

# **SCOUTS CANADA**

## **COURSE TRAINING STANDARD**



### **COMPANY**

## **PART I WOOD BADGE**

JANUARY, 2009  
VERSION 1.4

## **Version 1.0**

### **Revision 0.1**

Dated October 17, 2007

- Formatting Change

### **Revision 0.2**

Dated October 23, 2007

- Changed the Risk Management session to reflect the new "*Wood Badge I Background Information For Leaders*" Document that is posted on the Scouts Canada Website

### **Revision 0.3**

Dated August 1, 2008

- Clarified the Outdoor topics and added references

### **Revision 0.4**

Dated January 1, 2009

- Revised Risk Management session
- Revised Local Topics session
- Clarified duration

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## Introduction

This document contains the curriculum and associated material for the Venturer Wood Badge Part I course. It is understood that it will be used in conjunction with the “Venturer Wood Badge Part I Critical Documents Index” that can be found under separate cover. The “Text Book” for this course is the Venturer Advisor’s Handbook.

## General Section

### This section contains:

- **Course Description** – A concise overview of the Course Expected Outcome, the Course Duration, a list of session topics that make up the course, and the prerequisites.
- **Sample Agenda** – This agenda suggests the sequence of session to be presented. It provides a logical grouping of the sessions along with the approximate time needed to present the topic. The module groupings can be used to pace a course either through a series of evenings or around meals and other breaks on a weekend course.
- **Evaluation Strategy** – This form has a suggested approach to the evaluation strategy that could be used for this course. The “Transfer” and “Impact” sections are left for local training teams to establish.
- **Reaction Sheet** – These forms can be used to judge the response of the participants to the course.

## Topic Outlines

The Topic Outlines contain the expectation of each of the topics listed in the Course Description. The teaching points for each topic provide the range of points that should be covered during that session. The details of each of these points will be found in the reference material that is listed for each topic.

## Company WB I Course Description

|   |  |  |
|---|--|--|
| <b>Program Name:</b> Adult Volunteer Development  |  | <b>Code:</b>   |
| <b>Course Name:</b> Company Wood Badge Part I Training  |  | 1 weekend or 12-16 hrs (Note: The times allocated to session are minimum requirements. The total time of the course should not exceed the maximum stated.) |
| <b>Learner Group:</b> Company Advisors  |  |  |
| <b>Course Learning Outcome:</b> At the completion of a section Wood Badge Part I, the Advisor will be a contributing member of the leadership team. They will have the skills to help Venturers plan and execute a program as described in the Venturer Advisor's and Canadian Venturer Handbooks and the program will comply with the Mission of Scouts Canada. Their actions and methods of advising the Venturers will be in line with norms described in the Venturer Advisor's Handbook and at all times will follow Scouts Canada's By-Laws, Policies, and Procedures, concerning the conduct and administration of these activities. |  |  |
| <b>Course description:</b> Face to face lecture, case study, hands-on activities.   |  |  |
| <b>Evaluation process:</b> Observation, feedback sheet  |  |  |
| <b>Module</b>   | <b>Topics</b>  |  |
| Module 1  | <ol style="list-style-type: none"> <li>1. Mission, Principles, and Strategic Direction</li> <li>2. Structure of Scouts Canada and Program Overview</li> <li>3. Wood Badge I Risk Management Information For Leaders</li> <li>4. Spirituality</li> </ol>                          |  |
| Module 2  | <ol style="list-style-type: none"> <li>5. Understanding, Communicating, and Working with Venturer-Aged Youth</li> <li>6. The Venturer Company</li> <li>7. The Venturer Advisors' Role</li> </ol>   |  |
| Module 3  | <ol style="list-style-type: none"> <li>8. Administering the Venturer Program</li> <li>9. The Venturer Program</li> <li>10. Program Planning and Evaluation</li> <li>11. Theme Based Companies</li> <li>12. Linking Activities in the Company</li> </ol>                          |  |
| Module 4  | <ol style="list-style-type: none"> <li>13. Effective Operations</li> <li>14. Recognition and Ceremonies</li> <li>15. Assessing Leadership Opportunities and Organizational Abilities</li> <li>16. Parliamentary Procedures and By-Laws (Running an Effective Meeting)</li> </ol> |  |
| Module 5  | <ol style="list-style-type: none"> <li>17. Promoting Outdoor Activities</li> <li>18. Outdoor Skills</li> <li>19. Local Topics</li> </ol>   |  |
| <b>Prerequisites:</b> Member of Scouts Canada. Read "How to protect your child from child abuse - A parent's guide" and "Wood Badge I Background Information For Leaders"<br>( <a href="http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf">http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf</a> )  |  |  |
| <b>Dress:</b> Uniform and appropriate outdoor wear  |  |  |
| <b>Student equipment required:</b> Pen and paper, Venturer Advisors' Handbook and The Field Book for Canadian Scouting.   |  |  |
| <b>Special notes:</b> Separate rooms for each section offered.  |  |  |
| <b>Equipment and Resources:</b>   |  |  |
| <ul style="list-style-type: none"> <li>• Venturer Advisors' Handbooks, Canadian Venturer Handbook, BP&amp;P</li> <li>• Presentation Support Material (Data projector, overhead projector, flipchart etc.)</li> </ul>  |  |  |
| <b>Course Designers:</b> National Development Forum   |  | <b>Dated:</b> January 2009   |

# Company WB I Sample Agenda

## MODULE 1 FUNDAMENTALS

| Time    | Topic   | Presenter(s) |
|---------|---|--------------|
| 15 min  | 1. Mission, Principles, and Strategic Direction         |              |
| 30 min  | 2. Structure of Scouts Canada and Program Overview      |              |
| 30 min  | 3. Wood Badge I Risk Management Information For Leaders |              |
| 30 min  | 4. Spirituality   |              |
| 5 min   | Wind-Up - Participant Expectations                      |              |
| 110 Min | <b>Total</b>  |              |

## MODULE 2

| Time    | Topic   | Presenter(s) |
|---------|---|--------------|
| 60 min  | 5. Understanding, Communicating, and Working with Venturer-Aged Youth |              |
| 45 min  | 6. The Venturer Company   |              |
| 45 min  | 7. The Venturer Advisors' Role  |              |
| 5 min   | Wind-up – Participant Expectations                                    |              |
| 155 Min | <b>Total</b>  |              |

## MODULE 3

| Time    | Topic                                 | Presenter(s) |
|---------|---------------------------------------|--------------|
| 30 min  | 8. Administering the Venturer Program |              |
| 45 min  | 9. The Venturer Program               |              |
| 45 min  | 10. Program Planning and Evaluation   |              |
| 30 min  | 11. Theme Based Companies             |              |
| 5 min   | Wind-up – Participant Expectations    |              |
| 155 Min | <b>Total</b>                          |              |

## MODULE 4

| Time    | Topic   | Presenter(s) |
|---------|---|--------------|
| 30 Min  | 12. Linking Activities in the Company                                   |              |
| 60 min  | 13. Effective Operations  |              |
| 15 min  | 14. Recognition and Ceremonies  |              |
| 15 min  | 15. Assessing Leadership Opportunities and Organizational Abilities     |              |
| 30 min  | 16. Parliamentary Procedures and By-Laws (Running an Effective Meeting) |              |
| 5 min   | Wind-up – Participant Expectations                                      |              |
| 155 Min | <b>Total</b>  |              |

## MODULE 5

| Time    | Topic                              | Presenter(s) |
|---------|------------------------------------|--------------|
| 60 min  | 17. Promoting Outdoor Activities   |              |
| 60 min  | 18. Outdoor Skills                 |              |
| 30 min  | 19. Local Topics                   |              |
| 15 min  | Wind-up – Participant Expectations |              |
| 155 Min | <b>Total</b>                       |              |

## Evaluation Strategy – Company Wood Badge Part I

### REACTION:

|    | <b>INFORMATION REQUIRED</b>              | <b>METHODS OF EVALUATION</b>     |
|----|--|----------------------------------|
| 1. | Learner's Expectations Met               | Reaction sheet (attached)        |
| 2. | Relevance to Learner's Job               | Reaction Sheet, learner comments |
| 3. | Effectiveness of Instructional Method(s) | Reaction Sheet, learner comments |
| 4. | Overall Learning Satisfaction            | Reaction Sheet, learner comments |

### LEARNING:

|    | <u>INFORMATION REQUIRED</u>     | <u>METHODS OF EVALUATION</u>     |
|----|---------------------------------|----------------------------------|
| 1. | Were Learning Outcomes Achieved | Reaction Sheet, learner comments |
| 2. | How was Learning Demonstrated   | Discussion, case studies, Q&A    |

### TRANSFER:

|    | <u>INFORMATION REQUIRED</u> | <u>METHODS OF EVALUATION</u> |
|----|-----------------------------|------------------------------|
| 1. |                             |                              |
| 2. |                             |                              |

### IMPACT:

|    | <u>INFORMATION REQUIRED</u> | <u>METHODS OF EVALUATION</u> |
|----|-----------------------------|------------------------------|
| 1. |                             |                              |
| 2. |                             |                              |

# Company WB I Reaction Sheet (1 OF 2)

Course Date \_\_\_\_\_

(1=low, 5=high)

| MODULE 1 – FUNDAMENTALS - FEEDBACK FORM              |                         |   |   |   |   |   |
|--|-------------------------|---|---|---|---|---|
| TOPIC  | Rating                  | 1 | 2 | 3 | 4 | 5 |
| MISSION, PRINCIPLES OF SCOUTS CANADA                 | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| STRUCTURE OF SCOUTS CANADA                           | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| WOOD BADGE I RISK MANAGEMENT INFORMATION FOR LEADERS | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| SPIRITUALITY   | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |

(1=low, 5=high)

| MODULE 2 – FEEDBACK FORM   |                         |   |   |   |   |   |
|--|-------------------------|---|---|---|---|---|
| TOPIC  | Rating                  | 1 | 2 | 3 | 4 | 5 |
| UNDERSTANDING, COMMUNICATING, AND WORKING WITH VENTURER AGED YOUTH | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| THE VENTURER COMPANY   | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| THE VENTURER ADVISOR'S ROLE  | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |

(1=low, 5=high)

| MODULE 3 – FEEDBACK FORM           |                         |   |   |   |   |   |
|------------------------------------|-------------------------|---|---|---|---|---|
| TOPIC                              | Rating                  | 1 | 2 | 3 | 4 | 5 |
| ADMINISTERING THE VENTURER PROGRAM | Relevance of topic      |   |   |   |   |   |
|                                    | Is material useful      |   |   |   |   |   |
|                                    | Quality of presentation |   |   |   |   |   |
| THE VENTURER PROGRAM               | Relevance of topic      |   |   |   |   |   |
|                                    | Is material useful      |   |   |   |   |   |
|                                    | Quality of presentation |   |   |   |   |   |
| PROGRAM PLANNING AND EVALUATION    | Relevance of topic      |   |   |   |   |   |
|                                    | Is material useful      |   |   |   |   |   |
|                                    | Quality of presentation |   |   |   |   |   |
| THEME BASED COMPANIES              | Relevance of topic      |   |   |   |   |   |
|                                    | Is material useful      |   |   |   |   |   |
|                                    | Quality of presentation |   |   |   |   |   |

(CONTINUED)

## Company WB I Reaction Sheet (2 of 2)

(1=low, 5=high)

| MODULE 4 – FEEDBACK FORM   |                         |   |   |   |   |   |
|--|-------------------------|---|---|---|---|---|
| TOPIC  | Rating                  | 1 | 2 | 3 | 4 | 5 |
| LINKING ACTIVITIES IN THE COMPANY                                  | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| EFFECTIVE OPERATIONS   | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| RECOGNITION AND CEREMONIES   | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| ASSESSING LEADERSHIP OPPORTUNITIES AND ORGANIZATIONAL ABILITIES    | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |
| PARLIAMENTARY PROCEDURES AND BY-LAW (RUNNING AN EFFECTIVE MEETING) | Relevance of topic      |   |   |   |   |   |
|  | Is material useful      |   |   |   |   |   |
|  | Quality of presentation |   |   |   |   |   |

(1=low, 5=high)

| MODULE 5 – FEEDBACK FORM     |                         |   |   |   |   |   |
|------------------------------|-------------------------|---|---|---|---|---|
| TOPIC                        | Rating                  | 1 | 2 | 3 | 4 | 5 |
| PROMOTING OUTDOOR ACTIVITIES | Relevance of topic      |   |   |   |   |   |
|                              | Is material useful      |   |   |   |   |   |
|                              | Quality of presentation |   |   |   |   |   |
| OUTDOOR SKILLS               | Relevance of topic      |   |   |   |   |   |
|                              | Is material useful      |   |   |   |   |   |
|                              | Quality of presentation |   |   |   |   |   |
| LOCAL TOPICS                 | Relevance of topic      |   |   |   |   |   |
|                              | Is material useful      |   |   |   |   |   |
|                              | Quality of presentation |   |   |   |   |   |

## Topic Outlines

Presenter Name \_\_\_\_\_ Date/Time \_\_\_\_\_

|                             |   |
|-----------------------------|---|
| <b>TOPIC NAME:</b>          | <b>Mission, Principles, and Strategic Direction</b>   |
| <b>DURATION:</b>            | 30 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | Participants will have a better understanding the Mission, Principles, and Strategic Direction of Scouts Canada.  |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Policy</li> <li>• Mission: <i>The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in Society.</i></li> <li>• Principles: Duty to God, Duty to Others, and Duty to Self             <ul style="list-style-type: none"> <li>– How do these principles apply to the program and how they work with the Promise, Law &amp; Motto?</li> </ul> </li> <li>• Practices &amp; Methods</li> <li>• Vision</li> <li>• Strategic Direction</li> <li>• Promise</li> <li>• Law</li> <li>• Motto</li> <li>• Slogan</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | Venturer Advisor's Handbook<br>BP&P Section Cover Pages – <a href="http://sunshine.scouts.ca/bpp/firstpage.htm">http://sunshine.scouts.ca/bpp/firstpage.htm</a><br>Scouts Canada's Strategic Directions 2006 – 2016<br><a href="http://www.scouts.ca/media/documents/p15FEB06.pdf">http://www.scouts.ca/media/documents/p15FEB06.pdf</a>  |
| <b>RESOURCES REQUIRED:</b>  | Scouts Canada By-laws, Polices and Procedures, Venturer Advisors Handbook   |
| <b>SPECIAL NOTES:</b>       |   |

|                             |  |
|-----------------------------|--|
| <b>TOPIC NAME:</b>          | <b>Structure of Scouts Canada and Program Overview</b>   |
| <b>DURATION:</b>            | 30 Minutes   |
| <b>LEARNING OBJECTIVES:</b> | The Scouter will be able to describe the organizational structure of Scouting, outline the place of: youth members, section, group, sponsor, area councils, regional councils, national council and world council  |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Corporate Services (National)</li> <li>• Council</li> <li>• Service Area</li> <li>• Group</li> <li>• Sections (Overview of 5 sections)</li> <li>• Charter</li> <li>• Group Commissioner</li> <li>• Sponsor/Partner</li> <li>• Group Committee</li> <li>• Group Administration</li> <li>• Scouting Auxiliaries</li> <li>• Youth Forum</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments  |
| <b>REFERENCES:</b>          | BP&P Section 2000 Scouts Canada Structure  |
| <b>RESOURCES REQUIRED:</b>  | Scouts Canada By-laws, Polices and Procedures<br>Venturer Advisors' Handbook, Canadian Venturer Handbook   |
| <b>SPECIAL NOTES:</b>       |  |

|                             |   |
|-----------------------------|---|
| <b>TOPIC NAME:</b>          | <b>Wood Badge I Risk Management Information For Leaders</b>   |
| <b>DURATION:</b>            | 30 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | This session is a review of the reading assignments that are a prerequisite of this course. At the completion of this session the Scouters will have indicated that they understand the “Wood Badge Part I Background Information for Leaders” and “How to Protect your Child from Abuse: A Parent’s Guide.”  |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Explain and discuss “What is Risk Management” <ul style="list-style-type: none"> <li>○ Identify and assess potential risks and hazards associated with regular meeting places.</li> <li>○ Take appropriate measures to minimize or avoid the potential risks and hazards.</li> </ul> </li> <li>• Answer any questions on the content of the prerequisite reading assignments.</li> </ul>   |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | <ul style="list-style-type: none"> <li>• BP&amp;P Section 7000 Duty of Care document &amp; Section 10000 Camping &amp; Outdoor Activities <a href="http://sunshine.scouts.ca/bpp/firstpage.htm">http://sunshine.scouts.ca/bpp/firstpage.htm</a></li> <li>• “How to Protect your Child from Abuse: A Parent’s Guide.” <a href="http://www.scouts.ca/inside.asp?cmPageID=107">http://www.scouts.ca/inside.asp?cmPageID=107</a></li> <li>• “Key Information Statements for Scouters” <a href="http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf">http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf</a>.</li> </ul> |
| <b>RESOURCES REQUIRED:</b>  | <ul style="list-style-type: none"> <li>• By Laws, Policies and Procedures</li> <li>• Section Leader Handbook</li> <li>• “How to Protect Your Child From Abuse: A Parent’s Guide.”</li> <li>• “Key Information Statements for Scouters”</li> </ul>   |
| <b>SPECIAL NOTES:</b>       | Risk management should be incorporated into all appropriate sessions throughout the course such as: Outdoor Skills, Program Planning, Program Activities, etc.  |

|                             |   |
|-----------------------------|---|
| <b>TOPIC NAME:</b>          | <b>Spirituality</b>   |
| <b>DURATION:</b>            | 30 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will be able to help the Venturer Company with their spiritual development.   |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Provide examples of activities designed to help Venturers express and respond to God's love in their daily lives: Opening &amp; Closing prayers, Grace, Scout's Own, nature hike and "Do a good turn everyday"</li> <li>• Provide examples of activities designed to develop respect for others and increased appreciation of diversity in our society: Multi-faith event participation</li> <li>• Explain the purpose of a Scout's Own: To expose youth to multi-faith and spiritual development and as an opportunity to teach/reinforce lessons on acceptance, friendship etc.</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | Venturer Advisors' Handbook   |
| <b>RESOURCES REQUIRED:</b>  | Scouts Canada By-laws, Policies and Procedures, Venturer Advisors' Handbook<br>Let's Celebrate 2, Thoughts for Sharing, The Best of the Leader's Cut Out Pages  |
| <b>SPECIAL NOTES:</b>       |   |

|                             |  |
|-----------------------------|--|
| <b>TOPIC NAME:</b>          | <b>Understanding, Communicating and Working with Venturer-Aged Youth</b>   |
| <b>DURATION:</b>            | 60 Minutes   |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will understand the abilities and characteristics of Venturer-aged youth.  |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Interpersonal Relations</li> <li>• Youth and Adults</li> <li>• Youth and their Rights</li> <li>• Gender and Ethnicity</li> <li>• Spirituality</li> <li>• Moral Development</li> <li>• Adolescent Aspirations and Confidence Building</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments  |
| <b>REFERENCES:</b>          | BP&P Section 7000 Duty of Care document<br><a href="http://sunshine.scouts.ca/bpp/firstpage.htm">http://sunshine.scouts.ca/bpp/firstpage.htm</a><br>Venturer Advisor's Handbook – Chapter 9  |
| <b>RESOURCES REQUIRED:</b>  | Scouts Canada By-laws, Policies and Procedures, Venturer Advisor's Handbook  |
| <b>SPECIAL NOTES:</b>       |  |

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

|                             |  |
|-----------------------------|--|
| <b>TOPIC NAME:</b>          | <b>The Venturer Company</b>  |
| <b>DURATION:</b>            | 45 Minutes   |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will understand the structure of a Venturer Company and the overview of how it operates.   |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Types and make-up of Venturer Companies</li> <li>• The Company Executive <ul style="list-style-type: none"> <li>○ Size of the Executive</li> <li>○ Company President</li> <li>○ Company Secretary</li> <li>○ Company Treasurer</li> <li>○ Company Quartermaster</li> </ul> </li> <li>• Activity and project leaders</li> <li>• Company by-laws <ul style="list-style-type: none"> <li>○ Means to and End</li> <li>○ Drafting By-Laws</li> </ul> </li> <li>• Planning Process</li> <li>• Setting goals</li> <li>• Setting guidelines</li> <li>• Budgeting</li> <li>• Business Meetings</li> <li>• Meeting Place</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments  |
| <b>REFERENCES:</b>          | Venturer Advisor's Handbook – Chapter 3  |
| <b>RESOURCES REQUIRED:</b>  | Venturer Advisor's Handbook, Canadian Venturer Handbook  |
| <b>SPECIAL NOTES:</b>       |  |

|                             |  |
|-----------------------------|--|
| <b>TOPIC NAME:</b>          | <b>The Venturer Advisors' Role</b>   |
| <b>DURATION:</b>            | 45 Minutes   |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will understand the role and responsibilities of a Venturer Advisor.   |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Leadership Style</li> <li>• Duty of Care <ul style="list-style-type: none"> <li>○ Encourage Positive Behaviour (Discipline)</li> <li>○ General Conduct</li> <li>○ Responsibility to Youth</li> <li>○ Responsibility to Parents</li> <li>○ Responsibility to Self</li> </ul> </li> <li>• Accountability and Responsibilities <ul style="list-style-type: none"> <li>○ Youth</li> <li>○ Program</li> <li>○ Organization</li> <li>○ Advisor</li> <li>○ Parents</li> </ul> </li> <li>• Training <ul style="list-style-type: none"> <li>○ Adult Leader Training</li> <li>○ Training and Coaching Venturers</li> </ul> </li> <li>• Reporting</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments  |
| <b>REFERENCES:</b>          | Venturer Advisor's Handbook – Chapter 4<br>BP&P Section 7000 Duty of Care document<br><a href="http://sunshine.scouts.ca/bpp/firstpage.htm">http://sunshine.scouts.ca/bpp/firstpage.htm</a>  |
| <b>RESOURCES REQUIRED:</b>  | Venturer Advisor's Handbook – Chapter 4<br>BP&P Section 7000 Duty of Care document<br><a href="http://sunshine.scouts.ca/bpp/firstpage.htm">http://sunshine.scouts.ca/bpp/firstpage.htm</a>  |
| <b>SPECIAL NOTES:</b>       |  |

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| <b>TOPIC NAME:</b>          | <b>Administering the Venturer Program</b>   |
| <b>DURATION:</b>            | 30 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | The Scouter will be able to understand the roles of the youth in the administration of a Company and how to develop a resource list to aid in the program   |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Youth/Adult registration</li> <li>• Forms in Camping and Outdoor Activity Procedures</li> <li>• Financial record keeping (BP&amp;P)- why it is important</li> <li>• Lines of Accountability between sections and Group Committee</li> <li>• Budgets – learn what is needed to submit to Group Committee</li> <li>• Funds &amp; Fundraising (Scout popcorn, Scoutrees)</li> <li>• Fundraising for Venturere</li> <li>• Membership Growth</li> <li>• Inventory of assets</li> <li>• Use of Logo and intellectual property</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | BP&P. – Section 3000 Membership & Registration, Section 10000 Camping & Outdoor Activities and Section 11000 Financial and Fundraising Procedures.<br><a href="http://sunshine.scouts.ca/bpp/firstpage.htm">http://sunshine.scouts.ca/bpp/firstpage.htm</a><br>Venturer Advisors' Handbook  |
| <b>RESOURCES REQUIRED:</b>  | Scouts Canada By-laws, Polices and Procedures , Venturer Advisors' Handbook<br>Venturer Company Logbook, Venturer Secretary's Record Book   |
| <b>SPECIAL NOTES:</b>       |   |

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| <b>TOPIC NAME:</b>          | <b>The Venturer Program</b>  |
| <b>DURATION:</b>            | 60 Minutes   |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will understand the Venturer program   |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Company organization</li> <li>• Lifestyle/spiritual</li> <li>• Activity Areas <ul style="list-style-type: none"> <li>○ Exploration</li> <li>○ Personal Fitness</li> <li>○ Personal Interest</li> <li>○ Service</li> <li>○ Social/Cultural/Spiritual</li> <li>○ Vocational</li> </ul> </li> <li>• Other Awards <ul style="list-style-type: none"> <li>○ Venturer Award</li> <li>○ Queen's Venturer</li> <li>○ Amory Adventure</li> <li>○ Canadian Trails</li> <li>○ Outdoorsman</li> <li>○ Blue and Gold Award</li> </ul> </li> <li>• Duke of Edinburgh</li> <li>• Ceremonies (Details in later session)</li> <li>• Quality Program Standards</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments  |
| <b>REFERENCES:</b>          | Venturer Advisors' Handbook – Chapters 5 and 6.<br>Canadian Venturer Handbook<br>The Duke of Edinburg Award ( <a href="http://www.dukeofed.org/on/">http://www.dukeofed.org/on/</a> )  |
| <b>RESOURCES REQUIRED:</b>  | Venturer Advisors' Handbook<br>Venturer Quality Program Standards  |
| <b>SPECIAL NOTES:</b>       |  |

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| <b>TOPIC NAME:</b>          | <b>Program Planning and Evaluation</b>  |
| <b>DURATION:</b>            | 60 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will understand their role in the Program Planning Process and how they can encourage the Venturers to achieve the objectives of the Venturer Program   |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Venturer Quality Program Standards</li> <li>• Who does the Planning</li> <li>• Program standards</li> <li>• Program Planning process</li> <li>• How to generate program ideas</li> <li>• Evaluation of events and program</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | Venturer Advisors' Handbook – Chapter 7   |
| <b>RESOURCES REQUIRED:</b>  | Venturer Advisors' Handbook   |
| <b>SPECIAL NOTES:</b>       |   |

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| <b>TOPIC NAME:</b>          | <b>Theme Based Companies</b>   |
| <b>DURATION:</b>            | 30 Minutes   |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will be aware of the various Theme Based Venturing opportunities and understand how they fit within the Venturer program.  |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Partnerships</li> <li>• Goals and Objectives</li> <li>• Training</li> <li>• Uniform and variations to Scouts Canada uniform</li> <li>• Open and closed Companies</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments  |
| <b>REFERENCES:</b>          | Venturer Advisors' Handbook – Chapter 8  |
| <b>RESOURCES REQUIRED:</b>  | Scouts Canada By-laws, Policies and Procedures, Venturer Advisors' Handbook  |
| <b>SPECIAL NOTES:</b>       |  |

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| <b>TOPIC NAME:</b>          | <b>Linking Activities in the Company</b>  |
| <b>DURATION:</b>            | 30 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will understand the importance of linking activities, in both directions, to the Company  |
| <b>TEACHING POINTS:</b>     | <p>Linking activities contribute to the development of youth.</p> <ul style="list-style-type: none"> <li>• Broadens Venturer's' awareness of the other sections of the Scouting family,</li> <li>• Promotes advancement to the next level of Scouting, and</li> <li>• Involve Scouts in the program of the Venturer section.</li> </ul> <p>Examples of linking activities</p> <ul style="list-style-type: none"> <li>• Multi-section camps</li> <li>• Offers of service at Beaveree, Cuboree, and Camporee etc.</li> <li>• Participation in Rover planned events</li> <li>• Progression Ceremonies, Investiture Ceremonies etc.</li> </ul> <p>Benefits of linking to younger section members</p> <ul style="list-style-type: none"> <li>• Someone to look up to – older role models</li> <li>• Insight into what they have to look forward to</li> <li>• Camps, hikes, jamborees, more freedom/responsibilities etc.</li> </ul> <p>Benefits of linking activities to older section members?</p> <ul style="list-style-type: none"> <li>• Being a positive influence and role model</li> <li>• Leadership experience</li> <li>• Recruitment for own section through retention</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | Venture Advisors' Handbook Chapter 5  |
| <b>RESOURCES REQUIRED:</b>  | Venture Advisors' Handbook  |
| <b>SPECIAL NOTES:</b>       |   |

Presenter Name \_\_\_\_\_

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| <b>TOPIC NAME:</b>          | <b>Effective Operations</b>   |
| <b>DURATION:</b>            | 60 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will understand the elements of effective executive and regular meetings and how to help the process  |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"><li>• Executive Workbooks and Record Books</li><li>• Decision Making</li><li>• Effective decisions</li><li>• Decision-Making Methods</li><li>• Leadership</li><li>• Assessing</li></ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | Venture Advisors' Handbook Chapter 10   |
| <b>RESOURCES REQUIRED:</b>  | Venture Advisors' Handbook  |
| <b>SPECIAL NOTES:</b>       |   |

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| <b>TOPIC NAME:</b>          | <b>Recognition and Ceremonies</b>  |
| <b>DURATION:</b>            | 15 Minutes   |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will be able to help the Venturer Executive recognize achievement and conduct appropriate Ceremonies   |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Investiture</li> <li>• Old members leaving</li> <li>• Installation of officers</li> <li>• Recognition of achievement</li> <li>• Starting and ending meetings</li> <li>• Uniform requirements</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments  |
| <b>REFERENCES:</b>          | Venture Advisors' Handbook Appendix 2  |
| <b>RESOURCES REQUIRED:</b>  | Venture Advisors' Handbook   |
| <b>SPECIAL NOTES:</b>       |  |

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| <b>TOPIC NAME:</b>          | <b>Assessing Leadership Opportunities and Organizational Abilities</b>  |
| <b>DURATION:</b>            | 15 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will be able to help the Company Assess their Leadership Opportunities  |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"><li>• Opportunities</li><li>• Abilities</li><li>• Youth Forum</li><li>• Group Committee Rep</li></ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | Venture Advisors' Handbook Appendix 3D  |
| <b>RESOURCES REQUIRED:</b>  | Venture Advisors' Handbook  |
| <b>SPECIAL NOTES:</b>       |   |

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| <b>TOPIC NAME:</b>          | <b>Parliamentary Procedures and By-Laws (Running an Effective Meeting)</b>  |
| <b>DURATION:</b>            | 30 Minutes  |
| <b>LEARNING OBJECTIVES:</b> | The Advisor will be able to help the Company run efficient business meetings  |
| <b>TEACHING POINTS:</b>     | <ul style="list-style-type: none"> <li>• Order of Business</li> <li>• Minutes</li> <li>• Motions</li> <li>• Voting on Motions</li> <li>• Sample By-Laws</li> <li>• Records retention</li> </ul> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          | Venture Advisors' Handbook Appendix 4   |
| <b>RESOURCES REQUIRED:</b>  | Venture Advisors' Handbook, Canadian Venturer Handbook, Company By-Laws sample.   |
| <b>SPECIAL NOTES:</b>       |   |

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| <b>TOPIC NAME:</b>          | <b>Promoting Outdoor Activities</b>  |
| <b>DURATION:</b>            | 90 Minutes   |
| <b>LEARNING OBJECTIVES:</b> | The Scouter will know the range of outdoor activities that the Venturer Company can explore and the role the Advisor must play during the planning of these outings.   |
| <b>TEACHING POINTS:</b>     | <p>Challenges and awards</p> <ul style="list-style-type: none"> <li>○ Outdoorsman</li> <li>○ Queens' Venturer</li> <li>○ Canadian Trails</li> <li>○ Amory Adventure Award</li> <li>○ Duke of Edinburgh's Award</li> </ul> <p>Importance of evaluating the activity.</p> <p>Appropriate use of forms contained in the Camping and Outdoor Procedures.</p> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments  |
| <b>REFERENCES:</b>          | <p>Venture Advisors' Handbook – Chapter 6<br/>           BP&amp;P Section 10000 Camping and Outdoor Activity Procedures<br/> <a href="http://sunshine.scouts.ca/bpp/Section%2010000%2005.pdf">http://sunshine.scouts.ca/bpp/Section%2010000%2005.pdf</a></p>   |
| <b>RESOURCES REQUIRED:</b>  | Scouts Canada By-laws, Polices and Procedures, Venture Advisors' Handbook and Field Book for Canadian Scouting   |
| <b>SPECIAL NOTES:</b>       |  |

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| <b>TOPIC NAME:</b>         | <b>Outdoor Skills</b>   |
| <b>DURATION:</b>           | 60 Minutes  |
| <b>LEARNING OUTCOME:</b>   | At the completion of this session the Advisor will be aware of the skills that are needed for outdoor activities. This session is not intended to ensure the participants have these skills.  |
| <b>TEACHING POINTS:</b>    | <ol style="list-style-type: none"> <li>1. Weather conditions and the hazards that can be encountered outdoors. – Pg. 343-358.</li> <li>2. The causes and symptoms, signs, prevention, and treatment of the following: <ol style="list-style-type: none"> <li>a) Hypothermia, - Pg. 192-194</li> <li>b) Hyperthermia, - Pg. 337-338</li> <li>c) Frostbite, - Pg. 191-192</li> <li>d) Sunburn/sunstroke, - Pg. 329-330</li> <li>e) Dehydration. – Pg. 43-44</li> </ol> </li> <li>3. Basic personal equipment and their uses. – Pg. 22-24 and 63-115.</li> <li>4. The rules and procedures the section uses to prevent getting lost or separated from the group – Pg. 26</li> <li>5. Contents and the purpose of a personal emergency kit. – Pg. 27, 28 &amp; 196.</li> <li>6. Environmental conditions and the hazards that can be encountered in the outdoors, including <ol style="list-style-type: none"> <li>a) Severe storms and how to protect against lightning, hail storms and tornadoes, - Pg. 10</li> <li>b) Biting and stinging insects and how to provide first aid treatment – Pg. 390-392</li> <li>c) Wild animals and how to minimize dangerous encounters – Pg. 141-143</li> <li>d) Poisonous wild plants that may be encountered and how to provide first aid treatment. – Pg. 144-145</li> </ol> </li> <li>7. Nutrition and hydration for outdoor day activities appropriate to the section.</li> <li>8. A leader's Guide to LEAVE NO TRACE – 7 Principles <a href="http://www.scouts.ca/Int">www.scouts.ca/Int</a></li> </ol> <p>Note: All reference are to the “<i>Field Book for Canadian Scouting</i>”</p> |
| <b>EVALUATION:</b>         | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>         | Field Book for Canadian Scouting<br>Camping and Outdoor Activity Guide  |
| <b>RESOURCES REQUIRED:</b> | Venturer Advisor Leader's Handbook, Canadian Scout Handbook, Various resource books on camping etc.   |
| <b>SPECIAL NOTES:</b>      | Discuss with participant that more information is available at Specialized Outdoor Skills course.   |

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| <b>TOPIC NAME:</b>          | <b>Local Topics</b>   |
| <b>DURATION:</b>            | Not to exceed 30 minutes  |
| <b>LEARNING OBJECTIVES:</b> | This session is to be used to cover the local scouting environment. Topics should be specific to the council in which training is provided. This may or may not be applicable to other Councils.  |
| <b>TEACHING POINTS:</b>     | <p><b>Examples:</b></p> <ol style="list-style-type: none"> <li>1. Prepared general information program resources.</li> <li>2. Urban vs. Rural topics.</li> <li>3. Other Council information.</li> <li>4. Special topics which pertain to the training area such as Disabilities, Substance Abuse, ADD and ADHD etc. See special notes below.</li> </ol> |
| <b>EVALUATION:</b>          | Reaction Sheet and Learner Comments   |
| <b>REFERENCES:</b>          |   |
| <b>RESOURCES REQUIRED:</b>  |   |
| <b>SPECIAL NOTES:</b>       | The content must be approved by the Council Commissioner and filed with the Course Report.  |