

SCOUTS CANADA

COURSE TRAINING STANDARD



TROOP

PART 1 WOODBADGE

OCTOBER, 2007
VERSION 1.2

Version 1.0

Revision 0.1 Dated October 10, 2007

- Formatting changes
- Reorder “Patrol system” and “Court of Honour”

Revision 0.2

Dated October 23, 2007

- Changed the Risk Management session to reflect the new “*Woodbadge / Background Information For Leaders*” Document that is posted on the Scouts Canada Website

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Introduction

This document contains the curriculum and associated material for the Troop Woodbadge Part I course. It is understood that it will be used in conjunction with the “Troop Woodbadge Part I Critical Documents Index” that can be found under separate cover. The “Text Book” for this course is the Scout Leader’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.

Troop WB I Course Description

Program Name: Adult Volunteer Development		Code:
Course Name: Troop Woodbadge Part I Training		1 weekend or 12-16 hrs
Learner Group: Troop Scouters		
Course Learning Outcome: At the completion of a section Woodbadge 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 Scout Leader's and Canadian Scout 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 Scout 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. Woodbadge I Background Information For Leaders 4. Spirituality 	
Module 2	<ol style="list-style-type: none"> 5. Understanding, Communicating, and Working with Scout-Aged Youth 6. Leadership – Principles and Leading in a Team Environment 7. Administering the Program 	
Module 3	<ol style="list-style-type: none"> 8. Using the Badge System to support the Scout Program 9. Program Planning and Evaluation 10. Patrol System (Roles and Functions) 11. Applying the Court of Honour in Planning 	
Module 4	<ol style="list-style-type: none"> 12. Conduct the Troop Meeting 13. Linking Activities in the Troop 	
Module 5	<ol style="list-style-type: none"> 14. Taking the Program Outdoors 15. Outdoor Activities 16. Local Environment 	
Prerequisites: Member of Scouts Canada. Read "How to protect your child from child abuse - A parent's guide" and "Woodbadge I Background Information For Leaders" (http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf)		
Dress: Uniform and appropriate outdoor wear		
Student equipment required: Pen and paper, Scout Leader's Handbook and The Field Book for Canadian Scouting.		
Special notes: Separate rooms for each section offered.		
Equipment and Resources:		
<ul style="list-style-type: none"> • Troop Leader's Handbooks, Canadian Scout Handbook, BP&P • Presentation Support Material (Data projector, overhead projector, flipchart etc.) 		
Course Designers: National Development Forum		Dated: September 2007

Troop 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	
15 min	3. Woodbadge I Background Information For Leaders	
30 min	4. Spirituality	
5 min	Wind-Up - Participant Expectations	
95 Min	Total	

MODULE 2 – PROGRAM SUPPORT

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

MODULE 3 – PLANNING

Time	Topic	Presenter(s)
30 min	8. Using the Badge System to Support the Scout Program	
90 min	9. Program Planning and Evaluation	
30 min	10. Patrol System (Roles & Functions)	
30 min	11. Apply the Court of Honour in Planning	
5 min	Wind-up – Participant Expectations	
185 Min	Total	

MODULE 4 – RUNNING AN EFFECTIVE MEETING

Time	Topic	Presenter(s)
120 min	12. Conducting a Troop Meeting	
30 min	13. Linking Activities in the Troop	
5 min	Wind-up – Participant Expectations	
155 Min	Total	

MODULE 5 – PUTTING THE “OUT” IN SCOUTING

Time	Topic	Presenter(s)
60 min	14. Taking the Program Outdoors	
60 min	15. Outdoor Activities	
30 min	16. Local Environment	
15 min	Wind-up – Participant Expectations	
155 Min	Total	

Evaluation Strategy – Troop Woodbadge 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.		

Troop 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					
WOODBADGE I BACKGROUND 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 SCOUT 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 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
USING THE BADGE SYSTEM TO SUPPORT THE PROGRAM	Relevance of topic					
	Is material useful					
	Quality of presentation					
PROGRAM PLANNING AND EVALUATION	Relevance of topic					
	Is material useful					
	Quality of presentation					
PATROL SYSTEM (ROLES & FUNCTIONS)	Relevance of topic					
	Is material useful					
	Quality of presentation					
APPLYING THE COURT OF HONOUR IN PLANNING	Relevance of topic					
	Is material useful					
	Quality of presentation					

Troop 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
SCOUTING ACTIVITIES (ELEMENTS)	Relevance of topic					
	Is material useful					
	Quality of presentation					
CONDUCTING THE MEETING	Relevance of topic					
	Is material useful					
	Quality of presentation					
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					
SMALL AND LARGE GROUP ACTIVITIES	Relevance of topic					
	Is material useful					
	Quality of presentation					
TEACHING SKILLS	Relevance of topic					
	Is material useful					
	Quality of presentation					
PROMOTING MUSIC, SINGING AND TELLING STORIES	Relevance of topic					
	Is material useful					
	Quality of presentation					
CONDUCTING CAMPFIRES	Relevance of topic					
	Is material useful					
	Quality of presentation					
LINKING ACTIVITIES IN THE PROGRAM	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					
CAMPING AND OUTDOOR ACTIVITIES	Relevance of topic					
	Is material useful					
	Quality of presentation					
LOCAL ISSUES AND PRIORITIES (IF REQUIRED)	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: 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. • 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 • Scout Promise • Scout Law • Scout Motto – Be Prepared • Scout Slogan
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook – Chapter 2 The Fundamentals 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, Polices and Procedures, Scout Leader's Handbook
SPECIAL NOTES:	

TOPIC NAME:	Structure of Scouts Canada
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 Scout Leader's Handbook, Canadian Scout Handbook
SPECIAL NOTES:	

TOPIC NAME:	Woodbadge I Background Information For Leaders
DURATION:	15 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 "Woodbadge I Background Information For Leaders" and "How to Protect your Child from Abuse: A Parent's Guide."
TEACHING POINTS:	Answer any questions on the content of the prerequisite reading assignments.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	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 "Woodbadge I Background Information For Leaders" found at: http://www.scouts.ca/media/documents/Woodbadgebackgroundparticipants.pdf .
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Scout Leader's Handbook "How to Protect Your Child from Child Abuse: A Parent's guide." "Part I Supplementary Information".
SPECIAL NOTES:	

TOPIC NAME:	Spirituality
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to develop spiritual awareness and respect for faith diversity in Scout aged youth
TEACHING POINTS:	<ul style="list-style-type: none"> • Provide examples of activities designed to help Scouts 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 tolerance, friendship etc.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Troop Leader's and Canadian Scout 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 Scout-Aged Youth
DURATION:	60 Minutes
LEARNING OBJECTIVES:	The scouter will understand the abilities and characteristics of Scout-aged youth.
TEACHING POINTS:	<p>Apply the "Code of Conduct" described in Scouts Canada's Duty of Care document</p> <p>Describe or demonstrate how to reinforce positive behaviour.</p> <ul style="list-style-type: none"> • Establish a troop "Code of Conduct" • Peer pressure administered through patrol management and Court of Honour • Being a good role model at all times <p>Discuss the key characteristics of Scout-aged youth, including differences between boys and girls and their development at this age.</p> <p>Demonstrate hand signals to indicate the following:</p> <ul style="list-style-type: none"> • stop and be quiet • form a horseshoe
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	<p>BP&P Section 7000 Duty of Care document http://sunshine.scouts.ca/bpp/firstpage.htm Scout Leader's Handbook – Chapter 3 Leadership and Chapter 4 Scout-aged Youth</p>
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Scout Leader' and Canadian Scout Handbooks
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:	<p>Job description</p> <p>Shared leadership behaviour:</p> <ul style="list-style-type: none"> • Involve youth in planning and leading meetings, • Cooperate with and support other members of the leadership team • Show a willingness to take on a share of the tasks according to their ability • Show respect for other team members' perspectives when making a decision. • Encourages parents or guardians and other adults to assist with the leadership of the section. <p>Identify the purpose and benefits of including Kim, Activity Leaders and Scouters-in-training in the leadership team.</p> <p>Benefits of regular leaders' meetings.</p> <p>Describe how leaders change their roles and realign their responsibilities to increase their knowledge and skills.</p>
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook Chapter 3 – Leadership The Patrol Leader's Handbook – Chapter 3 – You and Your Patrol
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Scout Leader's and Canadian Scout Handbooks The Kim Book
SPECIAL NOTES:	

TOPIC NAME:	Administering the Program
DURATION:	60 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to understand the administration of a Troop and how to develop a resource list to aid in the program
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, etc) • Fundraising for Scouts • Membership Growth • Inventory of assets
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	BP&P. – Section 3000 Membership & Registration, Section 10000 Camping & Outdoor Activities and Section 11000 Financial and Fundraising Procedures. http://sunshine.scouts.ca/bpp/firstpage.htm Scout Leader's Handbook – Chapter 11 Troop Management and Chapter 16 Scout's Canada Overview
RESOURCES REQUIRED:	Scout Leader's Handbook, Scouts Canada By-laws, Polices and Procedures , The Troop Annual Records, Financial Record Book, The Troop Resource Book
SPECIAL NOTES:	

TOPIC NAME:	Using the Badge System to Support the Scout Program
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will have a working knowledge of the Scout badge system; will understand the concept of individual best effort and; will be able to identify how to incorporate the badge system into activities.
TEACHING POINTS:	<ul style="list-style-type: none"> • The badge system • Badge-Based program themes • Provide Scouts with opportunities to develop their own and collective goals and objectives for the troop program. How is this accomplished? Patrol in Council, Court of Honour, Troop Specialty Badge • Incorporate badge requirements into activity plans. • Except in the area of safety, criteria for earning a badge is “best effort” and “learning by doing”. Exceptions are where outside agencies have set the badge standards (Red Cross etc.) • How to track Scout's achievements, and encourage Scouts to note their own progress. Discuss or demonstrate Badge Record Forms & how to ensure individual Scouts keep track of their own progress • Provide an example of a Scout's plan to earn the Chief Scout's Award.
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook Chapter 7 Planning and Chapter 8 Badges and Awards Field Book for Canadian Scouting
RESOURCES REQUIRED:	Scout Leader's Handbook, Canadian Scout Handbook, Badge Record Charts, sample badge requirements
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 involve youth, support age appropriate development, provide progressive challenge, and minimize repetition.
TEACHING POINTS:	<ul style="list-style-type: none"> • Scout Quality Program Standard • The benefits of short and long term planning. <ul style="list-style-type: none"> ◦ Create monthly, three months, and annual program plans. • Program Goals • The seven steps of program planning • Program Elements • Risk Management • Patrol Programming • Badge Based Program Themes • The Scout Leaders role in programming • Scouting for all <p>Remember:</p> <ul style="list-style-type: none"> • Structure 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 faith and cultural considerations affecting programming for your section • Evaluate the outcomes of a weekly meeting using the National Program Standards
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook – Chapter 6 The Troop and Chapter 7 Planning Jumpstart packages Climate Change Resource Book Troop Quality Program Standards
RESOURCES REQUIRED:	The Scout Leader's Handbook, Field Book for Canadian Scouts The Troop Resource Book JumpStart for Scouts
SPECIAL NOTES:	

TOPIC NAME:	Patrol System (Roles and Functions)
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will understand how to implement and use the Patrol system in the Troop and the importance of and proper management of patrol challenges.
TEACHING POINTS:	<p>The Patrol</p> <ul style="list-style-type: none"> • Explain the reasons for using the Patrol system. • Identify Scouts Canada's methods for organizing patrols including the selection of Patrol Leaders and Assistant Patrol Leaders. • Describe the role and functions of the Patrol Leader. Assistant Patrol Leader. Treasurer. Equipment Coordinator. Troop Scouter and Scout Counsellors in the Patrol system. • Describe the Benefits of dividing Scouts into small groups: <p>The patrol is the basic team unit and is fundamental to success of the troop as a whole. Patrol management by youth is a learning process and Scouters will need to coach the PLs and APLs in various aspects of team motivation and management.</p> <p>Patrol Challenges</p> <p>Patrol challenges allow leaders to develop the team spirit of a small group of Scouts. The camaraderie of the patrol will affect each Scout's life significantly.</p> <p>Identify the benefits of patrol challenges.</p> <ul style="list-style-type: none"> • Builds team spirit/identity • Provides friendly competition • Provides opportunity to observe Scouts' interaction, leadership skills etc. • Provides opportunity for leadership within the patrol • Is fun • Can be used to teach/reinforce skills
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook – Chapter 5 The Patrol and Chapter 6 The Troop Patrol Leader's Handbook – Chapter 1 Getting Started, Chapter 3 You and Your Patrol and Chapter 5 Getting the Job Done
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Scout Leader's and Canadian Scout Handbooks The Patrol Leader's Handbook
SPECIAL NOTES	

TOPIC NAME:	Applying the Court of Honour in Planning
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will understand the need and importance of the Court of Honour in the Troop.
TEACHING POINTS:	<ul style="list-style-type: none"> • The Court of Honour - A vehicle through which Scouts participate in leadership of the troop. It usually meets at least once a month. • Functions carried out by the Court of Honour. • Roles of Patrol Leaders. Troop Scouter and Scout Counsellors in the Court of Honour. • Methods to involve youth in the evaluation process. • "Why do we involve the Youth in planning their program?" • Opportunities for involving Scouts in scheduling and organizing activities • Example of how you incorporated feedback from the youth and leaders in the section program plan. • Youth involvement in program planning is a must, and that they may need some guidance and help to get started
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook – Chapter 6 - Court of Honour The Patrol Leader's Handbook – Chapter 4 "The Court of Honour"
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Scout Leader's and Canadian Scout Handbooks
SPECIAL NOTES	

TOPIC NAME:	Conducting a Troop Meeting
DURATION:	120 Minutes
LEARNING OBJECTIVES:	The Scouter will be able to effectively manage weekly program and to understand elements of proper meeting.
TEACHING POINTS:	The Troop Meeting is a series of Scout Activities as describe in the following set of Subtopics
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook – Chapter 5 The Patrol, Chapter 6 The Troop and Chapter 7 Planning – Patrol Leader's Handbook – Chapter 2 – Troop Night Jumpstart packages
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures, Scout Leader's Handbook Field Book for Canadian Scouting
SPECIAL NOTES:	

Presenter Name _____ Date/Time _____	
SUBTOPIC NAME:	Scout Activities...Gathering Activities
TEACHING POINTS:	<p>Gathering activities help leaders control and focus activity of youth before meeting starts, preventing potential problems from “uncontrolled” time. Many Scout troops use pre-meeting time for patrol inspections, setting up flag stand etc. instead of games.</p> <p>State benefits of using gathering activities.</p> <ol style="list-style-type: none"> All youth are involved as they arrive, Youth continue their involvement until they are called to the Opening, The interest of the youth is maintained, Youth are able to exit as required, e.g. to meet with a Leader, Organized activity to occupy youth before meeting starts, Allows everyone to be involved, and directs youths’ energy and focus to a “controlled” activity
REFERENCES:	Scout Leader’s Handbook – Chapter 6 – The Troop “Jumpstart” packages

Presenter Name _____ Date/Time _____	
SUBTOPIC NAME:	Scout Activities...Ceremonies
TEACHING POINTS:	<ul style="list-style-type: none"> Ceremonies are an important part of Scouting’s programs. They add order and ritual to the meetings and link one Troop to another. Opening, Closing, Linking, and Investiture. Flag etiquette, including flag raising, lowering and folding. There can be more than one way of conducting a ceremony according to individual traditions etc. Emphasize the importance of ceremonies in the Scout program
REFERENCES:	Scout Leader’s Handbook Chapter 10 Ceremonies Patrol Leader’s Handbook Flag etiquette - http://www.pch.gc.ca/progs/cpsc-ccsp/etiquette/index_e.cfm

Presenter Name _____ Date/Time _____	
SUBTOPIC NAME:	Scout Activities...Games
TEACHING POINTS:	<ul style="list-style-type: none"> The Role of Games in Scouting Types of games.
REFERENCES:	Scout Leader’s Handbook – Chapter 9 Programming “Jumpstart” Video

Presenter Name _____ Date/Time _____

SUBTOPIC NAME:	Scout Activities...Small & Large Group Activities
TEACHING POINTS:	<p>There are times where it is appropriate to have the Scouts working together in a large group (Troop) this allows making full use of the diverse abilities, ages, maturity, and knowledge of the Scouts.</p> <p>When conducting a large group or small group activities. They need:</p> <ol style="list-style-type: none"> a) Clear instructions, b) Age appropriate materials, c) To allow all participants to interact throughout the activity, d) To responds to the needs of the group (large group activity), e) To responds to the needs of each individual (small group activity), f) Encourage participants to do their best, and g) To provides a fun and meaningful experience. <p>Compare and contrast the benefits of conducting a large group and a small group activity.</p> <ol style="list-style-type: none"> a) Builds troop “esprit de corp”, identity b) Entire troop working as a single unit – brings smaller units together to attempt bigger challenges than capable of on own c) Provides opportunity for inter patrol challenge as well as cooperation d) Provides opportunity for exposure to diversity of troop as a whole e) Allows participation in larger events – wide games etc. f) Effective for experiential learning g) Not as effective for skills training h) Large group activities can be harder to manage/control/plan <p>While the patrol is the natural program unit there are many reasons for conducting troop programming as well. Being part of a larger, more diversified group requires more cooperation with and acceptance of others, while providing new experiences based on a larger peer group.</p>
REFERENCES:	Scout Leader’s Handbook Chapter 6 - The Troop “Jumpstart” packages

SUBTOPIC NAME:	Scout Activities...Teaching Skills
TEACHING POINTS:	<p>A leader has the responsibility to develop the youth mentally and physically. Teaching new skills is one way to accomplish this.</p> <p>Describe approaches to teaching and reinforcing a skill. The Scouts try the skill "Learn by doing",</p> <ol style="list-style-type: none"> a) Self teaching - Scouts do a brainstorming/round the circle to remind themselves of facts which they already know but may disregard through lack of focus, b) Make a game of the skill to practice and reinforce, c) Scouts teach other Scouts the skill, d) A leader or qualified Scout demonstrates the skill, e) A leader or qualified Scout demonstrates the skill in a step—by-step manner, f) A leader or qualified Scout checks progress and encourages Scouts to do their best, g) A leader or qualified Scout guides and coaches Scouts to make progress, and h) A leader praises and affirms progress according to each Scout's capabilities. <p>Teaching new skills is a way to help Scouts develop both mentally and physically while providing opportunities for new and exciting challenges.</p>
REFERENCES:	Scout Leader's Handbook Chapter 3 Leadership and Chapter 9 Programming "Jumpstart" Video

SUBTOPIC NAME:	Scout Activities...Campfires
TEACHING POINTS:	<ul style="list-style-type: none"> • Conducting campfires for Scouts. - Fun, fellowship, sharing, companionship, singing • Types of campfires <ul style="list-style-type: none"> ○ Formal campfires – ceremonies (investitures etc.), very structured, short ○ Informal campfires (Sing Songs) – a spontaneous time around a campfire with no formal planning • Format of campfire – flame – build up and slow down • Campfire planning forms, campfire planning resource books • Songs are one of the program elements. <ul style="list-style-type: none"> ○ Types of songs: round, action, repeat, quiet and spiritual appropriate for Scouts. • Atmosphere, appropriateness of skits etc. • Clean up - Fire pits - Environmental issues • Indoor Campfires
REFERENCES:	Scout Leader's Handbook – Chapter 10 Ceremonies pg 114 Campfire Planning books - Scouts Canada Campfire Book Field Book for Canadian Scouting

TOPIC NAME:	Linking Activities in the Troop
DURATION:	30 Minutes
LEARNING OBJECTIVES:	The Scouter will understand the importance of linking activities, in both directions, to the Troop
TEACHING POINTS:	<p>Linking activities contribute to the development of youth.</p> <ul style="list-style-type: none"> • Broadens Scouts' awareness of the other sections of the Scouting family, • Promotes advancement to the next level of Scouting, and • Involves Scouts in the program of the Venturer section. <p>Examples of linking activities</p> <ul style="list-style-type: none"> • Use of Kim, Activity Leaders • Multi-section camps • Offers of service at Beaveree & Cuboree, etc. • Participation in Venturer/Rover planned events • Progression Ceremonies, Investiture Ceremonies etc. <p>Benefits of linking to younger section members</p> <ul style="list-style-type: none"> • Someone to look up to – older role models • Insight into what they have to look forward to • Camps, hikes, jamborees, more freedom/responsibilities etc. <p>Benefits of linking activities to older section members</p> <ul style="list-style-type: none"> • Being a positive influence and role model • Leadership experience • Recruitment for own section through retention
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Scout Leader's Handbook Chapter 8 Badges and Awards and Chapter 10 Ceremonies
RESOURCES REQUIRED:	Scouts Canada By-laws, Polices and Procedures, Scout Leader's Handbook The 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 a day-long outdoor activities, and the program opportunities of overnight camps.
TEACHING POINTS:	<p>Identify the objectives of holding a regular weekly meeting in the outdoors (Category I activity as described in the Camping and Outdoor Activity Procedures)</p> <ul style="list-style-type: none"> • Meeting is more fun • Enhance the troop program • Provide new experiences/learning opportunities • Is a requirement of National Program Standards • Provide variety to the program • Provide opportunities for youth to learn about their urban environment as well as be in the outdoors • Provide opportunities to learn, develop and practice outdoor skills • Provide spiritual and environmental awareness <p>Identify the implications of taking the program outdoors</p> <ul style="list-style-type: none"> • Enhance the troop program • Good exercise & health habits • Have Fun • Need for specialized planning – risk assessment, travel, first aid etc. • Appropriate use of forms contained in the Camping and Outdoor Procedure <p>Objectives of a tour or visit.</p> <p>Importance of evaluating the activity.</p>
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	<p>Scout Leader's Handbook – Chapter 7 – Planning, Chapter 9 Programming, Chapter 11 Troop Management and Chapter 12 Community Resources BP&P Section 10000 Camping and Outdoor Activity Procedures http://sunshine.scouts.ca/bpp/Section%2010000%2005.pdf</p>
RESOURCES REQUIRED:	Scouts Canada By-laws, Policies and Procedures, Scout Leader's and Canadian Scout Handbooks
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 ensure the participants have these skills.
TEACHING POINTS:	<ol style="list-style-type: none"> 1. Basic personal equipment and its' uses. 2. Rules and procedures to prevent getting lost or separated from the group 3. The purpose of a personal emergency kit. 4. The impact of outdoor activities on the environment 5. Environmental conditions and the hazards that can be encountered in the outdoors 6. Causes and symptoms, signs, prevention, and treatment of the following: <ol style="list-style-type: none"> a. Dehydration, b. Frostbite, c. Hypothermia, d. Sunburn/sunstroke, and e. Heatstroke 7. Use of camping equipment, including tents, tarps, knives, axes, saws, stoves, lanterns, and cooking equipment. 8. How to use a map (both road and topographical) and compass 9. Common knots and their correct use
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	Field Book for Canadian Scouting Camping and Outdoor Activity Procedures
RESOURCES REQUIRED:	Scout Leader's Handbook, Canadian Scout Handbook, Climate Change Resource Book Field Book for Canadian Scouting Various resource books on camping etc.
SPECIAL NOTES:	Discuss with participant that more information is available at an Outdoor Skills course.

Presenter Name _____

Date/Time _____

TOPIC NAME:	Local Environment
DURATION:	Not to exceed 30 minutes
LEARNING OBJECTIVES:	This session is to be used to cover the local scouting environment. The content must be approved by the Council Commissioner and forward to the Assistant Deputy Executive Commissioner for Adult Development.
TEACHING POINTS:	
EVALUATION:	Reaction Sheet and Learner Comments
REFERENCES:	
RESOURCES REQUIRED:	
SPECIAL NOTES:	