



YOUNG PEOPLE TAKING THE LEAD

PATROL LEADER AND ASSISTANT PATROL LEADER TRAINING

Your guide to delivering leadership training to
Young People in the Scout Section

SCOUTS 

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Introduction

Since the first experimental Scout camp on Brownsea Island in 1907 the Scout Movement has a reputation for developing leadership skills in young people. In the Scout Section, the core element is the Patrol System, whereby a Patrol Leader, with the support of the Assistant Patrol Leader, leads a small group of Scouts, either during indoor or outdoor Troop meetings or at Nights Away experiences.

This gives young people aged 10.5 to 14 the opportunity to learn leadership skills and to take on real responsibility for a group of their peers.

Our Vision for 2018 tells us that Scouting will be shaped by young people in partnership with adults, and this can only be achieved if young people are able to represent their views in the running of their Scout Troop, as well as the wider Movement. By growing leadership skills in our young people they can be encouraged to participate in decision making in a valid and constructive way.

This resource gives a step by step process in running a leadership event, ideally for a weekend, however it could also be used on a series of evenings dependent on the situation. Attendance at this course would also support Scouts gaining the Teamwork Challenge and the Team Leader Challenge on their journey to achieving the Chief Scout's Gold Award

The resource is divided into 7 programme sections:-

Why Are We Here?

Skills of a Leader and Leadership Styles

Communication

Managing and Working Within a Team

Resolving Conflict

Skills Instruction

Patrol Leaders in Practice

When planning and running the event, please bear in mind that it is an event for young people, not an adult training weekend. The resource has been pulled together after a series of pilot events and feedback from Scouts and Leaders and the activities

are designed to be fun and enjoyable.

If you need additional ideas or a bit of help in organising your weekend, consider contacting the Scottish Scout Support team at scoutsection@scouts.scot or on 01383 419 073.

Programme Overview

The programme guide in this document is based on a weekend camping with a learning focus, in which we have included suggested timings. However, this can also be run as a module over a couple of weeks.

By the end of the course the participants will be able to:

- ✿ Identify the skills of a leader/what being a leader means
- ✿ Manage a team/support a team leader
- ✿ Identify strengths and weaknesses in a team
- ✿ Make the most of your team
- ✿ Deal with conflict
- ✿ Understand the role of the APL/PL

	Session	Time
Friday	Session 1: Why are we here?	19:00 – 21:00
Saturday	Session 2: Skills of a leader and leadership styles	09:00 – 11:00
	Session 3: Communication	11:00 – 12:00
	Session 3: Communication	13:00 – 14:00
	Session 4: Managing and working within a team	14:00 – 16:30
	Session 5: Resolving Conflict	19:00 – 21:00
Sunday	Session 6: Skills Instruction	09:30 – 11:30
	Session 7: Patrol Leaders in Practice	13:00 – 15:00

Equipment List

To run this programme for the weekend you will need the following equipment in addition to your normal kit.

- ✿ Pens
- ✿ Paper
- ✿ Marshmallows
- ✿ Elastic Bands
- ✿ T-shirts (frozen in ice) x no. of patrols
- ✿ String
- ✿ Post-it Notes
- ✿ Farm Animal Cards
- ✿ Spaghetti (uncooked)
- ✿ Blindfolds
- ✿ Lego or Wine Gums
- ✿ Maltesers
- ✿ Straws
- ✿ Buckets
- ✿ Tennis Balls x 8
- ✿ Balloons
- ✿ T-shirts x 8
- ✿ Styrofoam cups
- ✿ Tarpaulin x no of patrols
- ✿ Colouring Pens/Pencils
- ✿ Cones

Please note that this list does not include any of the equipment for the last session.

Session 1 – Why are we here?

Introduction

This session will help the young people understand their roles, get to know one another and split them into their patrols for the 'weekend'.

Equipment you need:

1 Pens	5 Appendix 1	9 Cards with farm animals on them
2 Paper	6 A frozen t-shirt*	10 Spaghetti
3 Marshmallows	7 String (3ft sections)	11 6 Styrofoam cups (per patrol)
4 Elastic bands which fit around the cups	8 Post-it- notes(and somewhere to stick them to)	

Outcomes:

By the end of this session the participants should have:

- 🌟 Found out what their role consists of
- 🌟 Been split into their patrols for the 'weekend'
- 🌟 Got to know the other Scouts within their patrol
- 🌟 Started to work together as a patrol

How we suggest you do it:

Activity	Time	Details	Equipment
What do you expect?	15 mins	Get Scouts to write on a piece of paper what they are expecting to learn from the course. Once they have done this they are to build a paper airplane from the paper they have just written on and see who can throw it the farthest.	1 & 2
What is a PL to you?	10 mins	Get the Scouts to write on post it notes what they think the duties and responsibilities of an APL/PL are.	8

Find my team	10 mins	Give out cards with farm animal names on them. Scouts have to make the noise of that animal and find the other Scouts making the same noise. These will be their patrols for the 'weekend'	9
Meet my team	20 mins	Give out cards with various questions on them. Each person takes a turn asking a question and the rest of the patrol answers.	5
Tallest Tower	20 mins	Patrols have to design and build the tallest tower using only spaghetti and marshmallows.	10 & 3
Frozen T	10 mins	Each team has to unfreeze their t-shirt and put it on a team member. Fastest team wins.	6
Pyramid Pole	30 mins	Using an elastic band with six lengths of string attached to it, Scouts have to work together to build a pyramid of six cups, only using the elastic bands and strings.	4, 7 & 11

Additional Notes:

Make sure the Scouts are in patrols with someone they know and get on well with. It is worth asking leaders before the event if there are any combinations of individuals to avoid. It is advisable for the weekend that there is a good mix of ages in the patrols.

*Frozen T-shirts - should be made in advance. T-shirts soaked in water and then stored in the freezer.

Session 2 – Skills of a leader and leadership styles

Introduction

This session will help the young people identify different skills and styles of leadership whilst identifying the leadership skills and style they have.

Equipment you need:

- | | | |
|-------------------|------------------------|---------------|
| 1 Appendix 2 | 4 Appendix 3 | 6 Tarpaulin |
| 2 Stepping stones | 5 Items for collection | 7 Flip charts |
| 3 Pens | | |

Outcomes:

By the end of this session the participants should:

- ✿ Have an awareness of different leadership styles
- ✿ Know the effects of different leadership styles
- ✿ Take leadership of a group within a task

How we suggest you do it:

Activity	Time	Details	Equipment
Introduction	20 mins	As a group discuss why a good leader is important; each group should come up with a list of 8 skills of a good leader.	3 & 7
Sliding scale of leadership	10 mins	See Appendix 2	1
Sales pitch	30 mins	Each patrol member must come up with a 1-minute 'sales pitch' to encourage members to join them in an unappealing challenge. Afterwards select a few approaches to appeal to the group and vote on the most convincing.	4

Madagascar Rescue 1	20 mins	The patrols are to stand on a tarp. The aim is to turn the tarp over and stand on the other side without touching the ground. Nominate a different member of the patrol to take lead each time (maximum of 4 times).	6
Madagascar Rescue 2	20 mins	The patrol must stand on a tarp and recover items from around the tarp without stepping off the tarp or the “stepping stone”. Nominate a different member to lead each time it is run (maximum of 4 times)	2, 5 & 6
Madagascar Rescue Review	10 mins	Discuss as a group the following: -what went well -what leadership styles worked well -how did the patrol members feel about the different leadership styles	
Optional Activity; Famous People’s Leadership styles	10 mins	Think about the positives of varying famous leadership skills: For example; Jose Mourinho, The Queen, Hitler, Nicola Sturgeon	

Session 3 – Communication

Introduction

This session will help the young people understand the importance of good communication and understand the problems found in bad communication.

Equipment you need:

- | | | |
|---------------------|--------------|----------------------------|
| 1 Appendix 4 | 4 Appendix 5 | 6 Coloring Pens or Pencils |
| 2 Paper | 5 Cones | 7 Blindfolds |
| 3 Lego or Wine gums | | |

Outcomes:

By the end of this session the participants should have:

- ✿ An understanding of barriers in communication
- ✿ An understanding that there is more to communication than what is being said
- ✿ An understanding of the importance of listening
- ✿ An awareness that people interpret things differently
- ✿ An ability to describe things in different ways, depending on the situation
- ✿ An understanding that how people are feeling may alter the way they respond to you.

How we suggest you do it:

Activity	Time	Details	Equipment
Whispers	10 mins	Use a simple phrase to pass around the group. What are the barriers to the message getting through effectively?	
Conveying emotion	10 mins	Using a simple phrase like 'I LOVE SCOUTING' patrol members need to convey an emotion by the way they use the phrase. It is important to highlight the way they say things is often more important than what they are saying.	

Listening Skills	20 mins	Leaders will read a passage of information and then ask questions about it.	1
Individual Interpretation	20 mins	Two famous works of art are described by the leader, the Scouts are to replicate these by drawing what is being described to them.	2, 4 & 6
Model Making	25 mins	A simple model is made using different coloured items. Within the team they are given different roles to build a replica of this model. Builders – cannot see the original model Instructors – cannot see what the builders are doing and are the only people allowed to give instructions Checkers – must report back to the instructors but cannot talk to the builders.	3
Maze	25 mins	Guide your blindfolded patrol through a maze with different barriers. First attempt with instructions, second attempt without speaking, however planning time is allowed.	5 & 7
Review	10 mins		

Session 4 – Managing and working within a team

Introduction

This session will help the young people work with a team and manage a team.

Equipment you need:

1 Appendix 6	5 Appendix 7	9 Pens
2 Blindfolds	6 Paper	10 Balloons
3 Maltesers and straws	7 8 t-shirts	11 Appendix 8
4 8 tennis balls and two buckets	8 Role cards	12 Tie

Outcomes:

By the end of this session the participants should have:

- ✿ An understanding that everyone is different
- ✿ An understanding that resolving differences in opinions helps the team work better
- ✿ An understanding that a team is more effective if it is made up with people with different skills
- ✿ An understanding that effective team work can conquer unbelievable things
- ✿ An understanding that good team work requires a good leader.

How we suggest you do it:

Activity	Time	Details	Equipment
Would you Rather	15 mins	Reading out the list of options the Scouts move to whichever end of the room represents their choice.	1
Or			
Skills Bingo		Using bingo cards provided, Scouts must find an individual who represents the skill described.	7 & 9
Assassin	30 mins	Appendix 8	11

Organise a fundraiser	30 mins	A patrol must consider all areas which would need to be considered for a fundraising event of their choice. Define roles and allocate.	6,8 & 9
Record Breakers	30 mins	<p>Take a number of obscure 'records' and challenge the teams to break them.</p> <ul style="list-style-type: none"> • Fastest time to blow a Malteser 100m by a team of 8 (2 minute 12 seconds) • Pass a Tennis ball 8 times (11.01 seconds) • Most balloons kept in the air for one minute by a team of 8 (22) • Fastest team to pass 8 t-shirts though a team of 8 (1 minute 27 seconds) • Fastest heel to toe relay walk over 100m (1 minute 50 seconds) 	3, 4, 10, 7 & 12
Optional Activity: Create a shape	15 mins	<p>Challenge the participants to create the following shapes within a team:</p> <ul style="list-style-type: none"> • Words • Dog Bone • Shark • Map of UK 	

Additional Notes:

It is important to discuss with the patrols what worked well and what could be improved upon for each of the record breakers.

Session 5 – Resolving Conflict

Introduction

This session will look at what types of conflict can arise within a patrol and show the best ways to resolve these conflicts.

Equipment you need:

- | | | | | | |
|---|------------|---|------|---|------|
| 1 | Paper | 3 | Pens | 4 | Ball |
| 2 | Appendix 9 | | | | |

Outcomes:

By the end of this session the participants should have:

- ✿ An understanding about conflicts in Scouting.
- ✿ Been shown how conflict can effect a troop/patrol
- ✿ Learnt the best way to deal with conflict when it occurs

How we suggest you do it:

Activity	Time	Details	Equipment
Conflict in Scouts	20 mins	Ask patrols to think about and write down what conflict happens in Scouting. The ball is passed from person to person to discuss these ideas as a group.	1, 3 & 4
Types of conflict	10 mins	As a whole group, ask Scouts to name some types of conflict, i.e. aggression, verbal etc. and what effect they can have on the troop	
Dealing with conflict	30 mins	Leaders/Explorers act out various scenarios. After each scenario, discuss the right way to deal with it.	2
Conflict Sketches	60 mins	Patrols are to create their own conflict	1 & 3

sketch which includes conflict and the PL/APL dealing with it correctly. Discuss as a group if they agree with how it was dealt with.

Session 6 – Skills Instruction

Introduction

This session will look at the different ways of learning new skills.

Equipment you need:

Scouts should bring equipment they need.

Outcomes:

By the end of this session the participants should have:

- 🌟 Experienced the challenges of instruction
- 🌟 Demonstrated an ability to self review and accept feedback

How we suggest you do it:

Activity	Time	Details	Equipment
Instruct a Skill		Scouts should have 5 minutes to instruct the skill that they have brought. As part of this they should use the skills gained from the previous day. They must identify the most likely danger/injury/accident to happen and how they would minimize this.	
Review	1 min	The members should independently note what they could have done to improve upon their teaching. They should be encouraged to get feedback from the group they taught.	

Additional Notes:

Scouts should have been informed with the joining instructions that they are to bring a skill with them that they are happy to share with others. Skills could be something simple like tying a knot or how to make a perfect cup of tea.

Session 7 – Patrol Leaders in Practice

Introduction

This session will test the Scouts on what they have learnt over the weekend. For each challenge the group has to decide who will be the Patrol Leader.

Equipment you need:

Will depend on the bases you choose.

Outcomes:

By the end of this session the participants should have:

- ✿ Put in practice all they have learned from the course
- ✿ Developed their understanding of what is required of them in their role.

How we suggest you do it:

Activity	Time	Details
Bases – each base should last 20 minutes	100 mins	First Aid scenario Set up in advance, biker being hit by a car, Scout falling out of a tree, someone injured on the hills etc.
		Pioneering Using 3 pioneering poles and some rope the Scouts have to get the entire patrol 1 metre off the ground.
		Sheepdog Trials 1 Scout is the shepherd and the rest are sheep. The sheep are spread around an area blindfolded. The shepherd has to guide all the sheep into the pen only using a whistle to communicate. The patrol have 2 minutes to come up with a plan.
		Mock Meeting Scouts have to come up with a menu for a weekend camp.

The leader gives each Scout a card with a personality for them to act out. One person will not be given a card and they are to be the chairperson and manage the meeting. All other Scouts have to act out the personality they are given during the meeting.

Blindfold Tent Pitch

Patrols have to work together to erect a hike tent. All bar one of the team is blindfolded, the one who can see has to direct the rest of the patrol. Change the person who can see regularly.

What is a PL now	15 mins	Get Scouts to write what they now think the roles and duties of an APL / PL are on a post it and compare this from what they put at the start of the course.	Post its
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Additional Notes:

The bases provided should not be taken as an exhaustive list.

Appendix 1: Icebreaker Questions

What is the weirdest thing you have ever eaten?	If you were an animal, what would you be and why?	Do you have a pet, if so what is it and its name?
Do you have any siblings?	Would you rather be 3 feet tall or 8 feet tall? Why?	How would you spend £1 million pounds?
What hobbies do you have?	What was your favourite holiday?	What was your favourite Scout camp?
What is your worst subject at school?	If you could live in another country, where would it be and why?	What is your favourite time of the year and why?
What is your favourite colour?	Would you rather be stranded on an island by yourself or with someone you hated?	Would you rather live without TV or music?
What super power would you most like?	What one thing are you most scared of?	What is the best dessert you have ever had?
What TV show or movie would you most like to be part of?	Have you got a party trick, if so what?	What do you like most about Scouts?
Who is your favourite band?	What is your favourite restaurant?	What is your favourite board game?

Appendix 2: Leadership Styles

AIM

To encourage the Scouts to think about different leadership styles and their applications.

METHOD

Taking into account the ideas that have been suggested in the early part of the session, the leader introduces the idea that three different styles of leadership could be described as

Telling, Selling, or Shoulder shrugging.

For example, if a group were given a challenge to cross the width of a swimming pool:

A 'telling' leader: Would order everyone to get in the pool and swim to the other side and to 'do it now'.

A selling leader: Would ask everyone for ideas, establish what the best idea was, help those who might be less able to do the challenge and be quite encouraging.

Shoulder shrugging: Would tell everyone the challenge and let everyone get on with it.

- Create an imaginary line and get Scouts to stand on which leadership style they prefer and then which one they think is best.

Introduce the following ideas and ask the Scouts to stand on the line as to what they think would be most appropriate:

Leading a group of Scouts out of a burning building

Leading a group of experienced leaders in putting up a tent

Leading a group of Scouts to pioneer a zipwire.

Leading a group of Beavers to cross the road.

Leading a group of parents to make jugs of juice for a meeting.

Leading a group of Scouts to make a meal.

SUMMARY

The Scouts should begin to realise that they can use different leadership styles in different situations and should be able to adapt to the differing scenarios.

Appendix 3: Selling the chores

Climb a big hill

Dig a deep hole

Swim in custard

Eat fish stew and raw
egg

Do everyone's
homework

Do the dishes for a
week

Tidy their room

Clean the dirty boots

Make everyone a
drink

Appendix 4: Listening Skills

Gerry was having a bad day. He had been up since 6am, though it felt like he'd never slept - a fault with his alarm clock meant that it went off every 15 minutes from 1.45am onwards! His day continued badly: his toast was burnt, and there was no strawberry jam left and he was also out of Earl Grey tea.

At school, three classes came one after the other. There were 32 students in Gerry's class. The first class was with the senior business studies teacher who gave a dull presentation on something or other, whilst the maths teacher who he saw next gave an input in Trigonometry- boring Gerry to tears in the process.

Gerry's final class was with his English teacher, Mr MacDonald, who wanted to know why three students were off sick and why exam results were down 12% that month. With a school trip to the Lake District just one week away, Gerry wasn't thinking about exams.

When Gerry got home at 5.15pm, Facebook messenger was alerting him to five messages, and he also realised that he'd left his mobile phone at school. After speaking on Messenger, Gerry was finally able to relax for the evening. He sat down to watch a soap opera on TV with a large glass of orange juice and his favourite dinner, only for there to be a power cut. What a day!

Listening Skills Questions

- 1) What time did Gerry get up?
- 2) When did the alarm start going off?
- 3) Who were the first two people Gerry had classes with?
- 4) How many students are in Gerry's class?
- 5) Name Gerry's English Teacher?
- 6) Where was the school trip to?
- 7) What percentage were exam results down?
- 8) What two breakfast items did Gerry not have at home?
- 9) How many Facebook messages did Gerry have?
- 10) What time did Gerry get home after school?
- 11) What did he have for dinner?
- 12) How many people were in his class that day?
- 13) What was being taught in Maths?
- 14) How long till the school trip?

Appendix 5: Individual Interpretation



Appendix 6: Would You Rather?

- ✿ Would you rather always take a cold shower or sleep an hour less than you need to be fully rested?
- ✿ Would you rather always have to say everything on your mind or never speak again?
- ✿ Would you rather always lose or never play?
- ✿ Would you rather be 3 feet tall or 8 feet tall?
- ✿ Would you rather be a deep sea diver or an astronaut?
- ✿ Would you rather be a dog named Killer or a cat named Fluffy?
- ✿ Would you rather be a giant hamster or a tiny rhino?
- ✿ Would you rather be able to read everyone's mind all the time or always know their future?
- ✿ Would you rather be able to stop time or fly?
- ✿ Would you rather be hairy all over or completely bald?
- ✿ Would you rather be happy for 8hrs/day and poor, or sad for 8hr/day and rich?
- ✿ Would you rather be invisible or be able to read minds?
- ✿ Would you rather be rich and ugly, or poor and good looking?
- ✿ Would you rather be stranded on an island alone or with someone you hate?
- ✿ Would you rather be the sand castle or the wave?
- ✿ Would you rather eat a bar of soap or drink a bottle of dishwashing liquid?
- ✿ Would you rather eat a stick of butter or a gallon of ice cream?
- ✿ Would you rather end hunger or hatred?
- ✿ Would you rather find true love or 10 million dollars?
- ✿ Would you rather get caught singing in the mirror or spying on your crush?
- ✿ Would you rather get even or get over it?
- ✿ Would you rather give bad advice or take bad advice?
- ✿ Would you rather meet an alien visitor or travel to outer space?
- ✿ Would you rather go without television or junk food for the rest of your life?

Appendix 7: Skills Bingo

Find someone who..... (each person can only appear once)

Likes to be in charge	Is good at following instructions	Is good at building / making things
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Likes to hear everyone's opinion before making a decision	Likes to get things done quickly	Puts things off until the last minute
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Doesn't like speaking in public	Is good at coming up with ideas	Is good at Sudoku
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Is organised	Prefers to play sport in a team	Prefers to play an individual sport
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APPENDIX 8: WEREWOLF (MINIMUM 8 PEOPLE)

There are five roles people play in the game - The werewolves, a medic, townspeople, and a moderator. For a group of eleven, the ratios should be approximately:

- 🌸 2 Werewolves
- 🌸 1 Medic
- 🌸 1 Police
- 🌸 6 Townspeople
- 🌸 1 Moderator

Except for the Moderator, the other roles should be allocated secretly. Normally, the Moderator writes them on cards and hand them out, so no one knows what role others are playing. The moderator should be someone who knows the game well (perhaps a leader to start out with).

In a nutshell:

- 🌸 The two Werewolves objective is to work together to bite all the townspeople (including the police & medic)
- 🌸 The townspeople's' objective is to vote out both the Werewolves
- 🌸 The game starts with the moderator telling everyone to close their eyes or using neckies as a blindfold.
- 🌸 Once all eyes are closed, the moderator asks the Werewolves to open their eyes. Given it's the first turn, each Werewolf will discover the fellow Werewolves. The moderator asks the two Werewolves who they wish to bite. They silently agree (by pointing to someone) who to 'bite' that turn. Once they have selected someone, the moderator thanks them and asks them to close their eyes.
- 🌸 The moderator then asks the Medic to open their eyes. They can then choose someone to 'save' (more on what this means later). Once they have selected someone to save, the moderator asks the Medic to close their eyes
- 🌸 Finally the moderator asks the Police to open his/her eyes, and select someone to accuse (of being Werewolves). The moderator must honestly (and silently) answer the police with a nod or a shake of the head whether the accused is one of the Werewolves or not. The police then closes their eyes.

That's the end of the first round, and the moderator then asks everyone to open their eyes.

The moderator announces to the group who was bitten during the night. The person who has

been bitten takes no further part in the game. It is essential they are not allowed to talk. (Note that if the person the werewolves selected to be 'bitten' was also the one selected by the medic, the moderator only reveals there was a failed bite attempt (and doesn't give any further information) so the person remains alive).

It is then up to the remaining group members to discuss amongst themselves who they think the Werewolves are. After a few minutes of discussion, the group must vote (one at a time) to guess who are Werewolves. Given the roles have been handed out in secret, the early rounds are often full of speculation, people justifying their innocence, or explaining their suspicions. And as the game progresses, lies, deception and strategy creep in. When all votes have been cast, the person with the most votes is out of the game (and must also not speak again). If there is a tied vote, give the group another minute for further discussion then vote again.

The police add a twist to the game - if they have accused someone and learnt they are Werewolves, they may choose to disclose this to the group, but doing so has consequences - will the group believe they are the police? Often doing so puts a bigger target on their back - the Werewolves may choose to target that person next round. Or if the group is suspicious its members revolt and vote that person off.

The game continues on this cycle, with everyone closing their eyes, the Werewolves again selecting someone to bite, the medic selecting someone to save, the police someone to accuse, the moderator announcing who was bitten then voting again. If the medic and/or police have been voted out, the moderator should continue pretending to ask them to select someone to save (or to accuse) just so the townspeople don't know who those people are. If one of the two Werewolves is voted out, the game still continues with one Werewolves.

As the game progresses, less and less people are in the game, and people (especially the medic and police) build up more and more knowledge of who the Werewolves may be. Thus the discussions get more and more interesting. It's recommended the medics and police keep their identity a secret in the early rounds to avoid being picked off by the Werewolves. There comes a time however when it may be beneficial to reveal their role to the group, especially if the police has an accusation confirmed. Whether they can convince the rest of the group they are genuinely police (and not Werewolves posing as police) adds to the mystery!

Adjust the number of police/Werewolves according to the size of the group. For 15 players, have two police, for 20, have three Werewolves, etc.

Appendix 9: Conflict Scenarios

Scenario 1

Rachel & Megan are away to take part in an activity. Megan butted in line in front of Rachel.

Rachel then calls Megan a name which then makes Megan cry. FREEZE

Q. What is your role in this situation?

A. To help solve the problem

Q. What are some possible solutions?

A. Rachel & Megan to apologize to each other

Q. How would you approach this situation?

7 Step Approach

1. Don't take sides. You can't play favourites
2. Calm people down. There is no point trying to get people engaged if they will not listen to each other
3. Find out the issue. Do you think that the one stated is the real issue?
4. Consider how the two usually interact.
5. Get them to walk in each other's shoes. Ask them to explain the point of view of the other person so you can tell if they are really listening to each other
6. See how many solutions they can come up with.
7. See if they can agree on one of the proposed solutions. If they can't agree, see if they will accept the solution from you; make it a win-win

Scenario 2

Gillian & Bruce are at camp. After supper an argument breaks out between them about which of them should do the dishes. Gillian believes that Bruce's insistence on her doing it is because Bruce is always picking on her. Bruce doesn't think he should do it because he cooked dinner.

Q. What is your role in this situation?

A. To help solve the problem

Q. What are some possible solutions?

- Gillian wins
- Bruce wins
- They share the washing up
- They come up with an agreement i.e. Gillian does the dishes now and Bruce does the breakfast dishes.

7 Step Approach

1. Don't take sides. You can't play favourites

2. Calm people down. There is no point trying to get people engaged if they will not listen to each other
3. Find out the issue. Do you think that the one stated is the real issue?
4. Consider how the two usually interact.
5. Get them to walk in each other's shoes. Ask them to explain the point of view of the other person so you can tell if they are really listening to each other
6. See how many solutions they can come up with.
7. See if they can agree on one of the proposed solutions. If they can't agree, see if they will accept the solution from you; make it a win-win