

Core Learning Objectives – Resource List

This document is geared towards **ALL Section leaders**. The following ten objectives, together with their detailed requirements, are considered common basic knowledge as required throughout all five program sections. These objectives are to be completed in conjunction with the **Section Specific** Learning Objectives. The Section Specific Objectives are to be completed by leaders for the corresponding section within which they are volunteering. The Section Specific Learning Objectives Resource List may be found at <http://www.scouts.ca/inside.asp?cmPageID=419>

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 seven columns for your use. The left most column lists the ten Core objectives. The second column lists the requirements that must be demonstrated in order to successfully complete the objective. The third to seventh columns provide the Section 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: 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>. Chose your section.

Note: Beaver Leader Handbook = BLH; Cub Leader Handbook = CLH; Scout Leader Handbook = SLH; Venturer Advisor Handbook = VAH
Rover Program Handbook = RPH; Fieldbook for Canadian Scouting = FCS; Scouts Canada's Camping/Outdoor Activity procedures = COAP

Core Objective:	Requirements	Colony	Pack	Troop	Company	Crew
1. Apply Scouts Canada's Mission and Principles	1. Explain to youth their <i>promise, law</i> and <i>motto</i> in age-appropriate terms understood by youth of the section.	Beaver Leader Handbook (BLH) Chapter 3	The Cub Book pg 24 - 29	Canadian Scout Handbook pg 28 - 39	Venturer Advisors Handbook (VAH) pg 6	Rover Program Handbook (RPH) pg 8
2. Plan Programs	1. Describe the benefits of having short-term and long-term program plans.	BLH Chapter 10	Cub Leader Handbook (CLH) 4-6 to 4-11	Scout Leader Handbook (SLH) Pg 48 and Chapter 7	VAH Chapter 7	RPH pg 28
	2. Describe the benefits of including the program elements in planning weekly meetings.	BLH 3-2 and 8-1	CLH 4-3 to 4-9	SLH pg 54	VAH pg 31 and 33	N/A
	3. Identify the program goals expected to be met in a weekly meeting.	BLH 3-2	CLH 1-3	SLH pg 53	VAH pg 5-6	RPH pg 8
	4. Explain how the meeting format set out in the JUMPSTART programs models appropriate planning for a typical Beaver, Cub and Scout meeting.	Learn by doing BLH 8-3 BLH 9-7 to 9-8	Learn by doing CLH 4-23	Learn by doing	N/A	N/A

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3. Manage Risk	1. Identify and assess potential risks and hazards associated with the regular meeting place.	Camping and Outdoor Activity Guide (COAP) http://www.scouts.ca/inside.asp?cmPageID=139	COAP http://www.scouts.ca/inside.asp?cmPageID=139	COAP http://www.scouts.ca/inside.asp?cmPageID=139	COAP http://www.scouts.ca/inside.asp?cmPageID=139	COAP http://www.scouts.ca/inside.asp?cmPageID=139
	2. Take appropriate measures to avoid or minimize the potential risks and hazards.	COAP	COAP	COAP	COAP	COAP
	3. Plan a meeting with consideration for: a. a Scouts Canada emergency plan, b. first aid equipment appropriate to the activities and personnel familiar with its use, and c. physical and skill limitations of participants, security of participants and personal belongings.	COAP	COAP	COAP	COAP	COAP
	4. Incorporate special needs of participants, such as diets, medication, allergies, and special supervision into the program plan for a regular meeting and a day outing.	Physical fitness certificate	Physical fitness certificate	Physical fitness certificate	Physical fitness certificate	Physical fitness certificate
4. Recognize, respond to and report child abuse	1. List the signs of each type of abuse as described in the booklet <i>How To Protect Your Children from Child Abuse: A Parent's Guide</i> . http://www.scouts.ca/inside.asp?cmPageID=107	Scouts Canada booklet <i>How To Protect Your Children from Child Abuse: A Parent's Guide</i>	Scouts Canada booklet <i>How To Protect Your Children from Child Abuse: A Parent's Guide</i>	Scouts Canada booklet <i>How To Protect Your Children from Child Abuse: A Parent's Guide</i>	Scouts Canada booklet <i>How To Protect Your Children from Child Abuse: A Parent's Guide</i>	Scouts Canada booklet <i>How To Protect Your Children from Child Abuse: A Parent's Guide</i>
	2. List the steps of how to receive a disclosure of child abuse.	Above booklet	Above booklet	Above booklet	Above booklet	Above booklet
	3. Explain the process for reporting a suspected child abuse.	Above booklet	Above booklet	Above booklet	Above booklet	Above booklet
	4. Discuss with youth how to recognize and respond to	Above booklet	Above booklet	Above booklet	Above booklet	Above booklet

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	potential risks described in the booklet, <i>How To Protect Your Children from Child Abuse: A Parent's Guide</i>					
5. Find resources	1. Describe three examples of how to involve parent helpers.	BLH 5-6, 12-3	CLH 14-17 Parent talent survey 19-4	SLH pg 134	VAH pg 11, 28	N/A
	2. Develop a list of resources available in your community – facilities, human resources and sources for materials.	BLH 9-9 Sharing Sessions	CLH 4-22, 15-3 Old Wolves Clubs	SLH pg 133 Scouters Club	Venturer Advisor Forums	Rover Round Tables
	3. Identify potential resources for working with youth with disabilities.	BLH 6-7 to 6-8 Sharing Sessions	CLH 3-4 Old Wolves Clubs	SLH pg 58-60	Venturer Advisor Forums	Rover Round Tables
6. Plan tours and visits	1. Identify the objectives of a tour or visit.	COAP	COAP	SLH pg 136-138 COAP	COAP	COAP
	2. Describe any special considerations different from conducting a weekly meeting.	COAP	COAP	SLH pg 136, 137 COAP	COAP	COAP
	3. Participate in organizing a tour or visit.	Learn by doing	Learn by doing	Learn by doing	Learn by doing	Learn by doing
7. Evaluate the program	1. Describe three methods to involve youth in the evaluation process.	BLH 8-3	CLH 4-3, 13-12	SLH pg 61	VAH pg 19	
	2. Give an example of how you incorporated feedback from youth and leaders in the section program plan.	BLH 5-7, 8-3	Sixers' Council CLH 16-3 CLH 17-8	Court of Honour SLH pg 48	VAH pg 12-14	N / A
	3. Evaluate the outcomes of a weekly meeting using the <u>National Program Standards</u> . http://www.scouts.ca/inside.asp?cmPageID=131	BLH 3-4, 3-5	CLH 4-2, 4-15	SLH pg 48, 62	VAH pg 93	N / A
8. Participate in a leadership team	1. Model shared leadership behaviour which: a. involves youth in planning and leading meetings, b. cooperates with and	BLH Chapter 5	CLH Chapter 17	SLH pg 15 - 19	VAH pg 11	RPH pg 20

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	<p>supports other members of the leadership team,</p> <p>c. shows a willingness to take on a share of the tasks according to their availability and ability, and</p> <p>d. shows respect for other team members' perspectives when making decisions.</p>					
	2. Identify the purpose and benefits of including Keeo, Kim, Activity leaders and Scouters-in-Training in the leadership team.	BLH Chapter 5	CLH Chapter 17	SLH pg 17 – 19 <i>The Kim Book</i>	N / A	N / A
	3. Participate in a leaders' meeting.	Learn by doing	Learn by doing	Learn by doing	Learn by doing	Learn by doing
	4. Describe the benefits of regular leaders' meetings.	Learn by doing	Learn by doing	Learn by doing	Learn by doing	Learn by doing
	5. Describe how leaders change their roles and realign their responsibilities to increase their knowledge and skills.	BLH 5-4	CLH 17-3	Learn by doing	Learn by doing	Learn by doing
9. Apply outdoor skills	1. Describe weather conditions and the hazards that can be encountered outdoors.	Fieldbook for Canadian Scouting (FCS) pg 343-358	Fieldbook for Canadian Scouting (FCS) pg 343-358	Fieldbook for Canadian Scouting (FCS) pg 343-358	Fieldbook for Canadian Scouting (FCS) pg 343-358	Fieldbook for Canadian Scouting (FCS) pg 343-358
	2. Describe the causes and symptoms, signs, prevention, and treatment of the following: a. hypothermia, b. hyperthermia, c. frostbite, d. sunburn/sunstroke, and e. dehydration.	FCS a. pg 192-194 b. pg 337-338 c. pg 191-192 d. pg 329-330 e. pg 43-44	FCS a. pg 192-194 b. pg 337-338 c. pg 191-192 d. pg 329-330 e. pg 43-44	FCS a. pg 192-194 b. pg 337-338 c. pg 191-192 d. pg 329-330 e. pg 43-44	FCS a. pg 192-194 b. pg 337-338 c. pg 191-192 d. pg 329-330 e. pg 43-44	FCS a. pg 192-194 b. pg 337-338 c. pg 191-192 d. pg 329-330 e. pg 43-44
	3. Provide a list of the basic personal equipment and describe their uses and maintenance.	FCS pg 22-24, 63-115	FCS pg 22-24, 63-115	FCS pg 22-24, 63-115	FCS pg 22-24, 63-115	FCS pg 22-24, 63-115
	4. Describe the rules and	FCS pg 26	FCS pg 26	FCS pg 26	FCS pg 26	FCS pg 26

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	procedures the section uses to prevent getting lost or separated from the group.					
	5. Describe the contents and the purpose of a personal emergency kit.	FCS pg 27, 28, 196	FCS pg 27, 28, 196	FCS pg 27, 28, 196	FCS pg 27, 28, 196	FCS pg 27, 28, 196
	6. Describe the environmental conditions and the hazards that can be encountered in the outdoors, including: a. severe storms and how to protect against lightning, hail storms and tornadoes, b. biting and stinging insects and how to provide first aid treatment, c. wild animals and how to minimize dangerous encounters, and d. poisonous wild plants that may be encountered and how to provide first aid treatment.	FCS pg 10 pg 390-392 pg 141-143 pg 144-145	FCS pg 10 pg 390-392 pg 141-143 pg 144-145	FCS pg 10 pg 390-392 pg 141-143 pg 144-145	FCS pg 10 pg 390-392 pg 141-143 pg 144-145	FCS pg 10 pg 390-392 pg 141-143 pg 144-145
	7. Demonstrate the appropriate and safe use of camping equipment, including tents, tarps, knives, axes, saws, stoves, lanterns, and cooking equipment.	FCS pg 63-115 Learn by doing	FCS pg 63-115 Learn by doing	FCS pg 63-115 Learn by doing	FCS pg 63-115 Learn by doing	FCS pg 63-115 Learn by doing
	8. Describe how to use a map (both road and topographical) and compass.	FCS pg 218-235	FCS pg 218-235	FCS pg 218-235	FCS pg 218-235	FCS pg 218-235
	9. Describe the potential impact of outdoor activities on the environment.	FCS pg 128-131	FCS pg 128-131	FCS pg 128-131	FCS pg 128-131	FCS pg 128-131
	10. Demonstrate the ability to lay, light and safely extinguish a fire leaving no trace.	FCS pg 135-138	FCS pg 135-138	FCS pg 135-138	FCS pg 135-138	FCS pg 135-138
	11. Develop a menu for balanced meals for a weekend camp.	FCS pg 40-42, 113-114, 178-180 Learn by doing	FCS pg 40-42, 113-114, 178-180 Learn by doing	FCS pg 40-42, 113-114, 178-180 Learn by doing	FCS pg 40-42, 113-114, 178-180 Learn by doing	FCS pg 40-42, 113-114, 178-180 Learn by doing

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	12. Cook a simple meal on an open fire or camp stove.	FCS pg 55-58 Learn by doing	FCS pg 55-58 Learn by doing	FCS pg 55-58 Learn by doing	FCS pg 55-58 Learn by doing	FCS pg 55-58 Learn by doing
	13. Demonstrate how to ensure safe drinking water.	FCS pg 44-47	FCS pg 44-47	FCS pg 44-47	FCS pg 44-47	FCS pg 44-47
	14. Demonstrate a safe campsite layout, paying particular interest to fuel, equipment and food storage, and fire safety	FCS pg 131-134	FCS pg 131-134	FCS pg 131-134	FCS pg 131-134	FCS pg 131-134
	15. Tie five common knots and describe their correct use.	FCS pg 200-211	FCS pg 200-211	FCS pg 200-211	FCS pg 200-211	FCS pg 200-211
	16. Properly dispose of cooking residues, grey water and body waste.	FCS pg 61-62, 138-141, 181-183	FCS pg 61-62, 138-141, 181-183	FCS pg 61-62, 138-141, 181-183	FCS pg 61-62, 138-141, 181-183	FCS pg 61-62, 138-141, 181-183
	17. Explain how to maintain good hygiene at camp.	FCS pg 61-62, 138-141, 181-183	FCS pg 61-62, 138-141, 181-183	FCS pg 61-62, 138-141, 181-183	FCS pg 61-62, 138-141, 181-183	FCS pg 61-62, 138-141, 181-183
	18. Describe your personal as well as Scouting outdoor experience within the last five years including: a. a minimum four nights' camping where appropriate skills, as described above, were practiced. b. a minimum of two hikes or outings	Personal experience	Personal experience	Personal experience	Personal experience	Personal experience
10. Administer the section	1. Describe the appropriate use of the forms contained in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i> .	COAP	COAP	COAP	COAP	COAP
	2. Identify the policies and procedures related to financial record keeping and fundraising from Scouts Canada's <i>Bylaws, Policies and Procedures</i> .	BP&P	BP&P	BP&P	BP&P	BP&P
	3. Explain the lines of accountability between sections and group cmte.	BLH 18-2 to 18-3	CLH 16-4, 16-9, 19-1	SLH pg 177	VAH pg 26 and 29	BP&P
	4. Provide an example of a section budget.	BLH 4-4 Colony Annual Records Sheets	CLH 16-9 Cub Record book available at Scout	SLH pg 122 Troop Annual Record book	VAH pg 18-19	Financial Record Book

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		available at Scout shop	shop	available at Scout shop		
	5. Describe the use of record keeping resources for the section.	BLH 4-4	CLH 16-6	SLH pg 122	VAH pg 85 - 86	RPH pg 22 and 25