

SCOUTS CANADA

COURSE TRAINING STANDARD



PACK

PART I WOOD BADGE

**JANUARY, 2009
VERSION 1.4**

Version 1.0

Revision 0.1

Dated October 3, 2007

- Formatting changes

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 Pack Wood Badge Part I course. It is understood that it will be used in conjunction with the “Pack Wood Badge Part I Critical Documents Index” that can be found under separate cover. The “Text Book” for this course is the Wolf Cub Leader’s Handbook 2007.

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.

Pack WB I Course Description

Program Name: Adult Volunteer Development		Code:
Course Name: Pack 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.)
Learner Group: Pack Scouters		
Course Learning Outcome: At the completion of a section Wood Badge Part I, the leader will be a contributing member of the leadership team. They will have the skills to help plan and run a youth program as described in the leader and youth handbooks and the program they present will comply with the Mission of Scouts Canada. Their actions and methods of conducting this program will be in line with norms described in the Wolf Cub Leader's Handbook and at all times will follow Scouts Canada's By-Laws, Policies, and Procedures, concerning the conduct and administration of these activities.		
Course description: Face to face lecture, case study, hands-on activities.		
Evaluation process: Observation, feedback sheet		
Module	Topics	
Module 1	<ol style="list-style-type: none"> 1. Mission, Principles, and Strategic Direction 2. Structure of Scouts Canada and Program Overview 3. Wood Badge I Risk Management Information For Leaders 4. Spirituality 	
Module 2	<ol style="list-style-type: none"> 5. Understanding, Communicating, and Working with Cub-Aged Youth 6. Leadership – Principles and Leading in a Team Environment 7. Administering the Program 	
Module 3	<ol style="list-style-type: none"> 8. Pack Program Elements - Using the Badge System To Support The Program 9. Program Planning and Evaluation 10. Groupings in the Pack Program 	
Module 4	<ol style="list-style-type: none"> 11. Conducting a Wolf Cub Meeting 12. Linking Activities in the Pack 	
Module 5	<ol style="list-style-type: none"> 13. Taking the Program Outdoors 14. Outdoor Activities 15. Local Topics 	
Prerequisites: 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" (http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf)		
Dress: Uniform and appropriate outdoor wear		
Participant equipment required: Pen and paper, Wolf Cub Leader's Handbook and The Field Book for Canadian Scouting handbook.		
Special notes: Separate rooms for each section offered.		
Equipment and Resources:		
<ul style="list-style-type: none"> • Wolf Cub Leader's Handbooks, BP &P, Climate Change Resource Book, Jump Start for Cubs, The Field Book for Canadian Scouting • Presentation Support Material (Data projector, overhead projector, flipchart etc.) 		
Course Designers: National Development Forum		Dated: January 2009

Pack 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	Total	

MODULE 2 – PROGRAM SUPPORT

Time	Topic	Presenter(s)
60 min	5. Understanding, Communicating, and Working with Cub-Aged Youth	
60 min	6. Leadership Principles – Leading in a Team Environment	
60 min	7. Administering the Program	
5 min	Wind-up – Participant Expectations	
185 Min	Total	

MODULE 3 – PLANNING

Time	Topic	Presenter(s)
45 min	8. Pack Program Elements – Badge and Star System	
90 min	9. Program Planning and Evaluation	
30 min	10. Groupings in the Pack Program	
5 min	Wind-up – Participant Expectations	
170 Min	Total	

MODULE 4 – RUNNING AN EFFECTIVE MEETING

Time	Topic	Presenter(s)
120 min	11. Conducting a Wolf Cub Meeting	
30 min	12. Linking Activities In The Pack	
5 min	Wind-up – Participant Expectations	
155 Min	Total	

MODULE 5 – PUTTING THE “OUT” IN SCOUTING

Time	Topic	Presenter(s)
60 min	13. Taking the Program Outdoors	
60 min	14. Outdoor Activities	
30 Min	15. Local Topics	
15 min	Wind-up – Presentations	
165 Min	Total	

Evaluation Strategy – Pack Wood Badge Part I

REACTION:

	INFORMATION REQUIRED	METHODS OF EVALUATION
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.		

Pack 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 AND STRATEGIC DIRECTION	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 – PROGRAM SUPPORT - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
UNDERSTANDING, COMMUNICATING, AND WORKING WITH CUB-AGED YOUTH	Relevance of topic					
	Is material useful					
	Quality of presentation					
LEADERSHIP – PRINCIPLES AND LEADING IN A TEAM ENVIRONMENT	Relevance of topic					
	Is material useful					
	Quality of presentation					
ADMINISTERING THE WOLF CUB PROGRAM	Relevance of topic					
	Is material useful					
	Quality of presentation					

(1=low, 5=high)

MODULE 3 – PLANNING - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
PACK PROGRAM ELEMENTS – BADGES AND STAR SYSTEM	Relevance of topic					
	Is material useful					
	Quality of presentation					
PROGRAM PLANNING AND EVALUATION	Relevance of topic					
	Is material useful					
	Quality of presentation					
GROUPINGS IN THE PACK	Relevance of topic					
	Is material useful					
	Quality of presentation					

(continued)

Pack WB I Reaction Sheet (2 of 2)

(1=low, 5=high)

MODULE 4 – RUNNING AN EFFECTIVE MEETING - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
GATHERING ACTIVITIES	Relevance of topic					
	Is material useful					
	Quality of presentation					
CEREMONIES	Relevance of topic					
	Is material useful					
	Quality of presentation					
GAMES	Relevance of topic					
	Is material useful					
	Quality of presentation					
CRAFTS	Relevance of topic					
	Is material useful					
	Quality of presentation					
MUSIC	Relevance of topic					
	Is material useful					
	Quality of presentation					
STORY TELLING	Relevance of topic					
	Is material useful					
	Quality of presentation					
PLAYACTING	Relevance of topic					
	Is material useful					
	Quality of presentation					
THEME PROGRAMS	Relevance of topic					
	Is material useful					
	Quality of presentation					
CAMPFIRES	Relevance of topic					
	Is material useful					
	Quality of presentation					
LINKING ACTIVITIES IN THE PACK	Relevance of topic					
	Is material useful					
	Quality of presentation					

(1=low, 5=high)

MODULE 5 – PUTTING THE “OUT” IN SCOUTING - FEEDBACK FORM						
TOPIC	Rating	1	2	3	4	5
TAKING THE PROGRAM OUTDOORS	Relevance of topic					
	Is material useful					
	Quality of presentation					
OUTDOOR ACTIVITIES	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 _____

TOPIC NAME:	Mission, Principles, and Strategic Direction
DURATION:	30 Minutes
LEARNING OBJECTIVES:	Participants will have a better understanding the Mission, Principles, and Strategic Direction of Scouts Canada.
TEACHING POINTS:	<ul style="list-style-type: none"> • Policy • 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> • Principles: Duty to God, Duty to Others, and Duty to Self <ul style="list-style-type: none"> – How do these principles apply to the program and how they work with the Promise, Law & Motto? • Practices & Methods • Vision • Strategic Direction • Promise • Law • Motto
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Wolf Cub Leader's Handbook 1-2, 1-3, 3-1 BP&P Section Cover Pages – http://sunshine.scouts.ca/bpp/firstpage.htm Scouts Canada's Strategic Directions 2006 – 2016 http://www.scouts.ca/media/documents/p15FEB06.pdf
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Wolf Cub Leader's Handbook
SPECIAL NOTES:	

TOPIC NAME:	Structure of Scouts Canada and Program Overview
DURATION:	30 Minutes
LEARNING OBJECTIVES:	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
TEACHING POINTS:	<ul style="list-style-type: none"> • Corporate Services (National) • Council • Service Area • Group • Section • Charter • Group Commissioner • Sponsor/Partner • Group Committee • Group Administration • Scouting Auxiliaries
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P Section 2000 Scouts Canada Structure
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures Wolf Cub Leader's Handbook, Wolf Cub Handbook
SPECIAL NOTES:	

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

TOPIC NAME:	Spirituality
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to develop spiritual awareness and respect for faith diversity in Wolf Cub aged youth
TEACHING POINTS:	<ul style="list-style-type: none"> • Provide examples of activities designed to help youth express and respond to God's love in their daily lives: Opening & Closing prayers, Grace, Sharing Circle, Scout's Own, Nature hike and "Do a good turn everyday" • Provide examples of activities designed to develop respect for others and increased appreciation of diversity in our society: Multi-faith event participation • 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.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Leader's Handbook
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Leader and Youth Handbooks Let's Celebrate 2, Thoughts for Sharing, The Best of the Leader's Cut Out Pages
SPECIAL NOTES:	

TOPIC NAME:	Understanding, Communicating and Working with Cub-Aged Youth
DURATION:	60 Minutes
LEARNING OBJECTIVES:	The scouter will understand the abilities and characteristics of Cub-aged youth.
TEACHING POINTS:	<ul style="list-style-type: none"> • Growth & development characteristics of 8-11 year old (physical, mental, social) • Supporting environment for Cubs • Apply the "Code of Conduct" described in Scouts Canada's Duty of Care document • Effective communication <ul style="list-style-type: none"> ○ Active listening ○ Body language ○ Consideration of attention span ○ Tone & volume of speech ○ Multi-senses • Demonstrate Cub hand signals – stop and be quiet; form a circle; • Reinforce positive behaviour • Awareness (of above) in planning • Code of Conduct (for youth) • Needs of Cub-aged children • Behaviour & discipline <ul style="list-style-type: none"> ○ Handling disruption • Cubs with Disabilities • Choosing appropriate activities for Cubs • Cub Terminology
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P Section 7000 Duty of Care document Wolf Cub Leader's Handbook
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures, Wolf Cub Leader's Handbook
SPECIAL NOTES:	

TOPIC NAME:	Leadership Principles - Leading in a Team Environment
DURATION:	60 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to describe the principles of working within a leadership team environment and how to include the youth in this team.
TEACHING POINTS:	<ul style="list-style-type: none"> • Job description • Youth leadership roles • Shared responsibilities: • Assessing leadership team • Recruiting and keeping leaders
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures, Wolf Cub Leader's Handbook
RESOURCES REQUIRED:	Wolf Cub Leader's Handbook, Cub Leader Job Description, Kim Book
SPECIAL NOTES:	

TOPIC NAME:	Administering the Wolf Cub Program
DURATION:	60 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to understand the administration of a Pack
TEACHING POINTS:	<ul style="list-style-type: none"> • Youth/Adult registration • Forms in Camping and Outdoor Activity Procedures • Financial record keeping (BP&P)- why it is important • Lines of Accountability between sections and Group Committee • Budgets – learn what is needed to submit to Group Committee • Funds & Fundraising (Scout popcorn, Scoutrees) • Fundraising for Cubs • Membership Growth • Inventory of assets • Use of Logo and intellectual property
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures, Section 11000, Financial and Fundraising Procedures, Section 3000, Membership and Registration Wolf Cub Leader's Handbook
RESOURCES REQUIRED:	Wolf Cub Leader's Handbook, Scouts Canada By-Laws, Policies and Procedures, Section 10000, Camping & Outdoor Procedures; Section 3000 Membership and Registration
SPECIAL NOTES:	

TOPIC NAME:	Pack Program Elements – Badge Star & Award System
DURATION:	45 minutes
LEARNING OBJECTIVES:	The Scouter will be able to use the Seven Program Elements to build Cub programs. They will understand how they relate to the Badge and Star System and Theme based programming
TEACHING POINTS:	<ul style="list-style-type: none"> • Program Elements <ul style="list-style-type: none"> ○ Games ○ Crafts ○ Storytelling ○ Playacting ○ Music ○ Outdoors ○ Spiritual Fellowship • Activity Area Programs – Star System • Specialty Badges
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Wolf Cub Leader's Handbook
RESOURCES REQUIRED:	Wolf Cub Leader's Handbook
SPECIAL NOTES:	

TOPIC NAME:	Program Planning and Evaluation
DURATION:	90 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to create a short term plan and understand the process of long term planning. They will be able to develop plans that reflect the youth's age, characteristics, and development.
TEACHING POINTS:	<ul style="list-style-type: none"> • Pack Quality Program Standards • Programming steps <ul style="list-style-type: none"> ○ Program start ○ Program development ○ Program delivery ○ Program evaluation • Program Standards • Planning Benefits • Program Planning <ul style="list-style-type: none"> ○ Short range (1 month) ○ Medium range (3 months) ○ Long range (1 year) • Youth input • Meeting flow • Delegating • Evaluating the Program • Resources <ul style="list-style-type: none"> ○ Calendar of Events (Area, Holidays, etc.) <p>Remember!</p> <ul style="list-style-type: none"> • Structuring weekly meetings to meet the varying energy levels of the youth. • Adjust a program activity to accommodate the different ages, skills and abilities of the youth. • Identify faiths and cultural considerations affecting programming for your section
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures, Wolf Cub Leader's Handbooks, Jumpstart Packages, Climate Change Resource Book
RESOURCES REQUIRED:	Wolf Cub Leader Handbook's, Quality Program Standards
SPECIAL NOTES:	

TOPIC NAME:	Groupings in the Pack Program
DURATION:	30 minutes
LEARNING OBJECTIVES:	The Scouter will understand the importance of working in small groups including the Six and the Sixers' Council
TEACHING POINTS:	<p>Benefits of dividing Cubs into the following small groups:</p> <ul style="list-style-type: none"> • sixes – team building • ages – allows for different skills to be taught • interests – keep them interested in what they are doing • skill level – allows some to hone existing skills • random – mixed things up.....just for fun <p>Methods for organizing sixes including the selection of Sixers and Seconds</p> <ul style="list-style-type: none"> • By age/skill/level/year level/ gender/peer group/interests/maturity • Blended sixes – mixture of all year levels • The leaders should pick the sixers & seconds. <p>Roles and functions of the sixers and the second.</p> <ul style="list-style-type: none"> • Relay message to their six. • Mark attend & collect dues • Good role model • Give leaders' feedback from Cubs in their six <p>Cubs participate in leadership of the pack through the Sixers' Council.</p> <ul style="list-style-type: none"> • Participates in the Sixers' Council • Functions of the Sixer's Council • Roles of the Sixers and the Pack Leaders in the Sixers' Council • Methods to involve youth in the evaluation process. • Why would we involve the Youth in the planning their program? • Opportunities for Cubs in scheduling and organizing activities
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures, Wolf Cub Leader Handbook
RESOURCES REQUIRED:	Wolf Cub Leader's Handbook
SPECIAL NOTES:	

TOPIC NAME:	Conducting a Wolf Cub Meeting
DURATION:	120 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to effectively manage weekly program and to understand elements of proper meeting management
TEACHING POINTS:	The Wolf Cub Meeting is a series of Cub Activities as described in the following set of Subtopics
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Wolf Cub Leader's Handbook, Jumpstart packages, The Campfire Book, The Song Book ,Campfire Sing Along cassette or CD, Field Book, Climate Change Resource Book
RESOURCES REQUIRED:	Wolf Cub Leader's Handbook, Jumpstart packages, Field Book, Climate Change Resource Book
SPECIAL NOTES:	

Presenter Name _____ Date/Time _____

SUBTOPIC NAME:	Pack Activities...Gathering Activities
TEACHING POINTS:	Gathering activities help leaders control and focus activity of youth before meeting starts, preventing potential problems from “uncontrolled” time.
REFERENCES:	Wolf Cub Leader’s Handbook – Chapter 9

Presenter Name _____ Date/Time _____

SUBTOPIC NAME:	Pack Activities...Ceremonies
TEACHING POINTS:	<ul style="list-style-type: none">• General Guidelines• Opening and Closing• Welcoming New Cubs• Investitures• Linking• Others
REFERENCES:	Wolf Cub Leader’s Handbook – Chapter 5

Presenter Name _____ Date/Time _____

SUBTOPIC NAME:	Pack Activities...Games
TEACHING POINTS:	<ul style="list-style-type: none">• Running Games• Competitive vs. Cooperative• Types of Games<ul style="list-style-type: none">○ Gathering○ Steam-off○ Quiet○ Skill○ Outdoor• Sources of more information
REFERENCES:	Wolf Cub Leader’s Handbook – Chapter 9

Presenter Name _____ Date/Time _____

SUBTOPIC NAME:	Pack Activities...Crafts
TEACHING POINTS:	<ul style="list-style-type: none">• Organizing a craft• Various craft Projects• Craft Sources
REFERENCES:	Wolf Cub Leader’s Handbook – Chapter 10

Presenter Name _____ Date/Time _____	
SUBTOPIC NAME:	Pack Activities...Music
TEACHING POINTS:	<ul style="list-style-type: none"> • Getting started • Song sources • Leading and learning • Song type definitions • Strike up the band
REFERENCES:	Wolf Cub Leader's Handbook – Chapter 11

Presenter Name _____ Date/Time _____	
SUBTOPIC NAME:	Pack Activities...Storytelling
TEACHING POINTS:	<ul style="list-style-type: none"> • When to tell a story • How to prepare • Telling the tale • To read or tell: That is the question • Story sources • Using story telling in the program • Stories with games
REFERENCES:	Wolf Cub Leader's Handbook – Chapter 12

Presenter Name _____ Date/Time _____	
SUBTOPIC NAME:	Pack Activities...Playacting
TEACHING POINTS:	<ul style="list-style-type: none"> • How to get started • Types of playacting • Enjoying playacting as an audience • Involving the shy cub • Pack resources
REFERENCES:	Wolf Cub Leader's Handbook – Chapter 13

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Pack Activities...Theme Programs
TEACHING POINTS:	<p>Jungle Theme and Other Themes</p> <ul style="list-style-type: none"> • use them often • helps with planning and less chance to repeat activities • youth can help pick the themes • how you can relate the theme to the program elements • introduce The Jungle Book early in the program year • leaders names taken from The Jungle Book • make lair curtains, jungle flags • play jungle games, jungle dances <p>use jungle ceremonies often but not every week</p>
REFERENCES:	<p>Wolf Cub Leader's Handbook – Chapter 6 The Jungle Book</p>

Presenter Name _____

Date/Time _____

SUBTOPIC NAME:	Pack Activities...Campfires
TEACHING POINTS:	<p>The purpose of conducting campfires for Wolf Cub program?</p> <ul style="list-style-type: none"> • Fun, fellowship, sharing, singing <p>Elements of a Campfires</p> <ul style="list-style-type: none"> • Fires • Opening • Songs • Skits • Cheers • Games • Yarns • Closings <p>Leaders do need to know how to build, run and cleanup a campfire, leaving as little impact on the environment as possible</p> <ul style="list-style-type: none"> • Building a campfire (Field Book 136, 183) • Ceremonial fires (138) • Clean up (138, 139) • Fire pits (135) • Environmental issues (130, 131) • Resources
REFERENCES:	<p>Wolf Cub Leader's Handbook – Chapter 15 The Campfire Book The Song Book Campfire Sing Along cassette or CD Field Book for Canadian Scouting</p>

TOPIC NAME:	Linking Activities in the Pack
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will understand the importance of linking activities and will be able to list activities that include linking
TEACHING POINTS:	<ul style="list-style-type: none"> • Linking activities contribute to the development of youth <ul style="list-style-type: none"> ○ Broadens youth and leaders' awareness of other sections of the Scouting family. ○ Encourages youth to go onto the next level of Scouting • Examples of linking activities <ul style="list-style-type: none"> ○ multi-section camps, offers of service at Beaverees, white tails visiting pack, 3rd year cubs visit Troop, ceremonies, end-of-year events • Guidelines for Linking Cubs to the Scout Program • Section Program Linking Chart • Brief discussion on Kim role and selection process • Link Badge
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Policies and Procedures, Wolf Pack Leader's Handbook, Kim Book
RESOURCES REQUIRED:	Wolf Cub Leader's Handbook, Kim Book
SPECIAL NOTES:	

TOPIC NAME:	Taking the Program Outdoors
DURATION:	60 Minutes
LEARNING OBJECTIVES:	The Scouter will learn the process of holding regular weekly meetings outdoors, organizing day-long outdoor activities, and the program opportunities of overnight camps.
TEACHING POINTS:	<p>The objectives of holding a regular weekly meeting in the outdoors (Category I activity as described in the COAP)</p> <ul style="list-style-type: none"> • Meetings are more fun outside • Enhance the pack program • Provide new opportunities/experiences • Requirement of National Program Standards • Provides variety to the program • Allows youth to learn about their urban environment • Opportunity to learn, develop and practice outdoor skills • Provides spiritual and environmental awareness <p>Identify implications of taking the programs outdoors</p> <ul style="list-style-type: none"> • Increased supervision • Need for specialized planning – risk assessment, travel, first aid, etc. • Proper outdoor wear for adults and youth • Safety • Forms needed to be filled out <p>What needs to be done to take your meeting outdoors?</p> <p>What kind of meeting/activities can be done outdoors?</p>
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scouts Canada By-laws, Polices and Procedures, S10000- Camping & Outdoor Activity Procedures, Wolf Cub Leader's Handbook, Climate change Resource Book Scouts Canada By-laws, Polices and Procedures, S20000 - Forms
RESOURCES REQUIRED:	Wolf Cub Leader's Handbook, The Campfire Book, The Song Book, Climate Change Resource Book
SPECIAL NOTES:	

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

TOPIC NAME:	Local Topics
DURATION:	Not to exceed 30 minutes
LEARNING OBJECTIVES:	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.
TEACHING POINTS:	<p>Examples:</p> <ol style="list-style-type: none"> 1. Prepared general information program resources. 2. Urban vs. Rural topics. 3. Other Council information. 4. Special topics which pertain to the training area such as Disabilities, Substance Abuse, ADD and ADHD etc. See special notes below.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	
RESOURCES REQUIRED:	
SPECIAL NOTES:	The content must be approved by the Council Commissioner and filed with the Course Report.