the smooth running of the Troop. Remember, your records of today are tomorrow's history. The following Troop records are essential:

- Admission Register giving complete information about the boy (Name, date of admission, date of birth, name of parent and occupation, residential address, contact number, school and class in which studying).
- Correspondence File
- Attendance Register
- Accounts Book
- Troop Activities Register
- Individual Scout (Advancement) Record
- Equipment Stock Register (name of article, serial number, date when accepted, how acquired, price)
- Badges Register
- Library Register
- Visitors Book
- Troop Log (an invaluable record of Troop history. If it is kept illustrated of every camp and activity, it will be a joy to re-read in later years)
- Minutes Book
- Photo Album

TROOP CLUB ROOM (DEN)

The Troop Club Room (Den), which serves as a regular meeting place for the Troop members, should be well equipped and well maintained. The den should be well ventilated, well lighted and large enough for simple games and for setting up of Patrol Corners. It should be attractive



enough to make the boys feel comfortable, yet simple enough to make them want to improve it. Developing the Club Room is the joint responsibility of the Group Committee and the Scouts.

All records of the Troop (registers, files and books) will be kept here. The Troop library, training equipment, games equipment and other articles should be kept in the Club Room arranged neatly and in an orderly manner. The walls of the room will display the Progress Chart of the members Patrol-wise. The Troop Notice Board will display Troop Notices. A wide variety of posters on Scouting skills, Proficiency badges, camping, environment, etc., can be displayed on the walls.

Portraits of the Founder Lord Baden-Powell, Lady Baden-Powell, other leaders of the Scout Movement as well as photographs of various Troop activities should find a prominent place on the walls of the room. A special Honour Board should provide the names of Scouts who have won the Rajya Puraskar and Rashtrapati Scout Award. There should also be Roll of Honour boards giving the names of both past and present Troop Scouters, Troop Leaders and Patrol Leaders.

The trophies and shields won by the Scouts, handicrafts made by the Scouts and models prepared by the Scouts should be prominently displayed in the Club Room. As a Scoutmaster you should encourage your Scouts to use their imagination in decorating the Club Room (Den). You need to ensure that all decorations are inexpensive.

Thought for Reflection

A leader creates a vision,
articulates the vision,
passionately owns it and
relentlessly drives it to completion.

- Baden-Powell

An Attempt to Recollect

Try testing your memory by answering the following questions:



1. What are the five purposes, which weekly Troop Meeting serve?
2. What are the seven ingredients of an ideal Troop Meeting?
3. What are the main records to be maintained in the Troop?

Fill in the blanks:

1. The procedures to be followed in launching healthy new Troops, which are divided into three parts, are _____, _____ and _____.
2. A Scoutmaster should entrust the training of Scouts to his _____.
3. The _____ is the top youth leader in a Troop.
4. The _____ reviews the Troop Meeting Plan.

For further Reading:

1. How to Run a Troop by "Gilcraft".
2. Scouting for Boys by Lord Baden-Powell *
3. Aids to Scoutmastership by Lord Baden-Powell *
4. Handbook for Troop Scouters by T.V. Neelakantam*
5. Boy Scouts by "Gilcraft"*

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?



Here are the answers to your memory test:

1. What are the five purposes, which weekly Troop Meeting serve?
Motivating Scouts, Strengthening Patrols, Learning and Practicing Scouting Skills, Developing Leadership, and Promoting Scout Spirit.
2. What are the seven ingredients of an ideal Troop Meeting?
Pre-opening, Opening, Skill Instruction, Patrol Meetings, Inter-Patrol Competitions/Activity, Closing Scoutmaster's Yarn, and After the Meeting.
3. What are the main records to be maintained in the Troop?
Admission Register, Correspondence File, Attendance Register, Accounts Book, Troop Activities Register, Individual Scout (Advancement) Record, Equipment Stock Register, Badges Register, Library Register, Visitors Book, Troop Log and Photo album.

Fill in the blanks:

5. The procedures to be followed in launching healthy new Troops, which are divided into three parts, are the Impetus, the ground work, and the actual start.
6. A Scoutmaster should entrust the training of Scouts to his Patrol Leaders.
7. The Troop Leader is the top youth leader in a Troop.
8. The Court of Honour reviews the Troop Meeting Plan.

Relationship with Parents and Schools

Scouting is not something by and for itself, but is a definite part of the life of the community. By playing its part and training its boys to play theirs, it contributes to our national welfare. It is therefore of greatest importance that a mutual understanding and cooperation exist between the Troop and the factors that make up the community – the parents, the schools and other agencies. This module deals with ways and means of involving the parents and schools so as to maximize their help in efficient running of the Troop.

Objectives

At the end of this Module, you should be able to:

1. Develop skills of establishing good relationship with parents of your Scouts and the sponsoring authorities.
2. Enlist the co-operation of the parents and sponsors for efficient working of your Unit.
3. Discover various human and material resources in the locality.

Thought for Reflection

No man goeth about a more Godly purpose than he who is mindful of upbringing not only his own but of other people's children.

- Socrates

Parents and the Troop

The aim and desire of the parents and the Scoutmaster are fundamentally the same: happiness, growth and manliness of the boy. Hence, if their efforts were pooled, it would more readily produce the result.

To get the cooperation of the Scout's parents, it is necessary that they know the purpose of Scouting and the way in which the Troop hopes to achieve it. As a Scoutmaster you should make every endeavor to get into personal touch with the parents of your Scouts. Personal visits to the boys' homes are always recommended, and are worth the extra trouble involved.

The parents must be acquainted with the leader of their boy. Obviously then, the thing to do is to call the parents together for a Parents' Meeting at which they may receive the information and be made to realise their part in the success of the Troop.

Parents' Meeting: The programme of the Parents' Meeting should be simple and the opening should catch the interest of the parents. Most parents will be present to see their own son perform. Therefore, an opportunity for his performance should be given, either through a simple Scout play, a couple of Patrol stunts, or demonstrations (e.g. first aid, rescue work etc.). Make them short and snappy. If there are awards for the Scouts, they should be presented as rapidly as possible. The most important feature of the meeting is

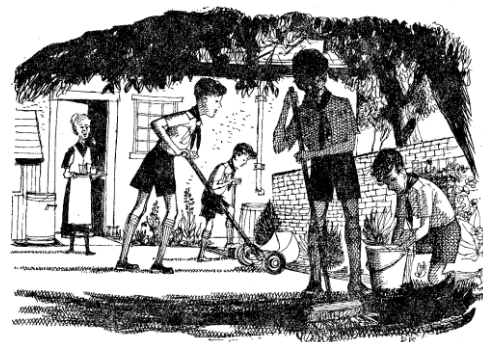
usually a speech by any senior Leader or the Scoutmaster, describing the purpose of the gathering, outlining the immediate plans for the Troop and requesting the cooperation of the parents for the future of the Troop.

The Scouts should be advised to appraise their parents about the achievements of the Troop. Parents' cooperation and co-ordination will also give moral support to the Troop to have better image in the locality.

Parents should also be

- Involved in Group Committee.
- Invited to attend Troop functions.
- Invited on a parents' day in a Troop Camp.
- Invited to deliver talks on general topics on certain days.
- Prepared for taking up leadership as a Scouter in future.
- Approached for identifying special Instructors on various subjects or the parents' themselves could serve as Instructors on subjects they are competent in.

Good Turn at Home: The parents can do much for Scouting, but Scouting must reciprocate by doing much for the parents. The daily Good Turn, by force of circumstance, is usually performed in or about the home. But his regular home duties are not to be thought of as being the boy's Good Turn. It must be something extra, something done consciously.



The parents' cooperation will soon be felt in the Troop. They will be ready with permissions for their son to take part in whatever activities the Troop undertakes. They will encourage their boy's regular attendance, advancement and tenure. They will help him to live up to his Scout obligations.

Parents' Help:

- They can help with the organization of camps. They can be very helpful in the selection of the campsite, transport, catering arrangement, etc.
- They can be Badge Instructors or Badge Examiners.
- They can help in building the financial resource of the Troop.
- They can deliver talks on a wide variety of subjects.
- They can be of great help towards projects, (CD., P.M. Shield Competition and other projects) which are handled by the Troop.
- Their help can be sought to organize sight-seeing, excursions, journeys, rambles etc.
- Mothers can be of great help to teach cooking especially the modern way of cooking.
- Mothers can be good teachers of handicrafts, knitting etc.

School and the Troop: Just as parents are concerned with the growth of their son, the school is interested in the development of its students.

Thought for Reflection

The school gives the boy life-tools, but he needs practice in living outside the classroom.

- Dr. Lotus D. Coffman

There are many opportunities for the school to help the Troop by aiding the boys to a more satisfying Scouting experience. All that you as a Scoutmaster have to do is to approach the head of the Institution to secure his whole-hearted support.

Some of the services, which schools can give to the Troop, are as follows:

- Making available the names of boys in the 10+ years age group, and encouraging boys to register or continue in Scouting.
- Placing at the Troop's disposal schoolrooms for Scout purposes, such as Troop meetings, parents' gatherings, Court of Honour etc.
- Providing volunteers to serve in Scouting, as Committee members, Badge Examiners and Badge Instructors.
- Giving Scouts the opportunity to demonstrate their activities to the student assemblies.
- Procuring Scout equipment for the Troop.
- Including in the school library complete sets of Scouting books.

How the Troop may help the School:

- The most valuable service the Troop may render to the school is to encourage its Scouts to make the influence of their ideals and loyalties felt in a generally improved morale and finer relationships among the students of the school.
- The Troop can help by volunteering quickly in response to the ordinary calls for service in the school.
- It can give loyal support to all school projects.
- The Scouts can help in handling crowds at school functions.
- They can serve as messengers at special sessions.
- The Scouts can offer much help in setting up a garden in the school, and naming the plants and trees in order to educate the students.
- The Scouts can help in protecting the school property.
- They can help in administering first aid.
- The Scouts can undertake the responsibility of raising and lowering the flag.
- They can serve in the school library.
- The Scouts could be of much help by directing activities at the playground.



An Attempt to Recollect



Try testing your memory by answering the following questions:

1. What is essential to get the cooperation of parents?
2. How could the parents be of help in Proficiency Badge work?
3. What are the important ways in which the parents can help the Troop?
4. List the areas in which the school can help the Troop.

For further Reading:

1. Boy Scouts by 'Gilcraft'*
2. Handbook for Troop Scouters by T.V. Neelakantam*
3. Running a Scout Group by J.F. Colquhoun, Boy Scouts Association, London.

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?

Here are the answers to your memory test:



1. What is essential to get the cooperation of parents?
The parents should understand the purpose of Scouting.
2. How could the parents be of help in Proficiency Badge work?
By serving as Badge Instructors and Badge Examiners.
3. What are the important ways in which the parents can help the Troop?
They can offer their help in Organizing camps; building financial resources; teaching skills such as cooking, handicrafts, etc; and CD projects.
4. List the areas in which the school can help the Troop.
 - *Encouraging Students to enroll in the Troop.*
 - *Providing accommodation for the Troop to enable it hold meetings.*
 - *Providing volunteers to serve in Committees and also to serve as Badge Instructors.*
 - *Providing Scout equipment for the Troop.*
 - *Including Scouting books in the School library.*

Group System, Link With Pack and Crew

The system of maintaining the Cub, Scout and Rover Units in one locality or institution, in order to offer progressive training suitable to the members of different age groups is known as the Group System.

Objectives

At the end of this Module, you should be able to:

1. Explain the purpose of the Group System.
2. List functions of the Group Committee and Group Council
3. State the responsibilities of Group Leader/Scouts
4. Explain how the links with the Pack and Crew can be strengthened.

Thought for Reflection

To get the most out of the Scout training, a boy should pass progressively through the stages of Cub, Scout and Rover.
- Baden-Powell

Scouting aims at preparing the individual for life in society and for good citizenship.

As per APRO-II

CUBS	Boys who have completed 5 years of age but not more than 10 years of age
SCOUTS	Boys who have completed 10 years of age but not completed 17 years of age
ROVERS	Young men who have completed 15 years of age but not completed 25 years of age. One can continue as a Rover in service up to the age of 35 years.

The Cub training was started with the idea of meeting the smaller boy's enthusiasm for Scouting, for catching him at the most modifiable age, and to give him a good grounding in Scout ideas before sending him up the Scout Troop.

The last stage (Rovering) teaches the Rover to apply his Scouting to the problems of life and gives him actual practice in doing so.

In each stage we have the same principles adapted to the changed psychology of the pupil, i.e., in each stage we develop his:

1. Character and Intelligence
2. Handicraft and Skill
3. Health and Strength

4. Service for others

All these emphasise the need to have all the three sections namely the Cub Pack, the Scout Troop and the Rover Crew.



A Scout Group consists of one or more of the three sections. Thus a Scout Group could comprise of a Cub Pack and Scout Troop only, or a Scout Troop and Rover Crew only. A full-fledged Scout Group will consist of all the three sections, Cub, Scout and Rover. It must, therefore, be our aim to get our Groups complete, where this is not already the case, and to make them real family Units, self-supporting and self-contained. The Group System was introduced in 1927.



The importance of the Scout Group is that:

- It provides a happy family Unit in which the boy is continuously trained from entry as a Cub;
- It ensures that such training is progressive, that the boy's widening interests are catered for, and that each boy is continually increasing his knowledge and skill and particularly his realization of the full meaning of the Scout Promise and Law;
- It avoids overlapping between the various sections;
- It helps the boy to proceed happily from one section to another when the time comes, as he proceeds from class to class in a school;
- It makes all the Scouters friendly colleagues.

Group Leader/Scouts (GL/S)

Where a Group consists of more than one Unit, a person other than the persons in charge of those Units, preferably (and if available) one having training and experience in all the 3 sections, is appointed as the Group Leader/Scouts. But when such a separate person who is not holding charge of Unit is not available, the most experienced of the Unit Leaders of that Group can be appointed as the Group Leader/Scouts (e.g. if there are only a Cubmaster and a Scoutmaster in a Group, one of them can be appointed as the Group Leader/Scouts).



Functions of the Group Leader/Scouts

1. To develop in due course a complete Group.
2. To exercise general supervision over all Units of the Group and to coordinate their activities. Provided, he may delegate responsibility in the actual management of the Scouters in charge of the respective Units.
3. To act as the Chairman of the Group Council.
4. To encourage co-operation between the Scouters of the Group.
5. To ensure formation of a Group Committee of which he shall be a member.

6. To deal with matters concerned with the Group not specifically provided for herein.

Group Registration:

A Group has to be registered with the State Association through the District/Local Association and on such registration; the State Association shall issue a Charter signed by the State Chief Commissioner and the State Secretary. The registration needs to be renewed annually.

Group Council:

- Where a Group consists of two or more Units the Scouters of the Units shall form the Group Council. The Group Leader/Scouts shall be the Chairman of the Group Council.
- The Group Council will be dealing with all matters of the Group such as training, testing, programmes, camps and hikes. A report of the activity will be submitted to the District Commissioner. The Annual report of the year when due shall be sent along with census report of each year to the District Secretary or Local Association Secretary.

Group Committee:

- There shall be a Group Committee for each Group. The Group Committee will consist of parents of Cubs, Scouts and Rovers, the former Scouts and other persons interested in the welfare of the Scout Movement. The person elected by the Group Committee shall be the Chairman.
- The Group Leader shall be Member Secretary of the Group Committee.
- The Group Committee will take care of the Group Management except training and testing of Scouts.
- The Group Committee shall be responsible for the property movable and immovable of the Group.
- The property of a Group shall vest in Trust or Trusts under a deed of Trust and shall be administered by the Group Committee in the event of a disbandment of the Group Committee. The property movable and immovable shall vest in the Local or District Association as the case may be.

Group Finance:

- The Group Finance shall consist of subscription, raised from among the members. There shall be no general appeal for funds outside the area of Group and without the permission of the Local or the District Association as the case may be. Money shall not be solicited but shall be earned. Grant-in-aid is permissible.
- The Group Committee shall administer the Group Finance.

Links with Pack and Crew

The Group is regarded as a family and the Group Leader/Scouts is the head of the family. All members, whether they are Cubs or Scouts or Rovers, should be made to understand and feel that they all belong to one large family (i.e. the Group). The Group Leader/Scouts will be present at the Investiture Ceremony in the Cub, Scout and Rover Units and if the boy who is invested is new to the Group, the Group Leader presents the Group Scarf to the new member and shakes hands with him and welcomes him in to the Group. The Group

Leader/Scouts also attends important functions of the Units such as Going-up Ceremony, Leave Taking Ceremony, etc.

The Scouters of one section should pay occasional visits to the other sections. If the Scoutmaster visits the Cub Pack and knows the bigger Cubs individually, those Cubs will not be too reluctant to go to the Scout Troop on completing ten years of age.

The Scoutmaster should encourage his Scouts to help the Cub Pack by organising games, teaching songs and in enacting skits. They can also teach the Cubs certain creative skills such as drawing, painting, and handicrafts and also in developing certain hobbies.

Similarly the Scoutmaster should be able to enlist the services of the Rovers of his Group in organising games, singing sessions, teaching creative skills, developing hobbies etc., for his Scouts. The Rovers can also help in preparing posters and placards for awareness campaigns organised by Scouts.

Suggested Activity

1. Visit a nearby Scout Group and observe how the Group functions and how they coordinate between all the three sections.
2. Discuss with the Group Leader/Scouts about his experience in working with the Leaders of other sections (Cub and Rover).



An Attempt to Recollect

Try testing your memory by answering the following questions:



1. What are the four areas we develop in our members in whatever stage they are in, i.e. Cub, or Scout or Rover?
2. Who is the member secretary of the Group Committee?
3. Who signs the Charter of a Scout Group?
4. Which are the ceremonies of the Cub Pack and the Rover Crew a Scoutmaster is expected to attend?

Fill in the blanks:

1. A complete group consists of _____, _____ & _____ sections.
2. The person in-charge of a Group is known as _____.
3. The Group Finance is administered by _____.
4. The Charter of the Group is issued by _____.

For further Reading:

1. Boy Scouts by 'Gilcraft'

2. Handbook for Troop Scouters by T.V. Neelakantam*
3. Running a Scout Group by J.F. Colquhoun, Boy Scouts Association, London.

* Books published by The Bharat Scouts and Guides, National Headquarters, New Delhi.

How much have I got it right?



Try answering the following questions:

1. What are the four areas we develop in our members in whatever stage they are in, i.e. Cub, or Scout or Rover?

Character and Intelligence; Handicraft and Skill; Health and Strength; And Service for others

2. Who is the member secretary of the Group Committee?

The Group Leader.

3. Who signs the Charter of a Scout Group once?

The State Chief Commissioner and the State Secretary.

4. Which are the ceremonies of the Cub Pack and the Rover Crew a Scoutmaster is expected to attend?

Going-up Ceremony and Leave Taking Ceremony.

Fill in the blanks:

1. A complete group consists of Cub, Scout & Rover sections.
2. The person in-charge of a Group is known as Group Leader/Scouts.
3. The Group Finance is administered by the Group Committee.
4. The Charter of the Group is issued by the State Association.

Scouting and Community Service



While going through the Self Learning Module No. 2 the Scout Promise and Law, you would have learnt that 'To help other people' is a part of the Scout Promise. The very purpose of the Scout Movement is to make the youth of our community happy, healthy and helpful citizens.

Objectives

At the end of this Module, you should be able to:

1. Explain the reasons as to why should Scouts involve themselves in the Community.
2. Differentiate between Good Turn, Community Service and Community Development.
3. List the Community service and Community development projects undertaken by Scouts.

Thought for Reflection

By service I mean the submission of self to the willing rendering of helpfulness to others, without thought of return or reward.

- Baden-Powell

Let us see why and how we can involve ourselves in the Community.

Why should Scouts be involved in the community?

Community work provides the ideal setting in which the Scout method can be applied in a real life environment. This leads to benefits for Scouts, for our community, and for the Scout Movement.

Benefits for Scouts

1. Scouts can learn more skills, which equip them to be better citizens.
2. They will acquire a vision, which goes beyond their immediate environment. They will be able to understand more about other people, whether they are in their own community, or other communities anywhere in the world.
3. They will be able to understand and overcome bias and prejudice; they will be able to get along with others, whatever their colour, sex, or cultural background is.
4. They will be able to consider themselves from a different perspective. Their own problems become smaller, and the goals they set for themselves can be higher.
5. With a more “global” vision, they will have a better appreciation of their own circumstances: the need for education, the preparation for a job, the avoidance of temptations such as drugs.
6. They will feel that they are involved in constructive activities, which help improve their lives and the lives of others in their families and communities. They will feel a sense of belonging, and sense of usefulness.

Benefits for the Community

1. The community benefits directly from the projects undertaken by Scouts. Needs are met and the quality of life is improved.
2. There are long-term benefits as the young grow up to be better citizens who are perhaps more likely to contribute to the improvement of their own community.
3. The community will have a greater understanding of young people and their potential role in improving the quality of life.
4. There will be a greater awareness that members of community can work together to solve their own problems.

To achieve these wide goals, A Scout is encouraged to start with small, measurable help to others as a part of his commitment given by him while reciting the Scout Promise.

Good Turn Community Service Community Development Projects

Good Turn

“A Good Turn” means doing something helpful to others daily, but it means more than that — doing something and never expect a reward for it. Examples: Helping some one to carry the luggage, helping to fetch a ticket in the railway station etc. Scouts are expected to be on the lookout for Good Turn opportunities.



Community Service

Community service means simply doing something for a community, which maybe one's own or another. The contribution is designed to meet a specific need, usually identified by those who will perform the service. The task is usually short term. For example: Cleaning a Temple, Organising the crowd in a Mela etc.



Community Development

Community Development is an educational process of change, based on collective action, taking place within a community and leading to a better quality of life, with the people themselves being the subject of that process.

In any process there are always steps that lead progressively forward. What distinguishes Community Development from other approaches is that those steps (from the identification of needs to the final evaluation) are carried out by the people themselves, using primarily the community's own resources. Ideally, the steps of Community Development turn into a continuing and dynamic process.

Scouting and Community Development

Scouting too is an educational process intended to lead a young person from a state of dependence to one of autonomy.

Here are some of the Community services and development projects done by Scouts of the World.

1. Promoting Child Health. They participate in Camps like Immunisation campaigns, Pulso Polio Camps, nutrition education programmes, etc.
2. Campaigns against Drug Abuse.
3. Traffic control.
4. Awareness projects like Clean drinking water and sanitation. Cleanliness drives. "**Swachh Bharat**" (Clean India Campaign).
5. Blood and Eye Donation campaign.
6. Cleanliness drives.
7. Leprosy Awareness.
8. AIDS Awareness.
9. Peace Education.
10. Integration of Physically challenged people.
11. Family Life Education.
12. Food and Agricultural projects.



- 13. Campaigning for Child Rights.
- 14. Environmental Conservation Education, Reforestation, etc.
- 15. Refugee Rehabilitation.
- 16. Disaster relief.
- 17. Job Skills training.
- 18. Information and Communication Technology projects.

Scouts are involved in many more community projects like Reforestation, Environmental Conservation Education, Refugee Rehabilitation, Job skills training, etc.

Its me who build Community
 Its you who build Community
 Its We who build Community



Do It Yourself

Here is an activity for you to practise helping other people. Cut out this 'Act of Kindness' Card and keep it with you. Once you get a chance to help someone, mark a tick and handover the card to that person and request him/her to help some one and handover the card to them. Who knows, you may get back the same card with a gesture of kindness.



1	2	3	4	5	6	7
8	9	10	11	12	13	14

Act of Kindness Card

Please enjoy this random
ACT OF KINDNESS

Now it's your turn.

Check a box and pass along this card by doing
 something kind for someone else

Service Ideas

Here are a few service ideas, which you can practice in day-to-day life.

	Return someone else's card at the grocery store.
	Visit an old age home.
	Pray for someone who is having a hard time with you.
	Make a difference in the life of a child today.
	Instead of asking someone if they need help, find something to do for him.
	Send a secret package to someone that could use some uplifting.
	Cook for someone today.
	Write a letter of appreciation.
	Turn all your thoughts positive today.
	As you pass strangers, try to imagine their life story and pray for them.
	Surprise some one.
	Do something special for a spouse or a friend.
	Help to carry someone's luggage.
	Write down what you are grateful for today.
	Make a special treat for someone.
	Make someone smile or laugh today.
	Do an act of service in secret.
	Give sincere compliment to someone who could really use one day.
	Smile at someone who makes a driving error.
	Look for opportunity to help any one by any means.

So the next time you see a Scout in the street, look beyond the woggle and Scarf – you are looking at a citizen of the future and one of tomorrow's leaders today.

Better still, offer to give a little time yourself. Not only will you feel good, chances are volunteering and will make you more employable and improve your social life; we promise.