

## Basic Learning Objectives - *Company Specific* – Resource List

This document is geared specifically towards Venturer Advisors. The following sixteen objectives, together with their detailed requirements, are aimed at the Company program and its youth members. These objectives are to be completed in conjunction with the **Core** Learning Objectives. The Core Learning Objectives Resource List may be found at <http://www.scouts.ca/inside.asp?cmPageID=420>.

Additionally, a Passport has been developed to assist you in the recording of completed objectives and the tracking of your progress. You may find this record at <http://www.scouts.ca/inside.asp?cmPageID=421>.

The following document has three columns for your use. The column on the left lists the 16 Company specific objectives. The middle column lists the requirements that must be demonstrated in order to successfully complete the objective. The third column provides the leader with a resource where he/she may obtain knowledge on the objective that will assist in its understanding and completion. The resources can be as varied as: a published book or pamphlet available from your local Scout shop or your Group Committee; an experienced Scouter; or a committee. You will also find a list of program resources for a variety of topics on the Scouts Canada web site at <http://www.scouts.ca/inside.asp?cmPageID=440> Choose Venturers.

**Note:** Venturer Advisor Handbook = VAH  
 Canadian Venturer Handbook = CVH  
 Scouts Canada's Camping/Outdoor Activity Procedures = COAP  
 Learn by doing/On the job training = Coaching / Mentoring

Basic Objective	Requirements	Resource
<b>1. Ensure Programs are planned</b>	<ol style="list-style-type: none"> <li>1. Apply each of the following methods for involving Venturers in decisions about Company program choices: individually, by activity team, by executives and through the Company as a whole.</li> <li>2. Provide a seasonal plan developed by Venturers, in consultation with the leadership team, which integrates youth objectives.</li> <li>3. Provide a meeting plan developed by Venturers, which clearly identifies how the activities meet the Venturer program goals and annual planning objectives.</li> <li>4. Apply coaching and mentoring to achieve a program plan.</li> <li>5. Provide an example of a back-up plan for a meeting or outing.</li> <li>6. Describe how your program plan meets the <u>National Program Standards</u>.  <a href="http://www.scouts.ca/inside.asp?cmPageID=131">http://www.scouts.ca/inside.asp?cmPageID=131</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Venturer Advisor Handbook (VAH) pg 12-14, 27                      Planning Kit, VAH pg 139-155</li> <li>2. VAH pg 51-59</li> <li>3. VAH pg 51-59</li> <li>4. Learn by doing</li> <li>5. Learn by doing</li> <li>6. VAH pg 93</li> </ol>
<b>2. Ensure annual program plans are developed</b>	<ol style="list-style-type: none"> <li>1. Explain the planning process for creating nightly, monthly, three months and annual program plans.</li> <li>2. Provide an example of a three-month and an annual program plan developed by the youth, that supports age-appropriate development, provides progressive challenge and minimizes repetition for the youth involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. VAH pg 51-59</li> <li>2. Learn by doing                      VAH pg 16-17, Chap. 7</li> </ol>
<b>3. Work with Venturer-aged youth</b>	<ol style="list-style-type: none"> <li>1. Apply the "Code of Conduct" described in Scouts Canada's <u>Duty of Care</u></li> </ol>	<ol style="list-style-type: none"> <li>1. VAH pg 22-25</li> </ol>

	<p><u>document</u>  <a href="http://www.scouts.ca/inside.asp?cmPageID=304">http://www.scouts.ca/inside.asp?cmPageID=304</a></p> <ol style="list-style-type: none"> <li>Describe or demonstrate how to reinforce positive behaviour.</li> <li>Read the chapter in the <i>Venturer Advisor's Leader's Handbook</i> entitled, "Venturer-aged Youth".</li> <li>Provide an activity for each program element which accommodates the similarities and differences of young men and women.</li> <li>Apply positive discipline strategies to typical scenarios (eg. lying, stealing, hitting others, swearing, showing disrespect, disobedience).</li> <li>Demonstrate positive coaching techniques for developing skills, knowledge and confidence.</li> </ol>	<ol style="list-style-type: none"> <li>VAH pg 22</li> <li>VAH Chapter 9</li> <li>VAH pg 33-36</li> <li>VAH pg 22 Learn by doing</li> <li>VAH pg 90 - 91</li> </ol>
<b>4. Ensure Venturer program and badge system are applied</b>	<ol style="list-style-type: none"> <li>Provide Venturers opportunities to develop their own and collective goals and objectives for the Company program.</li> <li>Review and encourage progress on these goals.</li> <li>Provide feedback.</li> <li>Make presentations of badges and awards.</li> <li>Apply the principle of "best effort" in evaluating performance.</li> <li>Track Venturers' progress and encourage them to take responsibility for noting their own progress.</li> </ol> <p><i>Note: The Venturers may have a Company program, as prescribed in the Venturer program, and yet chose not to use the Venturer Badge system.</i></p>	<ol style="list-style-type: none"> <li>VAH pg 31 Canadian Venturer Handbook (CVH) pg 45</li> <li>Learn by doing</li> <li>Learn by doing</li> <li>VAH pg 28</li> <li>VAH pg 28</li> <li>CVH Chapter 2</li> </ol>
<b>5. Ensure that spiritual emphasis/religious diversity is applied</b>	<ol style="list-style-type: none"> <li>Provide an activity to develop spiritual awareness of Venturers.</li> <li>Provide three examples of activities designed to develop Venturers' respect for others and increased appreciation of diversity in society.</li> <li>Explain the opportunities for Venturers to develop their personal faith through participation in their religious community and the Religion in Life Award program.</li> </ol>	<ol style="list-style-type: none"> <li>VAH pg 81</li> <li>Learn by doing</li> <li>VAH pg 38, CVH pg 30</li> </ol>
<b>6. Apply Company structure</b>	<ol style="list-style-type: none"> <li>Provide training for the executive officers.</li> <li>Provide a description of the roles of the executive officers.</li> <li>Establish roles of activity coordinators.</li> <li>Provide Company by-laws developed by the Company.</li> </ol>	<ol style="list-style-type: none"> <li>VAH pg 13 Youth Focus 97 Course CVH pg 39-42</li> <li>CVH pg 40-41</li> <li>CVH pg 42 (referred to as Committee Chairs)</li> <li>VAH pg 15-16</li> </ol>
<b>7. Ensure that Company activities are applied</b>	<ol style="list-style-type: none"> <li>Provide an activity which: <ol style="list-style-type: none"> <li>allows all participants to interact throughout the activity;</li> <li>uses age appropriate materials and equipment,</li> <li>has clear instructions,</li> <li>responds to the needs of the group,</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>VAH 2-3 Learn by doing</li> </ol>

	<ul style="list-style-type: none"> <li>e. encourages participants to do their best, and</li> <li>f. provides a fun and meaningful experience.</li> </ul> <p>2. Provide three reasons for conducting a Company activity.</p>	<p>2. VAH pg 2-3</p>
<b>8. Teach skills</b>	<p>1. Describe three approaches to teaching and reinforcing a skill.</p> <p>2. Teach a skill where:</p> <ul style="list-style-type: none"> <li>a. skill is demonstrated,</li> <li>b. skill is demonstrated step-by-step,</li> <li>c. Venturers try the skill,</li> <li>d. Advisor or qualified Venturer checks progress and encourages Venturers to do their best,</li> <li>e. Advisor or qualified Venturer guides and coaches for progress,</li> <li>f. Venturers try again until successful,</li> <li>g. Advisor or qualified Venturer praises and affirms progress according to each Venturer's capabilities, and</li> <li>h. Advisor or qualified Venturer challenges Venturers to use new skills appropriately.</li> </ul>	<p>1. VAH pg 90-91</p> <p>2. Learn by doing</p>
<b>9. Tell stories</b>	<p>1. Describe five reasons for using stories in your Venturer program.</p> <p>2. Tell a story that achieves its purpose.</p>	<p>1. VAH pg 21 <i>Scouts Canada's Campfire Book</i>, pg 21</p> <p>2. Learn by doing</p>
<b>10. Ensure that Company challenges are conducted</b>	<p>1. Provide two Company challenges, developed by Venturers, which allow Venturers to practice and develop co-operation, problem-solving, decision-making.</p> <p>2. Coach a Venturer on "how to encourage other Venturers".</p>	<p>1. VAH pg 86-89</p> <p>2. Learn by doing</p>
<b>11. Ensure Venturer ceremonies are conducted</b>	<p>1. Participate in the following: Opening, Closing, Investiture, and Advancement according to the description in the <i>Venturer Advisor's Handbook</i>.</p> <p>2. Explain the meaning behind the left handshake, Scout sign and the Scout salute.</p>	<p>1. VAH pg 95-96 (Investiture) CVH pg 88</p> <p>2. VAH pg 7</p>
<b>12. Ensure participation in regular weekly meetings in the outdoors</b>	<p>1. Identify the objectives of holding a regular weekly meeting in the outdoors (Category I activity) as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures (COAP)</i>. <a href="http://www.scouts.ca/inside.asp?cmPageID=139">http://www.scouts.ca/inside.asp?cmPageID=139</a></p> <p>2. Identify the implications of taking the program outdoors.</p> <p>3. Participate in the organizing of a regular meeting in the outdoors according to the policies and guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>.</p> <p>4. Participate in a regular weekly meetings in the outdoors.</p>	<p>1. VAH pg 5, 45</p> <p>2. VAH pg 30 COAP - Checklist</p> <p>3. Learn by doing</p> <p>4. Learn by doing</p>

	5. Participate in the evaluation of a regular weekly meeting.	5. VAH pg 19, 56 Appendix 3A
<b>13. Ensure participation in an outdoor activity away from the regular weekly meeting place and a short-term camp of three nights or less</b>	<ol style="list-style-type: none"> <li>1. Identify the objectives of an outdoor activity away from the regular weekly meeting place or a short-term camp of three nights or less for Venturers.</li> <li>2. Read Scouts Canada <i>Camping/Outdoor Activity Procedures</i>.</li> <li>3. Participate in the organization of: <ol style="list-style-type: none"> <li>a. two outdoor activities away from the regular meeting place, and</li> <li>b. a short-term camp of three nights or less according to the policies and guidelines for Category II activities as described in the Scouts Canada <i>COAP</i>.</li> </ol> </li> <li>4. Participate in the evaluation of these activities.</li> </ol>	<ol style="list-style-type: none"> <li>1. VAH pg 45</li> <li>2. COAP</li> <li>3. Learn by doing</li> <li>4. VAH pg 19 CVH pg 47</li> </ol>
<b>14. Ensure that linking activities are conducted</b>	<ol style="list-style-type: none"> <li>1. Explain how linking activities contribute to the development of youth.</li> <li>2. Conduct a linking activity which: <ol style="list-style-type: none"> <li>a. broadens Venturers' awareness of the other sections of the Scouting family,</li> <li>b. promotes advancement to the next level of Scouting, and</li> <li>c. involves Venturers in the program of the Rover section.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. VAH pg 37</li> <li>2. CVH pg 84 Learn by doing</li> </ol>
<b>15. Ensure Venturer meetings are conducted</b>	<ol style="list-style-type: none"> <li>1. Describe the benefits of Venturers conducting Company meetings on a regular basis.</li> <li>2. Describe an example of a meeting agenda and the meeting minutes, utilizing the key elements on the <i>Canadian Venturer Advisor's Handbook</i>.</li> <li>3. Coach the President on running the meeting and keeping it effective, dealing with such situation as dominant speakers, arguments in meeting, soliciting opinions from quiet Venturers.</li> <li>4. Describe the benefits of youth control and involvement in the decision making process.</li> <li>5. Provide three examples of when it may be necessary or appropriate to modify the meeting plan.</li> <li>6. Explain how to respond to each of the above situations.</li> <li>7. Identify the religious and cultural considerations affecting program planning for your section.</li> </ol>	<ol style="list-style-type: none"> <li>1. VAH pg 19</li> <li>2. VAH pg 109, 149</li> <li>3. VAH pg 19-22, Appendix 4</li> <li>4. VAH pg 86-89</li> <li>5. Learn by doing</li> <li>6. Learn by doing</li> <li>7. VAH pg 32-33, 49, 81</li> </ol>
<b>16. Ensure that section programs are managed</b>	<ol style="list-style-type: none"> <li>1. Describe or demonstrate how to structure a weekly meeting to meet the varying energy levels of the youth.</li> <li>2. Describe or demonstrate how to adjust the program activities to accommodate the different ages, skills and abilities of the youth.</li> <li>3. Incorporate special needs of participants into the program plan, such as diets,</li> </ol>	<ol style="list-style-type: none"> <li>1. VAH pg 19-20, 109</li> <li>2. VAH pg 90-91</li> <li>3. Learn by doing</li> </ol>

	<p>medication, allergies, and special supervision, for a regular meeting or day outing.</p> <p>4. Describe or demonstrate how to include youth in establishing section rules or Code of Conduct.</p> <p>5. Conduct a regular meeting outdoors according to the guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>.</p> <p>6. Conduct an outdoor activity away from the regular meeting place or a short-term camp of three nights or less according to guidelines for Category II activities as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>.</p>	<p>4. VAH pg 15, Appendix 4</p> <p>5. Learn by doing</p> <p>6. Learn by doing</p>
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