

MANY POINT
SCOUT ♣ CAMP

Ethics In Action
Leader's Manual

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I. INTRODUCTION

A number of years ago the Viking Council made a substantial commitment to investigating and implementing a program specifically designed to emphasize ethical leadership, cooperative problem-solving, decision-making and fair treatment of others. The purpose of this effort was to promote the "Mission of Scouting" in a manner that Scouts could experience in both the cognitive and physical domains. The program was eventually launched under the DELTA (Developing Ethical Leadership Through Action) name and successfully integrated into the Many Point program. Later, the National Boy Scouts of America adopted the program under the name "Ethics in Action" which incorporated many of the original DELTA concepts. Eventually Many Point adopted the "Ethics in Action" name and dropped the DELTA acronym.

Currently, the Ethics in Action program at Many Point has a three-pronged approach. The first emphasis is on getting troop members to work together more effectively. This is done by presenting challenging physical and/or mental tasks to the troop to cope with. Typically these tasks come in the form of a challenging game or in a story format designed to promote problem solving. Scouts engage in the challenges put before them quite readily and usually find a reasonable solution. The heart of the activity, however, is not in the actual playing of the game, but in what can be learned from playing the game. When the game is over, a reflection on the experience is lead by a camp staff member or troop leader to analyze what happened during the activity. The reflection is designed to isolate various concepts such as planning, problem solving, leadership, decision-making, and fair treatment of others.

The second focus of the program emphasizes concepts that can be learned by engaging in traditional camp activities. Climbing, swimming, canoeing, sailing, cooking and virtually any activity that involves a troop, patrol or group of Scouts has a bigger purpose and lesson(s) to be learned. Short reflections designed to bring these concepts to the attention of Scouts have been designed to assist adult leaders in leading reflections.

The third emphasis of the program is to provide training for adult leaders that focuses on understanding children better, learning activities that can be used to promote ethical problem-solving, and learning how to lead reflections. The purpose of this manual is to assist adult leaders in their attempts to implement Ethics in Action at Many Point. Furthermore, our hope is to provide adult leaders with enough information so that they can return to their homes after camp is over and use what they learned in a meaningful effective manner with their troop throughout the year.

II. BASIC CONCEPTS

A. Scouts need to be associated with adult leaders who are aware of developmental differences:

1. Age, physical size and developmental stage often do not coincide. If we fail to realize this we are likely to expect too much of older or bigger Scouts and too little of the younger or smaller Scouts. To combat this tendency we can do several things:
 - a. Get to know Scouts as individuals and learn their strengths and weaknesses through experiences with them.
 - b. Watch Scouts as they engage in various activities to learn about their capabilities as leaders, problem-solvers, and decision-makers.
 - c. Put Scouts in situations where their skills in dealing with groups can be tested and practiced.
 - d. Remember that developmental stages have no exact beginning or ending point that can be readily identified.
 - e. Realize that a Scout may be advanced in one area of development (e.g., cognitive or physical) but not in another.
 - f. Set expectations that challenge the Scout at a level slightly above what they typically demonstrate.
2. Children and youth are not small adults; they understand things differently and act for different reasons than adults. If we assume that children see the world the same way we do we are likely to become frustrated by their inability to understand us or listen to what we say. It is also likely that they will become frustrated with us because we don't appear to be listening to or understanding them. To assist us in dealing with this issue we can:
 - a. Attempt to understand Scout behavior from the perspective of the Scout rather than the perspective of the adult leader. It is easier for us as adults to broaden our perspective because we have been kids before. Scouts have never been adults and may have a more difficult time understanding our perspective.
 - b. Provide explanations when possible for your requests and methods.
 - c. Allow Scouts the opportunity to be unsuccessful. As long as danger or risk of injury is not readily apparent, let Scouts try out their ideas. Scouts learn well from experiencing the consequences of their own decisions in both the positive and negative cases.
 - d. Repeat back to Scouts what you have heard them say to make sure that you have accurately understood them.
 - e. Ask them to repeat back what you have said.
 - f. Get used to repeating yourself.
 - g. Remember that kids are likely to remember the first and last things you said. Consequently, limit your directions to two items when possible.
 - h. Offer kids options/choices whenever possible.

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B. Scouts need the following from adults:

1. *Respect*-Demonstrating respect to Scouts shows them how to respect others.
2. *To be listened to*-Let Scouts know you are listening by interacting with them in a cooperative manner.
3. *Concern*-Adults can show concern by being available, by allowing Scouts the opportunity to experience success/failure, by supporting them and their decisions, and by helping them process through difficult times.
4. *To learn to care for others*-By modeling concern for others, adults teach Scouts how to do it themselves.
5. *To learn to solve problems*-In order to be good problem-solvers, Scouts need to have practice engaging in the problem-solving process.

C. Scouts need to be associated with adult leaders who possess good communication skills. The following is a list of some of those skills that may be helpful:

1. *Qualify Your Opinion*-Letting Scouts know that an idea or thought is just an opinion allows them the freedom to make judgments about that opinion. It lets a Scout take your information and use it to build on his own idea or to reject it in favor of another. Many times Scouts take what adult leaders say as some sort of higher truth when it really is an opinion or a preference. By qualifying our own opinions we allow Scouts to develop their own ideas, opinions, and belief systems.
2. *Exchange Information*-Talking with Scouts is a two-way process that involves an exchange of information. This means that adults will have an easier time understanding and delivering their message if they allow the Scouts to be actively engaged in the talking, planning, and decision making.
3. *Suggest*-Rather than always having to provide the correct methodology or solution, it may be more beneficial to suggest ideas to Scouts. This allows Scouts to develop their own solutions. Suggesting is a tool that guides Scouts in a direction that they really need.
4. *Listen*-Good listening involves really trying to understand Scouts at their level. Maintaining good eye contact, getting down at their level physically, and focusing your attention on the specific individuals involved are all qualities of good listening. When we listen well, Scouts know that we have taken the time to hear them out and help them cope with whatever issue is concerning them.
5. *Summarize*-At the end of an interaction with a Scout, summarizing what was said is an excellent technique that provides a mutual understanding check. The summary works for both the Scout and the adult leader. Misconceptions can be cleared up at this point which allows all parties the opportunity to clarify, restate, or alter their plans.

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- D. Providing a Safe Haven for Scouts where they are emotionally secure is a necessity within Scouting. We need to make sure that they are protected from name-calling, insults, and physical violence and we need to communicate that intention to them. We can do this in several ways:
1. We can refuse to tolerate any kind of inappropriate put-downs (Zingers), name calling, or physical aggression. Though these types of activities are difficult to prevent there are some things we can do to improve the situation.
 - a. Scouts look to adults to establish appropriate standards of conduct. If put-downs are modeled to them, they will view this as behavior that is acceptable. It is therefore important for adult leaders to model behavior that is respectful of all involved.
 - b. When name-calling occurs, adults can take the opportunity with Scouts to explore the impact of these verbal exchanges. Asking how the "name calling made the task get completed more efficiently?" or "how the put-down was effective in building positive relationships?" are examples of how an adult can engage this exploration.
 - c. Though instituting a rule that prohibits verbal/physical aggression may not eliminate the problem, it may assist in reducing it.
 - d. Provide an explanation for the no put-down rule that includes:
 - 1.) The purpose of put-downs is to make ourselves feel better at someone else's expense.
 - 2.) Name-calling typically serves to breakdown relationships as opposed improving our interactions with fellow troop members.
 - 3.) Verbal aggression tends to make the job more difficult to complete.
 - 4.) We need to promote each other if we want our colleagues help and support. Putting them down serves to sever the relationship.
 - e. Have Scouts practice offering positive comments about each other following episodes of verbal aggression. At Many Point we call these "Anti-zingers" and they can be effective in reducing verbal aggression.
 2. We can communicate our acceptance of youth through expressions of concern for them and by showing appreciation for them whenever possible. The following are some suggestions for communicating this concern to Scouts:
 - a. Provide encouragement for them as they attempt new challenges. Encouragement is what we do as an attempt is being made. Telling a Scout that you "believe" he can accomplish a particular task is one of the most motivating tactics an adult can use.
 - b. Model behavior that lets Scouts know you are approachable and willing to talk in a supportive manner.
 - c. Anticipate difficulties and assist before little problems become big problems.

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E. Servant Leadership- Service to others is the ultimate outcome of Ethics in Action.

1. A servant is someone:
 - a. Who makes sure that other people's highest priority needs are being served.
 - b. Who understands that helping others fulfill their needs often allows personal needs to be met.
 - c. Who understands and lives by the "Golden Rule".
 - d. Uses his/her talents to assist others.

2. Good servants make good leaders because:
 - a. They look out for the needs of others.
 - b. They consider the impact of various decisions on others as well as themselves.
 - c. They act in the best interest of the group they serve.
 - d. They lead in a positive direction.

3. We want Boy Scouts to be servant leaders because:
 - a. It encourages positive growth in others.
 - b. It provides an example of effective leadership.
 - c. Giving to and caring for others responsibly allows for a certain amount of personal gratification.

III. USING INITIATIVE GAMES AND CAMP ACTIVITIES AS ETHICAL TEACHING TOOLS.

- A. **Initiative games are games with a purpose.** We use these activities to promote ethical and character traits within the Scouts/troops themselves. Though all camp activities are designed to provide a challenge and to be fun, there is a greater purpose and lesson to be learned from each opportunity at camp. It is up to us as adult leaders to help bring those concepts into the open so that Scouts can actually cope with them in a guided manner. If we do not talk about these important ideas, Scouts will be left to figure them out on their own. Some sample initiative games and camp activity summaries are included in the appendix section of this manual.
- B. **Using Games and Skill Events-** Here are the steps you might consider in using games or Scout skill events with your troop.
1. *Be Prepared*
 - a. Familiarize yourself with the activity you have chosen. Know how the game is played, what the objectives are, and how its parts lead to the learning objective.
 - b. Plan a strategy ahead of time so you can help your Scouts if they get into trouble with the game.
 - c. Figure out space and equipment requirements.
 - d. Think about some questions you can use in reflecting following the activity. You may want to jot down some notes. That way each activity has a few questions to get you started.
 2. *Present the Game*
 - a. Make the rules clear. Be sure the Scouts understand the problem they must solve or the skill to be learned before they begin. Emphasize that there should be no put-downs or harassment during the activity.
 - b. Stand Back. Let the Scouts solve the problem themselves even though you may know a better solution. They will learn the most from the experience if they work it through on their own.
 - c. Observe. Look for processes that help the group accomplish the task: Leadership, decision-making, planning, effective following, and evaluation. Note processes that help relationships in the group: encouragement, expressions of concern, listening, soliciting ideas, building consensus, and trust.

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C. **Observation of Group Activities-** In observing a group, there are some processes you can look for that will help you in preparing to lead a reflection, to process an experience, or to evaluate the group effectiveness.

1. *Processes that help accomplish the task (Getting the job done).*
 - a. Leadership: Who were the leaders and what made them one?
 - b. Decision-making: How did decisions get made? What was the process?
 - c. Planning: Did they prepare adequately before they started? How did they do it? Did the plan need to change? Were alterations made?
 - d. Effective following: In what ways were people followers? What are the characteristics of a good follower? Why/when do people need to be good followers?
 - e. Evaluating progress: Did group members evaluate how they were doing during the activity? How did they evaluate? How did they use that information to help the process?

2. *Processes helping relationships in the group (Keeping the group together).*
 - a. Encouragement: Were group members supportive? How did they show their encouragement?
 - b. Expressions of Concern: Did the group members express concern for the emotional and physical health of all the members? How did they demonstrate their concern?
 - c. Listening Skills: What listening skills were used?
 - d. Soliciting Ideas: How did members actively encourage everyone to contribute to the eventual solution?
 - e. Building Consensus: Did members try to get everyone committed to the eventual solution before trying it?
 - f. Trust: Did members trust each other? How? How did they show their trust? Why is trust important?
 - g. Equal Participation: Were tasks shared equally? Were all members included in the activity?
 - h. Appropriate uses of power and influence: Did people use their power in ways that worked well in solving the problems and in respecting individuals? What kind of power did you see?
 - i. Willingness to disagree: Were people willing to disagree? Why or why not? Why is it important to be able to disagree?

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D. A Model for Reflection- It is through reflection on the activity that most learning takes place for those involved. The reflection gives participants the opportunity to process and think about what they did, review things that went well and explore actions that need improving? This section will give you an easy reference about how to do reflections in the field. The "How To" section gives you the "Rules for Reflection" and the general "Nuts and Bolts" of reflections. The other section gives sample reflection questions for the different topics, e.g. Planning, Leadership, Etc. Again, this section is meant only as a reference and not as a substitute for Ethics in Action training.

1. Reflections Are:

a. Observation of the Group

- 1). Watch the group during the activity.
- 2). Build your questions around your observations.

b. Actively Listening to Everyone in the Group

- 1). When the Scouts feel that you are listening, they will want to share their thoughts and feelings with the group.
- 2). Not being listened to alienates a Scout from the group.

c. A Safe Situation for Personal Expression of Individuals

- 1). When the Scouts feel safe, they will be more comfortable and they will learn more.
- 2). When the Scouts are learning while having fun the activity has succeeded.

d. There to Ensure that the Point of the Activity is Made Clear

- 1). Scouting is a game with a purpose.
- 2). We need to talk about that purpose so that Scouts can grasp these concepts.

2. How to Do a Reflection

a. Ground Rules

- 1). Sit in a circle.
- 2). Everybody raises their hand when they want to speak.
- 3). One person speaks at a time.
- 4). Everyone listens to each other's thoughts and ideas.
- 5). A reflection, like all of Many Point, is a Safe Haven.
- 6). No "Zingers" (Put downs, Name calling, etc.).

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b. Facilitate

- 1). Do not run the reflection. let Scouts find the answers for themselves. If you describe what you saw during the activity, be sure your comments don't stop the boys from adding their own thoughts?
- 2). Talk as little as necessary. Help the discussion get going, then let the Scouts take over with limited guidance from you.
- 3). Don't criticize. Reserve judgment about what the Scouts say and avoid criticizing them.
- 4). Focus on the Scouts' Experience, your experiences are your own. Avoid the temptation to talk about your own experiences.
- 5). Be Positive. Have fun with the activity and with the processing section. Try to focus on the positive things the group did just as much, if not more, as the negative things they did.

c. Ask Thought-Provoking Questions. The following types of questions are useful in reflecting.

- 1). Open-ended Questions, avoid questions that can be answered with yes or no. "What was the purpose of the game?" "What did you learn about yourself?"
- 2). Feeling Questions require Scouts to reflect on how they feel about what they did. "How did it feel when you started to pull together?"
- 3). Judgment Questions ask Scouts to make decisions about things. "What was the best part?" or "Was it a good idea?"
- 4). Guiding Questions steer your Scouts toward the purpose of the activity and keep the discussion focused. "what got you all going in the right direction?"
- 5). Closing Questions help your Scouts draw conclusions and end the discussion. "What did you learn?" or "What would you do differently?"

Reflecting on an activity should take no more than 10-15 minutes. The more you do it, the easier it becomes for both you and the Scouts. Remember that the value, and "values", of Scouting often lies beneath the surface. Reflection helps you insure that these values come through to your Scouts.

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IV. REFLECTING ON CAMP ACTIVITIES:

Camp program activities provide excellent opportunities to use the reflection process. Virtually everything a Scout does at camp has the potential to teach a larger concept. Those hidden purposes behind the outdoor program are what we are really trying to get at. The following pages provide a detailed analysis of several activities and how they can be adapted to the reflection process. Each activity is broken down into areas that an adult leader should look for while the activity is going on. Follow-up reflection questions are then provided to explore the activity. As a facilitator of the reflection process, you can use these questions as your guide but are under no obligation to use all of the questions. It is better to let each experience guide you in your questioning.

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COOKING/CLEAN-UP

Mealtime behavior and action provides an excellent opportunity to watch Scouts engage in teamwork, cooperation, problem-solving, and responsible behaviors. When things are going well, there are plenty of examples of these qualities to explore within the reflection process. As the process breaks down, however, a prime opportunity to explore the breakdown of these same concepts avails itself easily. Name-calling, putdowns, avoidance of responsibility, and ineffective problem-solving may all be present. Care should be taken to observe the behaviors of the Scouts during the activity. Taking notes on who did what during the meal may also be helpful in reminding you what happened as you enter in to the reflection process.

A. OBSERVATIONS: Here are some things to watch for as the activity is going on:

1. **Demonstrations of Taking Responsibility:**
 - a. Is there a duty roster posted?
 - b. How are various jobs assigned?
 - c. Were jobs assigned in a fair manner?
 - d. Did Scouts do their assigned jobs?
 - e. Did Scouts respect the equipment and put it away appropriately?
 - f. Who did the majority of work?

2. **Demonstrations of Cooperation:**
 - a. How did the patrol members work together?
 - b. Did Scouts speak kindly to one another?
 - c. Were putdowns frequent?
 - d. Were there arguments?
 - e. Did each member know his job and/or help others learn theirs?

3. **Problem-Solving Processes:**
 - a. What did patrol members do when things did not go well?
 - b. How did various Scouts assert their power?
 - c. How did Scouts access help when they needed assistance?
 - d. How did Scouts respond when the process did not improve?
 - e. Did fellow Scouts offer assistance to their colleagues?

4. **Displays of Teamwork:**
 - a. How did Scouts communicate with each other?
 - b. Did Scouts support each other when problems occurred?
 - c. Were there offers of encouragement expressed during the task?
 - d. Were patrol members patient with each other?
 - e. How were disagreements solved?

5. **Displays of Emotion:**
 - a. What emotions were expressed during the process? (E.g., frustration, urgency, anger, complacency)
 - b. How were these emotions expressed during cooking and clean-up?
 - c. How did Scouts react when they got assistance/abandoned?
 - d. Was there a sense of fairness present?
 - e. Did resentments develop between members of the troop?

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B. REFLECTION: These are some sample reflection questions that you can use to talk about this activity with your troop following cooking and clean-up. Do not hesitate to explore areas further if you think there is a bigger concept or lesson to be learned. Remember, you are trying to help the Scouts learn something from their experience.

1. **Opening questions:**
 - a. How did cooking & clean-up go today?
 - b. Were you able to get things done on time?
 - c. How did the food taste?
 - d. Did anyone miss an activity because things were not done on time?

2. **Questions that explore responsibility:**
 - a. Did everyone complete his responsibilities for this activity?
 - b. How did you know what you were supposed to do?
 - c. What happened when others did not complete their job?
 - d. How do you feel when others do not meet their obligations to the group?
 - e. What happens to the entire group when individuals do not do their jobs?
 - f. Are there other examples of times when individuals have not completed their responsibilities that caused difficulties for others? What are they?

3. **Questions that explore cooperation/teamwork?**
 - a. How well did you work together today during the meal?
 - b. What worked well? Why do you think it went well?
 - c. What did not work so well? Why?
 - d. How did you organize your teamwork?
 - e. Why is teamwork so important?
 - f. What can you do in the future to improve your teamwork and cooperation?
 - g. How were people treated during the meal?
 - h. Were there putdowns and name-calling?
 - i. How did that help get the job done?
 - j. What can we learn about cooperation during clean-up that we can use during other things we do.

4. **Problem-solving questions:**
 - a. How did you handle problems when they developed?
 - b. What did you do when you got stuck?
 - c. How did you go about getting around obstacles?
 - d. How did your plan change as you progressed?
 - e. What does that tell us about planning?
 - f. What other situations have you encountered recently that involves planning?
 - g. What happens when we don't plan well?
 - h. What are the advantages of having a good plan?
 - i. What will you do differently at the next meal to make things more efficient?
 - j. What are the ingredients to successful meal preparation and clean-up?

5. **Questions that explore emotions & larger lessons:**
 - a. What were some of the feelings you experienced when things were going well/not so well?
 - b. Was anybody putdown or picked on?
 - c. How does it feel when you are singled out?
 - d. How did the putdowns help get the job done?
 - e. How did it feel when you got the job done in a reasonable amount of time?
 - f. What can you learn from this experience that might help you cope with other challenges that you will face.
 - g. What can we learn from cooking that we can use when we face these other challenges?

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CLIMBING TOWER

This is an activity that is uniquely suited for reflection and can be led by an adult leader following a climbing session. Climbing offers all of the best in terms of generating emotions, group processes, conquering fears, and accomplishing a challenge. The best time to do the reflection is immediately after the climb, though it can be done at a later time if circumstances dictate. Care should be taken to observe the behaviors of the Scouts during the activity. Taking notes on who did what during the climb may also be helpful in reminding you what happened as you enter in to the reflection process.

A. OBSERVATIONS: Here are some things to watch for as the activity is going on:

1. **Demonstrations of Taking Responsibility:**
 - a. Were Scouts accepting responsibility for the lives of others?
 - b. Were Scouts making sure that their troopmates followed the rules?
2. **Demonstrations of Leadership:**
 - a. Which Scouts helped others get their equipment on correctly?
 - b. Which Scouts assisted others in selecting a climbing route?
 - c. Did some Scouts offer encouragement more than others?
 - d. Who were the role models?
 - e. Was there evidence of poor leadership? E.g., encouraging Scouts to break rules, name-calling, distracting others, excluding some Scouts.
3. **Problem-Solving Processes:**
 - a. How did Scouts plan their routes?
 - b. What did Scouts do when they got stuck?
 - c. How did Scouts respond when they fell?
 - d. After a fall, did Scouts repeat the same procedure or did they alter the plan?
 - e. Did fellow Scouts offer assistance to their colleagues?
4. **Displays of Teamwork:**
 - a. How did belayer and climber communicate?
 - b. Did other Scouts support the climber verbally?
 - c. Did fellow Scouts check harnesses and helmets before climbing began?
5. **Displays of Emotion:**
 - a. What emotions were expressed before individual climbers made their initial move? (E.g., fear, excitement, confidence)
 - b. How were emotions expressed during the climb?
 - c. How did Scouts overcome their fears/anxieties once they began climbing?
 - d. When the climb was completed, how did climbers react?
 - e. How did climbers who did not reach the top respond to their experience?

B. REFLECTION: These are some sample reflection questions that you can use to talk about this activity with your troop following the climbing wall activity. Do not hesitate to explore areas further if you think there is a bigger concept or lesson to be learned. Remember, you are trying to help the Scouts learn something from their experience.

1. **Opening questions:**
 - a. Did you have fun on the tower today?
 - b. What made it fun?
 - c. What was challenging about the climbing tower?
 - d. Why are challenges fun?

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2. **Questions that explore responsibility/Trust:**
 - a. How did you take responsibility for others in the group?
 - b. How does your attitude change when someone else's safety is in your hands?
 - c. When you were climbing, did you trust the belayer?
 - d. What made you trust or not trust them?
 - e. How do you build/earn trust?
 - f. Why is trust so important in Scouting/life?

3. **Questions that explore leadership?**
 - a. Who were our leaders today?
 - b. What made them leaders?
 - c. What did they do that made them easy to follow?
 - d. When is it wise to be a follower?
 - e. Why do we sometimes need to be good followers?
 - f. Was there any evidence of poor leadership?
 - g. How does it feel when a leader abuses his/her power?

4. **Problem-solving questions:**
 - a. How did you decide what side to go up?
 - b. What did you do when you got stuck?
 - c. How did you go about getting around obstacles?
 - d. How did your plan change as you progressed?
 - e. What does that tell us about planning?
 - f. What other situations have you encountered recently that involves planning?
 - g. What happens when we don't plan well?
 - h. What are the advantages of having a good plan?

5. **Questions that explore teamwork:**
 - a. Did you have to work in teams during this activity?
 - b. What are some examples of teamwork for this activity?
 - c. How would you rate your teamwork on a scale of 1 to 5?
 - d. Where did teamwork help you?
 - e. What makes for good teamwork?
 - f. Were there instances where teamwork broke down?
 - g. What is the effect of teamwork breakdowns on the completion of a task?

6. **Questions that explore emotions & larger lessons:**
 - a. What were some of you thinking about before you began to climb?
 - b. Was anybody unsure of themselves or maybe a little frightened by the climb?
 - c. What about the climb was scary?
 - d. How did you overcome your fear?
 - e. How did it feel when you got to the top of the tower?
 - f. What can be learned from this experience that might help you cope with other challenges that you will face in the future?
 - g. What did you learn about yourself from making the climb today?

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B. REFLECTION: These are some sample reflection questions that you can use to talk about this activity with your troop following the sail. Do not hesitate to explore areas further if you think there is a bigger concept or lesson to be learned. Remember, you are trying to help the Scouts learn something from their experience.

1. Opening questions:

- a. Did you have fun sailing today?
- b. What made it fun/not so fun?
- c. What was challenging about sailing?
- d. Why are challenges fun?

2. Questions that explore Responsibility:

- a. How did you take responsibility for others today?
- b. What else were you responsible for during the sailing activity?
- c. How did you do at taking care of these items?
- d. Were there times when people behaved in an irresponsible manner?
- e. How did that impact on others and their ability to be successful at sailing?
- f. Did anybody abuse the equipment?
- g. How will that affect future attempts to sail by others?
- h. When you had difficulty sailing, did anyone help you? Who?
- i. Did you ask for help? Why/Why Not?
- j. Why is it difficult to ask for help?

3. Questions that explore Cooperation/Teamwork:

- a. How many of you would rank your teamwork as strong today?
- b. What made it work for you?
- c. Why did you need to cooperate in order to be successful on the water?
- d. What were some of the challenges you faced that required you to work together?
- e. What might have happened had you not worked together?
- f. What are the aspects of teamwork that allow us to get things done more efficiently?
- g. Who had a conflict today while in the boat? What happened?
- h. How did you resolve the conflict?
- i. If the conflict continued, how did that influence your sail?
- j. What could you have done differently to improve your sailing experience in terms of teamwork?
- k. What other things do we do in camp that involve cooperation and teamwork?
- l. How can we use this experience to enhance the development of teamwork in the future?

4. Questions that explore Problem-Solving:

- a. What kind of problems did you encounter today while sailing?
- b. How did you solve this difficulty?
- c. What was your plan of attack before you started?
- d. How did you alter your plan?
- e. How many of you knew what you were doing at the beginning?
- f. Is it difficult to sail when you do not know what you are doing?
- g. How could you have made things easier for yourself?
- h. Do you ever do things without thinking or knowing what you are doing?
- i. How does that work out for you most of the time?
- j. What might be a better way of going about engaging in new activities?

5. Wrap-up questions:

- a. What did you learn about yourself from this sailing adventure?
- b. When you encounter challenges in the future, what can you use from this experience that will help you conquer the event?
- c. What did you learn about nature's forces today?
- d. What makes it difficult to harness the power of nature?
- e. How well did you deal with nature's will today?
- f. What are some things to keep in mind when you have to cope with the forces of nature that you learned today?

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SAILING

Sailing is an excellent activity that incorporates teamwork, cooperation, skill, and fear into one activity. It is wonderfully suited for reflection as a result. Watching Scouts struggle with nature's engine requires that they work together in an attempt to accomplish what appears to be a relatively simple task. Careful observation of their effort, however, reveals that it may not be that easy. Arguments may ensue, boats may swamp, the wind may shift, and crewmates may panic which provides the stage for important lessons to be learned. Reflecting with Scouts after this experience can allow them to explore the difficulties of taming nature's forces as well as conquering their own fears. Reflections can be done with individual teams or with the group as a whole.

A. OBSERVATIONS: Here are some things to watch for as the activity is going on:

1. **Demonstrations of Taking Responsibility:**
 - a. Did Scouts respect other boats and not sail in their path or collide with them?
 - b. Was equipment respected and put away appropriately?
 - c. Did crews return to the beach when called in?
 - d. Did older Scouts help younger Scouts get started?
2. **Demonstrations of Cooperation:**
 - a. Were Scouts accepting responsibility for setting up their boats to sail?
 - b. Did each Scout take a role in crewing the boat?
 - c. When things got intense (capsized boat, difficulty sailing the boat in certain directions) did crewmembers blame their partner for mistakes?
 - d. What did successful teams do well?
 - e. Did anyone step forward as leaders?
3. **Problem-Solving Processes:**
 - a. How were sailing partners chosen?
 - b. What happened when Scouts struggled?
 - c. How did Scouts access help while sailing?
 - d. What did crews do when the wind shifted?
 - e. How did crews plot their course?
4. **Displays of Teamwork:**
 - a. What was the communication process like between crewmates?
 - b. Were there numerous putdowns and arguments during the sail?
 - c. Was there an offer of encouragement to sailors who struggled?
 - d. Were partners patient with each other?
 - e. Did Scouts manage their duties?
 - f. Did partners exchange jobs?
5. **Displays of Emotion:**
 - a. Did some Scouts appear scared at times?
 - b. Was there elation or excitement during the sail?
 - c. What did Scouts do when frustrated or angry?
 - d. Who were they frustrated and angry with?

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CAMP EXPERIENCE REFLECTION

This reflection is designed to assist in analyzing a troop's week at camp in order to make sense out of the outdoor experience. Canoeing, sailing, climbing, shooting sports, swimming, merit badges, hiking, and the rest of the activities at Many Point are fun to say the least, yet there is a larger message imbedded in the programs that we often miss. These experiences by themselves do not necessarily lead a boy to become a better leader, a stronger team player, an enlightened problem-solver, a more confident risk-taker, or a more compassionate friend. Rather, the program opportunities at camp provide the vehicle for these character traits to manifest themselves. Without some assistance, however, the Scouts may never realize the true purpose behind these opportunities. Taking some time at the end of your stay at camp to see what can be learned is an excellent chance for the troop to collectively relate and learn from their encounters at Many Point.

Step One: Watch Scouts during the week at camp and make some mental or written notes on what was going well or not so well for them. Look at specific activities and watch for examples of the following:

1. **Positive/Negative Teamwork:** Climbing Tower, Sailing, Canoeing, Swimming, Clean-up, Cooking.
2. **Positive/Negative Leadership:** Scheduling, Organizing Activities, Demonstrating Skills, Listening.
3. **Positive/Negative Treatment of others:** Encouragement, Name-calling, Consensus, Conflict Resolution.
4. **Scouts having Fun:** Virtually any program area or activity.
5. **Scouts Struggling with tasks:** Swimming, Boating, Climbing, Archery, Merit Badges, First Class Adventure.
6. **Scouts taking Risks:** Iron Man, Swim Qualification, COPE, Sailing, Mile Swim, Climbing.
7. **Successes that were Challenging for Scouts to achieve:** Note individual Scout differences.
8. **How Scouts dealt with the Lack of Success:** Tried Again, Anger, Gave-up, Analyzed Problem Sought Help.
9. **How Scouts Encouraged each other:** Look for positive and negative examples.

Step Two: Review your notes and pick out three or four events that you believe are worthy to talk about in case your Scouts are initially reluctant to talk. Having examples ready to get them thinking about the week will often times get a group talking.

Step Three: As you talk about the events of the week to make sense out of it all, use the following questions to help direct the discussion. Some possible responses are listed to assist with the process.

1. **CHALLENGES/PROBLEM-SOLVING:**
 - a. Did you have fun at camp this week? Yes/No
 - b. What was your favorite/least favorite activity? Sailing, climbing, etc.
 - c. What did you like/dislike about it? "It was challenging", "It was cool", "It was something I didn't think I could do", "I failed at it", "We won".
 - d. Why are "challenging" activities fun? "We get to work together", "It makes us try harder to accomplish the task", "It forces us take chances", "It feels good to master difficult tasks", "I like to find out what I am capable of".
 - e. How does it feel when you experience success? "Great", "Awesome", "On top of the world".
 - f. When we are not successful, how does it feel? "Disappointed", "Angry", "Defeated", "More determined".
 - g. Is failure bad for us? "Yes it makes me want to give up", "No, it gives me a chance to learn something new", "It motivates me to try harder next time", "It helps me understand my limits".
 - h. What did you do when you experienced difficulty with a camp activity? "Tried harder", "Gave-up", "Got some help", "Figured out what I was doing wrong".
 - i. What are some challenges that we may face outside of camp that may be difficult? "School", "Drugs", "Peer groups", "Parents".
 - j. What can we learn from the challenges faced at Many Point that will help us deal with these other challenges? "Working together makes tasks easier", "If I stick with something I can eventually be

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successful", "Losing or failure are not the end of the world, I get to try again", "I am not always right", "I can trust myself to make good decisions", "I don't always have to go along with the group", "I'm strong enough to stand up to peer pressure", "Peer pressure can get me to do things that I know are not good for me".

2. LEADERSHIP:

- a. Who were the leaders this week?
- b. What are some examples of their leadership efforts? "Helped younger Scouts", "Showed us how to do stuff", "Scheduled our week", "Listened to our ideas", "They were fair".
- c. Why were they the leaders? "SPL", "Older", "Fair", "Listened well", "Treated us with respect".
- d. What makes a good leader? "Listens to everyone's ideas", "Lets others lead sometimes", "No put-downs", "Good ideas", "Fair".
- e. Do good leaders need to be good followers?
- f. Why do they need to be good followers? "Nobody can know everything", "Gives others a chance", "Provides experience for future leaders".
- g. When you are in a leadership position in the future, what are some things you can remember from what you learned here that will make you into a better leader? "Listen to everybody", "Don't act like a know-it all", "Let others have a chance", "Be fair".

3. TEAMWORK/PLANNING:

- a. Were there some activities you participated in this week that required teamwork? "yes/no"
- b. What were they? "Sailing", "Canoeing", "Climbing", "Swimming", "Clean-up", "Camp set-up".
- c. Why was teamwork important for these activities? "Without teamwork the job is harder/impossible", "It makes the job easier", "Clean-up takes longer", "Work is more fun".
- d. How would you rate your teamwork on 1-10 scale?
- e. What worked well? "When we assigned everyone a task", "When everyone knew the plan", "When everyone had some input".
- f. What are some things that you did that made effective teamwork difficult? "Name-calling", "No plan", "No one listening", "Lack of communication".
- g. How can you improve your teamwork in the future? "Listen to each other", "Do our jobs", "Have a plan", "Do not cut each other down", "Build each other up".

4. TREATMENT OF EACH OTHER:

- a. Do you feel that you were treated fairly this week?
- b. Give examples of when you were/were not treated fairly? "I got to do the activities I wanted", "I was listened to", "I got to help plan", "I got put-down", "I was ignored", "No one listened to my input", "I had to do all of the bad jobs".
- c. What made this treatment unfair? "Others got out of work they were supposed to do", "I did not get to an activity because I had to do extra work", "I had to clean-up someone else's mess", "I paid the consequence for another's bad decision".
- d. How does it feel when we are treated unfairly? "Put-down", "Discounted", "Angry", "Unimportant".
- e. What can we do in the future to promote fairness? "Listen", "Use duty rosters", "plan", "Get ideas", "Help each other".
- f. Did anybody get put-down this week?
- g. How does it feel when you get put-down? "Demoralized", "Disliked", "Embarrassed", "Sad", "Angry", "Inferior", "Hopeless".
- h. How do put-downs help? "They don't", "They make things worse", "They distract us".
- i. Why do we use them if they make us feel bad, destroy teamwork, and make the accuser feel better at the expense of others? "We don't know any other way", "They started it", "They need to know they did something wrong", "They know I was kidding", "Everyone does it", "It makes me feel better".
- j. What might be a better way of dealing with each other? "Encourage", "Look for the positive", "Help people who struggle", "Ask for ideas".

5. WRAP-UP:

- a. What are three things we learned at camp that can help us become a better troop in the future?
- b. I'm going to go around the circle and have each person tell me one good thing about being a member of this troop.

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VI. **SAMPLE INITIATIVE GAMES-** The following pages provide you with some games and activities that are easily adapted for use at troop meetings and campouts. Equipment requirements for these games are minimal and they provide opportunities to explore various character aspects.



BLIND SQUARE

Adapted from COPE

Objective:

To form a geometric shape with a 50 foot loop of rope.

Procedure:

Gather the group into a large circle. Place the loop of rope on the ground inside of the circle at the feet of all of the participants. Tell the group to blindfold themselves, then pick up the rope. When the group is ready tell them to form a perfect square with the rope. When they think they have succeeded, have them remove their blindfolds.

Rules:

- Each participant must hold onto the rope with at least one hand at all times.
- Blindfolds are to remain in place until they feel they have completed the figure.

Variations:

- Have the group form different shapes (e.g. triangle, figure eight, etc.).
- Have the group form the shapes without speaking either blindfolded or not.

Processing:

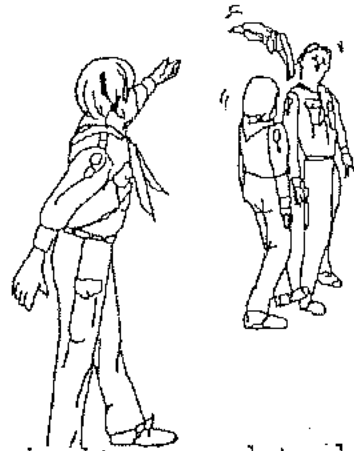
Concepts: Handicap awareness, teamwork, cooperation and communication.

BUMP

Adapted from YES and CC

Objective:

In teams of three, to throw, catch and then transport a knotted towel fifty feet.



Procedure:

Break the group into sets of three. One person is the thrower and stands 20-30 feet away from the other two, who are catchers. The thrower tosses the towel using a lofty throw to the pair. The catchers should stand facing each other about a foot apart. The catchers must trap the towel between their upper bodies without using their arms. This should be repeated until the towel is caught. The pair must then transport the towel 50 feet and drop it into a receptacle. If the towel is dropped, they must return and do the throw and catch again. The pair then returns with the towel in their hands and change roles. This is done until all three have thrown the towel.

Rules:

- The group may not use their arms, hands or shoulders.

Processing:

Concepts: Teamwork, cooperation, trust and self esteem.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What did you think was the purpose of this activity?
- Which part was the easiest?
- Was it easier the second time you were a catcher?
- What were some good points of working with your partners?
- What were some problems of working with your partners?
- How did you deal with problems?
- What kind of feeling did you have during this activity?

(Give the group the option to try the activity a second time.)

Materials:

- Knotted towel.
- Receptacle.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

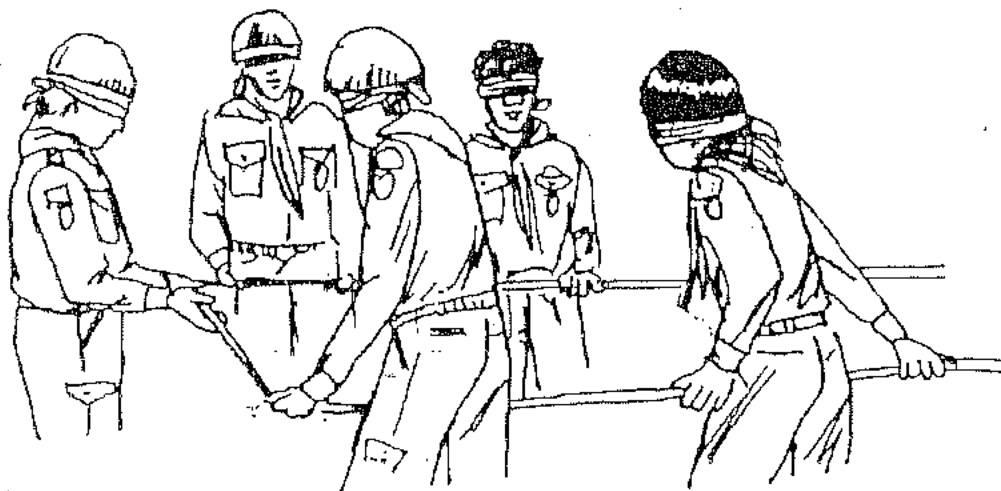
- What did the group think the purpose of this activity was?
- How did being blind make you feel?
- Ask them to describe what happened, how well did the person perform? Why?
- How could they improve?

(Give the group the option of trying the activity a second time.)

- What happened this time that was different?
- Can you think of specific examples of when the group cooperated in completing this activity? Explain.
- What did you learn from this experience.

Materials:

- Length of rope.
- Blindfolds for everyone. (Use neckerchiefs.)



MONSTER

Adapted from YES and COPE

Objective:

For the group to form a monster capable of moving and talking.

Procedure:

The group is instructed to joint themselves together to make a monster. This monster travels using both its hands and feet and it also makes its own sound before and after it moves. The group must form a monster that walks with one more leg than members of the group and one arm less. (A group of 5 would form a monster with 6 legs and 4 arms to walk.) When the monster is created, have it make its noise and move 20 feet or so, stop, and make its noise again.



Processing:

Concepts: Problem solving, decision making and team work. You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- What skills were developed by this activity?
- How did this process work for your group?
- What problems did the group have to deal with?
- How were they dealt with?
- How did you decide on the monster's call?
- What did you learn?

Materials:

None



ALL ABOARD

Adapted from COPE

Objective:

For an entire group to stand on a two by two foot platform without anyone touching the ground.

Procedure:

Everyone in a group must get off the ground and onto the platform. For groups of 10-15, a two by two foot platform is adequate. Use smaller or larger platforms accordingly. In order to be counted as on the platform, each participant must have both feet off the ground for five seconds.



Rules:

- Everyone must have both feet off the ground, simultaneously, for 5 to 10 seconds.

Processing:

Concepts: Problem solving, teamwork, cooperation and trust.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What was the purpose of this activity?
- Did it seem simple at first?
- How difficult was the activity?
- What made the activity go well or not?
- What things involved teamwork?
- Did everyone want to cooperate?
- What did you learn from this activity?
- How did you decide what to do?

(Give the group the option to try the activity a second time.)

Materials:

- Stable two by two foot platform.

HEIGHT ALIGNMENT

Adapted from COPE

Objective:

For the group to align themselves according to height.

Procedure:

Instruct the group to blindfold themselves. When everyone is blindfolded, tell the group to arrange themselves in a line according to height without speaking.

Rules:

- No one may talk during the activity.
- Blindfolds must remain in place throughout the activity.

Variations:

Align according to shoe size, waist measurement, etc.

Processing:

Concepts: Communication, problem solving and handicap awareness.

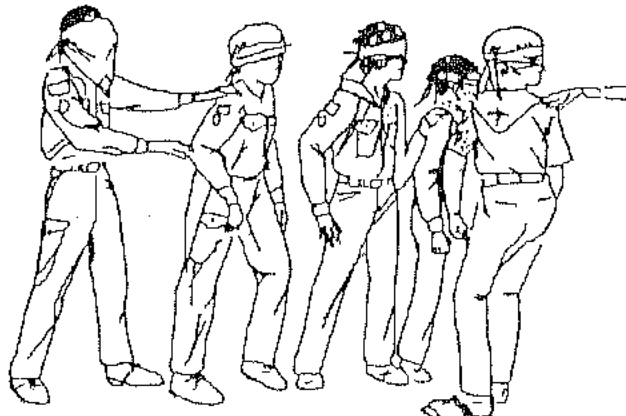
You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What bothered you about not being able to speak?
- How did you communicate?
- Who became a leader?
- How did you decide to lead or follow?
- How did you know where to fit into the line?
- What did you learn from this activity?

(Give the group the option to try the activity a second time.)

Materials:

- Blindfolds



ORDER OUT OF CHAOS

Adapted from YES

Objective:

Develop nonverbal communication in carrying out a task.



Procedure:

The group is blindfolded. Each member is assigned a number. Once the numbers are given out, the members must line up in proper numerical order without talking.

Rules:

- No talking is allowed.
- Blindfolds should remain in place until the task is completed.

Variations:

Line up by birth month, age, alphabetized list of objects, leave out numbers (e.g. 1 2 X 4 5 X 7 X 9 10), etc.

Processing:

Concepts: Communication, problem solving, leadership and teamwork.

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What do you think is the purpose of this activity?
- What ways did you see to solve the problem?
- How did you try to communicate this solution?
- What examples can you give of not understanding what someone was trying to say?
- How did you deal with any frustration?
- What kind of leadership came out of the group?

(Give the group the option to try the activity a second time.)

Materials:

- Blindfolds



"WHAT'S THAT? SAY AGAIN."

Objective:

To convey a message from one person to another correctly.

Procedure:

Line up the group three feet apart. Instruct the group that a message will be given to the person at the head of the line. Each person in turn will hear the message and repeat it to the next person in line until the message is at the end of the line. That person will repeat the message aloud to the group.

Rules:

- The message should be whispered to each person.
- The message may not be repeated by the teller.
- The rest of the group should remain still and silent.

Scoring:

The group is awarded two points for each correct word and five points if the correct concept is conveyed.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- How well did the message get passed?
- If the message didn't go through, why not?
- What makes it easier to remember the message?
- What tricks did you use to remember?
- In what ways are communications important?
- What can happen when communication breaks down?
- What's the real purpose of this activity?
- When do people pass messages in real life, like school?
- What does the word gossip mean?
- Why do things get distorted or changed in a game like this or in life?

(Give the group the option to try the activity a second time.)

Materials:

- A set of ten 12 word sentences.



PLUTONIUM PORTATION

Objective:

To move hazardous plutonium in a safe manner to a safe place.

Procedure:

Explain to the group that a paper cup of plutonium capable of killing 3.75 million people needs to be moved to a safe place without spilling. The moving must be done wearing protective garments and using the transport device available. The transport device is a rubber band with 4 or 6 three foot strings that are attached to the main rubber band with smaller rubber bands.

Scouts are paired, and one scout will be blindfolded (the protective garment). The non-blinded scout leads his partner to a string. Then, the entire group moves to the cup. Directed by their sighted partners, the scouts slip the centered rubber band over the cup by pulling their string to expand the band. Once the rubber band is securely around the cup (which is filled 3/4 with water), the group must then pick the cup up and move it 20 feet without spilling it. Once the group has completed the task or failed, change roles.

Rules:

- Blindfolds remain on, no peeking.
- Partners may only speak with each other.

Variation:

- All Scouts are blindfolded and only one person directs their action. No one blindfolded may speak during the exercise.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- Did you trust your partner?
- When you were blindfolded, what other senses did you depend on?
- What did you like best?
- What parts were frustrating?
- Was the communication clear?
- When something went wrong, who did you want to blame?



- Were you able to work as a team and how did it feel?
- Are there any times in real life when something like this could happen?
- What did you learn?

Materials:

- Water, paper cups or foam cups.
- Rubber bands and string.

BLIND TENT PITCH

Objective:

To perform a simple task without sight or talking.

Procedure:

The group is given a two-person, or similar, tent. They are instructed to pitch the tent properly, but they are blindfolded and told not to speak.

Rules:

- Use weights instead of stakes.

Scoring:

Time needed to pitch the tent.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- What frustrated you the most?
- How did you communicate?
- If you had to name one thing that helped you the most, what was it?
- What times in real life might you not be able to hear or see?
- Would you like to do this again to see if you can improve?
- What did you like best?
- How did it feel to not be able to see or talk?

(Give the group the option to try the activity a second time.)

Materials:

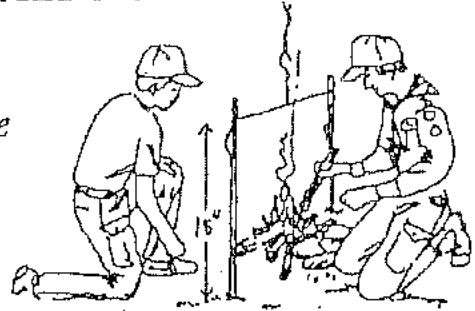
- Blindfolds.
- Two-person tent.
- Weights.
- Stopwatch.



THE VENERABLE STRING BURN

Objective:

For a group to light a fire as quickly as possible that will burn through a string suspended 18 inches over it.



Procedure:

Tinder and kindling are gathered by the group after a starting signal. They then light a fire and build it until it burns through the string suspended about 18" above the pit.

Rules:

- The group will receive two matches.
- Fires may not be raised off the ground.
- Fires may not exceed 12" in height.

Scoring:

- Time the event after the signal to begin. Use a stopwatch or a watch with a second hand.
- Subtract thirty seconds for each returned match.
- Subtract one minute if second attempt is better than the first.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- What skills were developed by this activity?
- What job did you do?
- Did everyone do their fair share?
- What prevented everyone from taking part?
- How did the leaders lead?
- How did you group get organized?
- What would you do differently if you could do it again?

(Give the group the option to try the activity a second time.)

Materials:

- String.
- Wooden matches.
- Uprights for string.

CONSERVE AND OBSERVE

Objective:

To increase and improve an awareness of the environment and observation skills.

Procedure:

The group is divided by the facilitator into four groups. They are SCRIBES, SEERS, HEARERS, and FEELERS. There is only one SCRIBE. The other three groups should be roughly equal. The HEARERS and the FEELERS are blindfolded. When all this is done, the group is instructed to go out and observe as much as possible in five minutes.

The SCRIBE records all observations on paper.

The SEERS observe only what they can see.

The HEARERS observe only what they can hear.

The FEELERS observe only what they can feel.

Rules:

- SCRIBES and SEERS must lead those blindfolded.
- Only those observations recorded on paper are scored.
- The group must think about the safety of everyone.

Scoring:

The group is awarded one point for each different item listed.

Processing:

You may wish to consider these questions as a starting point and then let the discussion go where the group takes it.

- In what ways did you trust your guide?
- How did that affect your participation?
- What problems did the group have?
- How did you work around them?
- What ways did you observe?
- How may this be different from the way you normally observe?

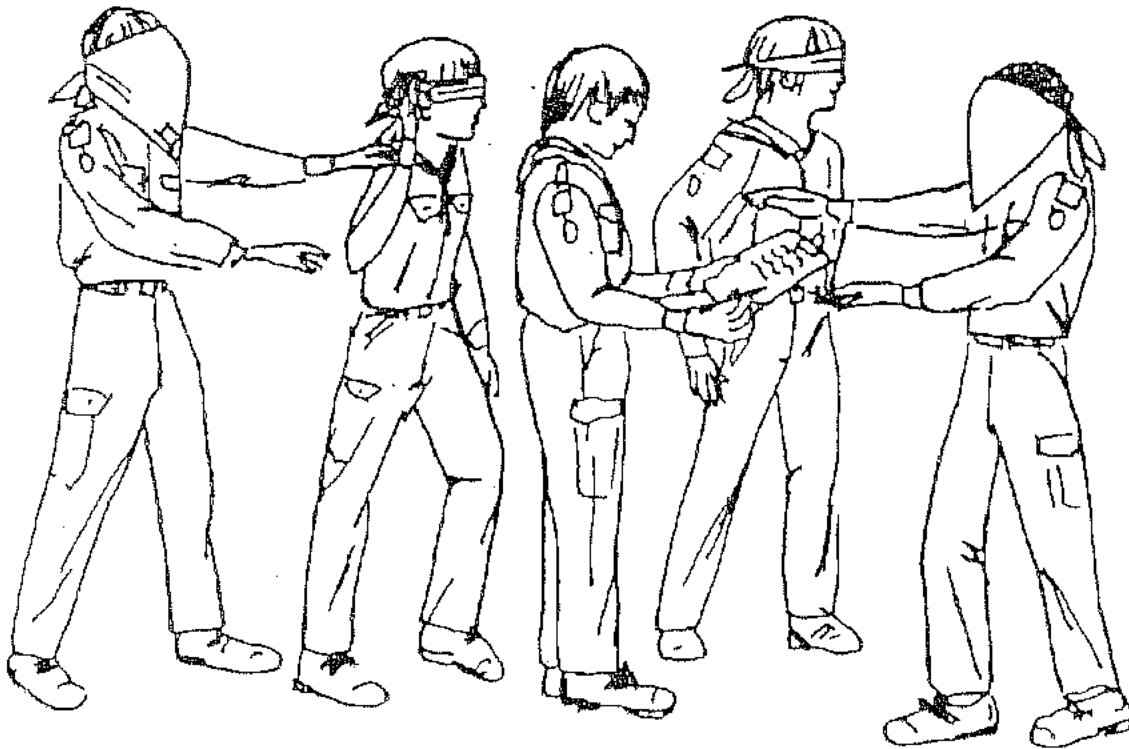
Ethics in Action

- What do you think is the purpose of this activity?
- How do you think a blind person or a deaf person would do with this activity?

(Give the group the option to try the activity a second time.)

Materials:

- Watch.
- Paper and pencils.
- Blindfolds.



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V **RESOURCES:** The following resources provide you with more games, activities, readings and ideas for integrating ethical processes into your troop program.

Coytails and Cobras II: A Guide to Games, Initiatives, Ropes Courses, & Adventure Curriculum: Karl Rohnke. Project Adventure, Incorporated. P.O. Box 100, Hamilton, MA 01936. 508/468-7981.

DELTA: Developing Ethical Leadership Through Action: Viking Council, Boy Scouts of America, 5300 Glenwood Avenue, Minneapolis, MN 55422-5192. 763-545-4550.

Everybody Wins: 393 Non-competitive Games for Young Children: Jeffrey Sobel. Walker and Company, 720 Fifth Avenue, New York, NY 10019.

More New Games: New Games Foundation, P.O. Box 7901, San Francisco, CA 94120.

New Games For the Whole Family: Dale LeFevre. Perigee Books, 375 Hudson Street, New York, NY 10014.

Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership: Karl Rohnke & Steve Butler. Project Adventure, Incorporated. P.O. Box 100, Hamilton, MA 01936. 508/468-7981.

Right, Wrong, or What? Problem Solving for Scouts: Viking Council, Boy Scouts of America, 5300 Glenwood Avenue, Minneapolis, MN 55422-5192. 763-545-4550.

Silver Bullets: A Guide to Initiative Problems, Adventure Games and Trust Activities: Project Adventure, Incorporated. P.O. Box 100, Hamilton, MA 01936. 508/468-7981.

The Bottomless Bag Again 2nd Edition: Karl Rohnke. Kendall/Hunt Publishing Company. 4050 Westmark Drive, P.O. Box 1840, Dubuque, IA 52004-1840. 800-228-0810.

The Book of Virtue: William Bennett. Simon & Schuster, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020.

The Moral Compass: William Bennett. Simon & Schuster, Rockefeller Center, 1230 Avenue of the Americas, New York, NY 10020.

The New Games Book: New Games Foundation, P.O. Box 7901, San Francisco, CA 94120.

Ziplines: The Voice For Adventure Education: Project Adventure, Incorporated. P.O. Box 100, Hamilton, MA 01936. 508/468-7981.

