



Boy Scouts of the Philippines  
National Capital Region  
Quezon City Council



# Wood Badge Training Studies

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## Training Studies for Troop Leaders

1. Describe how the Patrol Method operates in the Troop.
2. What needs of a boy are satisfied when he becomes a Boy Scout? Explain how these needs are satisfied by Scouting.
3. During the Investiture, the Boy Scout commits himself to the Scout Oath and Law. Relate how the boy can integrate the three points of the Scout Oath in his daily life.
4. Relate what a boy needs to do to advance to the highest rank in Scouting.
5. "Patrol Leaders are boys under training and not necessarily trained leaders." Comment on this statement. Outline the methods you will adopt to train your patrol leaders.
6. These are the activities in the Troop's annual plan:

Summer Camp, Six Troop Meetings  
Two Camporalls, Two Hikes

Comment on the plan.

7. You have a boy in your troop who:
  - a. neglects his responsibilities
  - b. is unruly in Troop meetings
  - c. was reported by his Patrol Leader stealing

What action would you take?

8. Identify a serious problem in your community and device a plan of action which your Troop can undertake to solve or minimize it.
9. Troop Leader A cooks the meals for his Troop because he wants to ensure that his boys get the proper nutrition they need, get their money's worth, be able to eat on time, and participate in the activities laid down by his Assistants.

Troop Leader B lays out and supervises the activities for his Troop. He gives the boys enough time to prepare their meals. He joins the boys at mealtimes even if they sometimes eat half-cooked rice.

Comment on this.

## Describe how the Patrol Method operates in the Troop

Each Boy Scout Troop is made up of patrols of six to eight boys who work together as a team. This 'barkada' elects its own Patrol Leader and Patrol Officers. The Patrol Leaders along with the Senior Patrol Leader form the Patrol Leaders Council. It is this PLC's job to plan, organize, and run the Troop program.

Each patrol member has a particular job that he should do. Be it a patrol leader, a scribe, treasurer, quartermaster, cheermaster, grubmaster, or member – each member is important. They all eventually get the opportunity to lead in some activity. By having a small group each member becomes involved.

Each boy has a voice, which is heard by the Patrol Leaders' Council or the Scoutmasters through his Patrol Leader. They gather together to plan and implement the Troop program. Adults should never run the Troop or else the Patrol Method will fail. They should allow the boy leaders to lead, and they should resist the temptation to take charge of everything.

What needs of a boy are satisfied when he becomes a Boy Scout? Explain how Scouting satisfies these needs.

Scouting satisfies many needs of a boy. These include the following:

The need for physical development. Scouting activities like hiking, playing games and sports, and physical exercises help to develop the growing body of a young boy.

The need for social development. Scouting provides situations that demand social interaction among its members. Boys learn the art of talking and listening, acting properly in public, and showing social graces. Through exchanges Scouts from other Troops, or with Girl Scouts – these young boys learn the delicate art of social interaction.

The need for emotional development. There are no spoiled brats in Scouting. Each boy is given a particular job and responsibility that he should try his best to fulfill. In Scouting activities the boy's mother is not around and the apron strings are cut. The boy then learns to 'grow up' and slowly matures into a young man.

The need for spiritual development. Scouting's foremost duty is to God. This belief in a Supreme Being instills in the boys a sense of self-awareness and consciousness – a conscience that will help keep him from doing harm. Scouting's activities involving nature lets the boy appreciate the wonders of God's creation. This awe in a God produces God-fearing individuals that will lead decent and fruitful lives.

The need for recognition. Scouting provides many opportunities for boys to compete against one another in physical and mental games. In its advancement system each boy tries his best to work the requirements for rank advancement and merit badge completion. Scouting rewards diligent boys with recognition, which further encourages the boy to try harder.

The sense of belonging. Scouting fills the need of every boy to be part of a group. Scouting is especially helpful to those boys that come from broken families, to single children, or to boys who have been orphaned.

During the Investiture, the Boy Scout commits himself to the Scout Oath and Law. Relate how the boy can integrate the three points of the Scout Oath in his daily life.

The three points of the Scout Oath and twelve points of the Scout Law serve to reinforce a value system that is presented to the boy by his parents and his schoolteachers. If he sees these ideals as something worth emulating, he will easily follow and act similarly. By observing older Scouts and Scoutmasters living up to these same ideals, the boy is encouraged to act the same way. These principles are likewise encouraged in all of Scouting activities.

Relate what a boy needs to do to advance to the highest rank in Scouting.

A boy goes through several stages in order to advance to the highest rank in Scouting.

Upon admission into the Troop he is presented with a membership badge. Under the Troop Program he advances into the following ranks: Tenderfoot, Second Class, First Class, Outdoorsman, Venturer, and Eagle. Under the Outfit Program, he advances via the following ranks: Explorer, Pathfinder, Outdoorsman, Venturer, and Eagle.

Under both programs there is the required presence of social, outdoor, indoor, service, and vocational activities. A certain number of merit badges and specialist ratings are required for advancement, along with the completion of service projects. He Prepares by studying, is Examined by his Merit Badge Counselor, undergoes a Board of Review, and is Awarded.

“Patrol Leaders are boys under training and not necessarily trained leaders.” Comment on this statement. Outline the methods you will adopt to train your patrol leaders.

Inside of each boy is someone with the potential to become a great leader. But there is no such thing as a ‘born leader’. Each boy starts off just as a follower. He must be given opportunities to be trained and to learn. Every activity that a boy gets to participate in and lead gives him a sense of accomplishment that encourages him to take on bigger projects and responsibilities.

Although it is possible to try and train boys into young leaders, it is impractical to do so with a big number of boys and a small number of adult leaders. Certain Scouts will be overlooked, and an overall lack of quality boy leaders will result.

It would be better to encourage them to attend specialty courses (like the PLTC or CLTC) organized and run by the local Council. These have specially-trained adults that can help train these young boys into good boy leaders.

In the meantime present as many opportunities for the boys to lead – be it in small tasks or big projects.

These are the activities in the Troop’s annual plan: Summer Camp, six Troop Meetings, two Camporalls, two Hikes. Comment on the plan.

This is can hardly merit as an annual plan. This assumes a Troop meeting just once every two months!

In order to have a well-oiled Troop its members have to meet at the very least once every two weeks. Once a week is preferable, especially during the school year where it can be integrated into the school curriculum. This weekly meetings give the boys the chance to plan and organize future activities, to lead and participate in current activities, and to reflect upon old activities.

Having weekly meetings will give the boys the chance to learn new skills and to hone old ones. A monthly theme will help set up the syllabus or program of activities. This should eventually be geared toward a super-activity like a Summer Camp or a Jamboree.

You have a boy in your troop who neglects his responsibilities, is unruly in Troop meetings, and was reported by his Patrol Leader stealing. What action would you take?

I will try to find out what the causes of his actions are. Is there a problem at home? Did he just suffer from some emotional or psychological shock? Is he just looking for some attention?

In all instances I will first try to figure out if it was true. I will approach the boy carefully or else ask someone who is close to the boy try to talk with him. Let the boy talk; draw him out. Eventually I will find out the real reasons for his actions. Then I'll concentrate on those problems and help him find an answer or a solution.

I will also try to talk to his friends to get a better feel for the situation. I will also talk to his parents to learn their take on the story, and to get a better understanding of his family situation.

Identify a serious problem in your community and device a plan of action, which your Troop can undertake to solve or minimize it.

Being in a school-based Troop one of our main problems is trash and recycling. In our school alone several large garbage bags of plastics and paper are thrown away every day. Aluminum cans are not properly segregated and recycled, nor are these plastics and paper. The school has to resort to disposing some of its paper waste by fire in order to try and reduce waste.

We have already begun to help out our community by holding regular recycling drives. We mobilize our Scouts into collecting old clothes, newspapers and magazines, glass and plastic bottles, aluminum cans, and old toys. They get rid of their garbage while we make a little bit of money selling these recyclable materials. Everybody wins.

Now I'm going to try and introduce a recycling program with the school. Additional recycling receptacles will be placed in each classroom and around the school that will hold only plastic containers and aluminum cans. Each classroom will be encouraged to recycle. Contests will be held and prizes given as an incentive. Everybody wins.

There is also a small problem with traffic inside and outside of the village during the morning and afternoon rush hours. A traffic flow scheme is already being followed. With their parents' approval we will train the boys with traffic management, and help ease the traffic flow inside the village.

Troop Leader A cooks the meals for his Troop because he wants to ensure that his boys get the proper nutrition they need, get their money's worth, be able to eat on time, and participate in the activities laid down by his Assistants. Troop Leader B lays out and supervises the activities for his Troop. He gives the boys enough time to prepare their meals. He joins the boys at mealtimes even if they sometimes eat half-cooked rice. Comment on this.

Troop Leader A will probably get everything done but will accomplish nothing. He was succeeded in making this meal his own personal project while the boys have learned nothing. Even though they might have received the best in nutrition, got their money's worth, ate on time, and participated in all the activities – they would eventually tire of all this because it has become boring. Ultimately the Troop will fail. The Scoutmaster has become old and tired, and boys have gone on to do more interesting activities where they actually get to do things and participate.

Troop Leader B, on the other hand, has successfully made the Patrol System work. He has learned the art of true Scoutmastership – that of leading not by example but by guidance. Although he has to endure eating half-cooked rice for that meal, those boys will become better cooks and will prepare better food the next time around. They all learn from the past experiences, which serve to make them better Scouts. The Scoutmaster remains young and healthy. The boys become better in everything they do.