



**ADVANCED OUTDOORS SKILLS AND
PROGRAM PLANNING AND DELIVERY**

**Core and Specific Learning Objectives
for all Leaders and Advisors
Leading to Woodbadge II Recognition**

Scouts Canada – Mission Statement

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.



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Developing Leader Competencies

Scouts Canada's **Volunteer Recruitment and Development (VRAD)** strategy recognizes the attitudes, skills and knowledge volunteers bring to their role in Scouting. Volunteers naturally acquire additional knowledge and skills for their roles from their first contact with Scouting through to retirement in a variety of self-initiated and organized learning situations. This development may come from both Scouting and non-Scouting sources. The strategy promotes a very flexible approach to developing and recognizing a volunteer's competencies as a program leader.

Pre-requisites

The leader or advisor must have had demonstrated that he or she has met the **Selection Interview Learning Objectives, Orientation Learning Objectives, Core Basic Learning Objectives** and the **Section Specific Basic Learning Objectives for Program Planning and Delivery**.

Core Learning Objectives for Advanced Outdoors Skills and Program Planning & Delivery

Key section leaders recruited to all sections require certain common advanced knowledge, skills and attitudes in order to be able to motivate and lead their section teams in the delivery of a quality program. Leaders must demonstrate that they have met the following **Core Advanced Learning Objectives** in the following three subject areas:

<p>Core Learning Objectives for Advanced Outdoors Skills and Program Planning & Delivery <i>(required for all program leaders and advisors in all sections)</i></p>		
Advanced Program Delivery	Advanced Leadership Skills	Advanced Outdoor Skills

Core Advanced Learning Objectives	Beaver	Cub	Scout	Venturer	Rover
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The Learner will:	Requirements:
S4. Conduct a long-term overnight activity	<ol style="list-style-type: none"> 1. Plan and Conduct (with your Court of Honour) a long-term overnight activity in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with input from your Scouts, Court of Honour, parents, other leaders and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.
S5. Conduct an activity requiring advanced levels of skills and competencies	<ol style="list-style-type: none"> 1. Plan and Conduct (with your Court of Honour) an activity requiring advanced levels of skills and competencies in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with input from your Scouts, Court of Honour, parents, other leaders and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.

Section Specific Advanced Learning Objectives for Venturer Advisors

The Learner will:	Requirements:
V1. Ensure that a weekend standing camp is conducted	<ol style="list-style-type: none"> 1. Provide support and advice as required to Venturers planning and conducting a weekend standing camp in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Evaluate the activities, itinerary, and use of camping equipment, with input from your Venturers, other advisors and recommendations following the weekend standing camp. 3. Demonstrate appropriate campsite selection and safe use of appropriate camping equipment.
V2. Develop leadership skills in youth	<ol style="list-style-type: none"> 1. Demonstrate or provide three examples of providing Venturers with leadership opportunities. 2. Describe the leadership development process for your Executive Committee members (President, Vice-President, Secretary, Treasurer, Activity Coordinator, etc.). 3. Demonstrate or describe the succession planning for the company. 4. Demonstrate or provide an example of how to handle Venturers with problems of substance abuse (alcohol & drugs), sex and suicide.
V3. Apply long-range planning methods	<ol style="list-style-type: none"> 1. Explain the planning process required to develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 2. Develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 3. Identify components in your plan that will result in the following success indicators: <ul style="list-style-type: none"> • Ongoing youth involvement in program planning, • Minimizing repetition of programming, • Progressively challenging programs, • Growth and retention in your section and Group, • Long-range succession planning in your section, • Flexibility. 4. Evaluate the progress of your three-year program according to: <ul style="list-style-type: none"> • Opportunities for continuous youth feedback, • Program Standards, • Application to the annual planning process, • Success indicators, • Appropriate documentation and reporting process, • Flags indicating any adjustment that may be required.

The Learner will:	Requirements:
<p>V4. Ensure that a long-term overnight activity is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Venturers planning and conducting a long-term overnight activity in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with your Venturers, other advisors and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.
<p>V5. Ensure that an activity requiring advanced levels of skills and competencies is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Venturers planning and conducting an activity requiring advanced levels of skills and competencies in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with your Venturers, other advisors and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.

Section Specific Advanced Learning Objectives for Rover Advisors

The Learner will:	Requirements:
R1. Ensure that a weekend standing camp is conducted	<ol style="list-style-type: none"> 1. Provide support and advice as required to Rovers planning and conducting a weekend standing camp in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Evaluate the activities, itinerary, and use of camping equipment, with input from your Rovers, other advisors and recommendations following the weekend standing camp. 3. Demonstrate appropriate campsite selection and safe use of appropriate camping equipment.
R2. Develop leadership skills in youth	<ol style="list-style-type: none"> 1. Demonstrate or provide three examples of providing Rovers with leadership opportunities. 2. Describe the leadership development process for your Executive Committee members (Mate, Vice-Mate, Secretary, Treasurer, Activity Coordinator, etc.). 3. Demonstrate or describe the succession planning for the crew. 4. Demonstrate or provide an example of how to handle Rovers with problems of substance abuse (alcohol & drugs), sex and suicide.
R3. Apply long-range planning methods	<ol style="list-style-type: none"> 1. Explain the planning process required to develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 2. Develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 3. Identify components in your plan that will result in the following success indicators: <ul style="list-style-type: none"> • Ongoing youth involvement in program planning, • Minimizing repetition of programming, • Progressively challenging programs, • Growth and retention in your section and Group, • Long-range succession planning in your section, • Flexibility. 4. Evaluate the progress of your three-year program according to: <ul style="list-style-type: none"> • Opportunities for continuous youth feedback, • Program Standards, • Application to the annual planning process, • Success indicators, • Appropriate documentation and reporting process, • Flags indicating any adjustment that may be required.

The Learner will:	Requirements:
<p>R4. Ensure that a long-term overnight activity is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Rovers planning and conducting a long-term overnight activity in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with your Rovers, other advisors and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.
<p>R5. Ensure that an activity requiring advanced levels of skills and competencies is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Rovers planning and conducting an activity requiring advanced levels of skills and competencies in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with your Rovers, other advisors and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.