

Basic Learning Objectives - Pack Specific – Resource List

This document is geared specifically towards. The following twenty-three objectives, together with their detailed requirements, are aimed at the Pack 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 <http://www.scouts.ca/inside.asp?cmPageID=421>.

The following document has three columns for your use. The column on the left lists the 23 Pack 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 Wolf Cubs.

Note: Wolf Cub Leader Handbook = CLH
 Camping/Outdoor Activity Procedures = COAP
 Learn by Doing / On the job Training = Coaching / Mentoring

Basic Objective	Requirements	Resource
1. Apply the <i>Jungle Book</i> theme to the Pack program	<ol style="list-style-type: none"> Describe ways to incorporate the <i>Jungle Book</i> theme into the weekly program. Describe how leaders are given names from positive characters in Rudyard Kipling's <i>The Jungle Book</i>. 	<ol style="list-style-type: none"> Wolf Cub Leader Handbook (CLH) 1-4 and 5-7 CLH 1-4 and 5-8
2. Plan Cub programs	<ol style="list-style-type: none"> Describe the benefits about consulting Cubs about program choices. Describe the benefits of dividing Cubs into each of the following groups: Sixes, ages, interests, skill level and random selection. Develop two meeting plans which include the use of Sixes. Provide an example of a back-up plan for a meeting or outing. Describe how your meeting plan meets the <u>National Program Standards</u>. http://www.scouts.ca/inside.asp?cmPageID=131 	<ol style="list-style-type: none"> CLH 4-3 CLH 16-2 On the job training Discuss at leaders team meeting CLH 4-2
3. Develop annual program plan	<ol style="list-style-type: none"> Explain the planning process for creating nightly, monthly, three months and annual program plans. Develop a three month and an annual program plan with your leadership team with input from your youth, that supports age-appropriate development, provides progressive challenge and minimizes repetition for the youth involved. 	<ol style="list-style-type: none"> CLH - Chapter 4 On the job training and consultation with leadership team
4. Apply the Sixers' Council	<ol style="list-style-type: none"> Explain three functions carried out by the Sixers' Council and how frequently it should meet. Describe the roles of the Sixers, Seconds, Cub Leader, and Assistant 	<ol style="list-style-type: none"> CLH 16-3, 17-8 CLH 16-3

	<p>Cub Leaders in the Sixers' Council.</p> <p>3. Participate in a Sixers' Council.</p>	<p>3. Learn by doing.</p>
<p>5. Apply the Six system in the Pack</p>	<p>1. Explain three reasons for using the Six system.</p> <p>2. Describe the roles of Sixers, Seconds, Cub Leader and Assistant Cub Leaders in the Six system.</p> <p>3. Identify Scouts Canada's methods for organizing Sixes including the selection of Sixers and Seconds.</p> <p>4. Participate in an active Six system.</p>	<p>1. CLH 16-2</p> <p>2. CLH 16-3</p> <p>3. CLH 16-2</p> <p>4. Learn by doing.</p>
<p>6. Work with Cub aged youth</p>	<p>1. Apply the "Code of Conduct" described in Scouts Canada's <i>Duty of Care</i> document. http://www.scouts.ca/inside.asp?cmPageID=304</p> <p>2. Describe or demonstrate how to reinforce positive behaviour.</p> <p>3. Briefly describe or demonstrate how the following methods contribute to effective communication in the section:</p> <p>a. active listening</p> <p>b. body language and position</p> <p>c. consideration of attention span</p> <p>d. tone and volume of speech</p> <p>e. encouragement of multi-sense (hear, see, touch, taste, smell) learning</p> <p>f. choice of words</p> <p>4. Demonstrate hand signals to indicate the following:</p> <p>a. Stop and be quiet, and</p> <p>b. Form a circle.</p> <p>5. Describe the characteristics of a supporting environment necessary for the development of Cub-aged youth.</p> <p>6. Describe how the activities of a weekly meeting support the developmental characteristics of Cub-aged youth.</p>	<p>1. CLH Chapter 2</p> <p>2. CLH 2-2</p> <p>3. CLH Chapter 3</p> <p>4. a – CLH 3-3</p> <p>4. b – CLH 4-25</p> <p>5. <i>Duty of Care</i> CLH Chapter 2</p> <p>6. CLH 4-3</p>
<p>7. Apply Award/Star/Badge system</p>	<p>1. Describe the relationship between Cub badges, stars and awards and how this system contributes to the development of Cubs.</p> <p>2. Plan and conduct three activities that will support Cubs in meeting some of the requirements of the Cub badges, stars and awards.</p> <p>3. Apply the principle of "best effort" to evaluating performance.</p> <p>4. Explain the importance of promptly presenting a Cub with badges, stars and awards when the requirements have been met.</p>	<p>1. CLH 6-2</p> <p>2. CLH Chapters 6 and 7</p> <p>3. CLH 6-4</p> <p>4. CLH 4-31</p>
<p>8. Apply spiritual emphasis/religious diversity....</p>	<p>1. Provide three examples of activities designed to help Cubs express and</p>	<p><i>Lets Celebrate books</i> <i>Best of Leader</i></p>

	<p>respond to God’s love in their daily lives.</p> <ol style="list-style-type: none"> 2. Provide three examples of activities designed to develop Cubs’ respect for others and increased appreciation of diversity in our society. 3. Identify the resources and assistance a Cub requires to obtain the Religion In Life Award. 4. Explain the purpose of Scouts’ Own. 5. Plan and conduct a Scouts’ Own. 	<ol style="list-style-type: none"> 1. CLH 13-6 to 13-10 2. CLH 13-5 to 13-10 3. CLH 13-5 4. CLH 13-11 5. Learn by doing
9. Conduct gathering activities	<ol style="list-style-type: none"> 1. Lead a gathering activity for Cubs in which: <ol style="list-style-type: none"> a. all youth are involved as they arrive, b. youth continue their involvement until they are called to the Opening, c. the interest of the youth is maintained, d. youth are able to exit as required, eg. to meet with a Leader. 2. State three benefits of using gathering activities. 	<ol style="list-style-type: none"> 1. CLH 8-3 2. CLH 8-3
10. Conduct large and small group activities	<ol style="list-style-type: none"> 1. Conduct a large group and a small group activity for Cubs which: <ol style="list-style-type: none"> a. has clear instructions, b. uses age appropriate materials, c. allows all participants to interact throughout the activity; d. responds to the needs of the group (large group activity); e. responds to the needs of each individual (small group activity); f. encourages participants to do their best, and g. provides a fun and meaningful experience. 2. Compare and contrast three benefits of conducting a large group and a small group activity. 	<ol style="list-style-type: none"> 1. Learn by doing and CLH 16-2 2. See text at end of this document
11. Conduct Games	<ol style="list-style-type: none"> 1. Describe the appropriate use of each of the following types of games for Cubs: steam-off, quiet, cooperative and wide. 2. Demonstrate each type of game. 	<p><i>Games from A to Z Best of the Leader</i></p> <ol style="list-style-type: none"> 1. CLH 8-3 2. CLH Chapter 8
12. Conduct crafts	<ol style="list-style-type: none"> 1. Conduct a craft which: <ol style="list-style-type: none"> a. challenges Cubs to use their skills and creativity; b. varies in difficulty to match the development of the Cubs, c. maintains the interest of the Cubs, d. provides sufficient time for Cubs to complete the craft or a way for Cubs to complete the craft on their own, and e. supports and enhances a program theme. 	<ol style="list-style-type: none"> 1. CLH Chapter 9

13. Teach Skills	<ol style="list-style-type: none"> 1. Describe three approaches to teaching and reinforcing a skill. 2. Teach a skill where: <ol style="list-style-type: none"> a. the leader demonstrates the skill, b. the leader demonstrates the skill in a step-by-step manner, c. Cubs try a skill, d. the leader checks progress and encourages Cubs to do their best, e. the leader guides and coaches Cubs to make progress, f. Cubs try again until successful, g. the leader praises and affirms progress according to each Cub's capabilities, and h. the leader challenges Cubs to use new skills appropriately. 	<ol style="list-style-type: none"> 1. See text at end of this document 2. Learn by doing / demonstrate
14. Conduct play acting	<ol style="list-style-type: none"> 1. Provide an opportunity for Cubs to participate in playacting which: <ol style="list-style-type: none"> a. encourages Cubs to explore creative self-expression; b. permits the use of appropriate props and costumes, and c. supports the theme of the weekly meeting or outing. 	<ol style="list-style-type: none"> 1. CLH Chapter 12
15. Promote Music and Singing	<ol style="list-style-type: none"> 1. Describe the benefits of incorporating music in the Cub program. 2. Conduct the following types of songs: round, action, repeat, quiet and spiritual, appropriate for Cubs. 	<i>Scouts Canada Song Book</i> <i>Scouts Canada Campfire Book</i> <ol style="list-style-type: none"> 1. CLH Chapter 10 2. CLH Chapter 10
16. Conduct Campfires	<ol style="list-style-type: none"> 1. Describe the benefits of conducting campfires for Cubs. 2. Plan and conduct a campfire program. 	<i>Scouts Canada Campfire Book</i> <i>Best of the Leader</i> <ol style="list-style-type: none"> 1. CLH 14-4
17. Tell/Read Stories	<ol style="list-style-type: none"> 1. Describe five reasons for using stories in your Cub program. 2. Tell a story that achieves its purpose. 	<ol style="list-style-type: none"> 1. CLH Chapter 11 2. Learn by doing.
18. Conduct Cub ceremonies	<ol style="list-style-type: none"> 1. Participate in the following: Opening, Closing, Investiture, and Advancement (Going-Up) according to the description in the <i>Wolf Cub Leader's Handbook</i>. 2. Explain why the Grand Howl used in the Cub program. 3. Explain the origin of the left handshake and the Cub salute. 4. Demonstrate appropriate flag etiquette, including raising (hoisting), lowering and folding the flag. 	<ol style="list-style-type: none"> 1. CLH Chapter 4 2. CLH 4-25 3. CLH 20-1 (Handshake) CLH 4-28 (Salute) 4. CLH 4-24
19. Participate in regular weekly meetings in the outdoors.	<ol style="list-style-type: none"> 1. Identify the objectives of holding a regular weekly meeting in the outdoors (Category I activity) for Cubs, as described in the Scouts Canada <i>Camping/Outdoor Activity</i> 	<ol style="list-style-type: none"> 1. CLH 14-1

	<p><u><i>Procedures (COAP).</i></u> http://www.scouts.ca/inside.asp?cmPageID=139</p> <ol style="list-style-type: none"> Identify the implications of taking the program outdoors. Participate in the organizing of a regular meeting outdoors according to the policies and guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>. Participate in a regular weekly meetings in the outdoors. Participate in the evaluation of a regular weekly meeting. 	<ol style="list-style-type: none"> CLH 14-7 CLH 14-9 COAP (Category I Activities) Learn by doing Learn by doing. CLH 4-15
20. Participate in an outdoor activity away from the regular weekly meeting place and a short-term camp of three nights or less	<ol style="list-style-type: none"> 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 Cubs. Read the Scouts Canada <i>Camping/Outdoor Activity Procedures</i>. Participate in the organization of: <ol style="list-style-type: none"> Two outdoor activities away from the regular meeting place, and 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>Camping/Outdoor Activity Procedures</i>. Participate in the evaluation of these activities. 	<ol style="list-style-type: none"> CLH 14-10, 14-11 COAP CLH 14-9 to 14-22 Learn by doing. CLH 4-15
21. Conduct linking activities	<ol style="list-style-type: none"> Explain how linking activities contribute to the development of youth. Conduct a linking activity which: <ol style="list-style-type: none"> broadens Cubs' awareness of the other sections of the Scouting family, promotes advancement to the next level of Scouting, and involves Cubs in the program of the Scout section. Explain the role of Keo in linking Beavers to Cubs. Explain the role of Kim in linking Cubs to Scouts. 	<ol style="list-style-type: none"> CLH Chapter 18 Learn by doing. CLH 17-5 and 18-3 <i>Keo Book</i> CLH 17-4 and 18-5 <i>Kim book</i>
22. Conduct the Pack meeting	<ol style="list-style-type: none"> Provide three examples of when it may be necessary to modify a meeting plan. Explain how you would respond to these three situations. Identify the religious and cultural considerations affecting program planning for your section. 	<ol style="list-style-type: none"> CLH 4-14 to 4-16, 14-12 On the job training CLH 13-4 to 13-8
23. Manage section programs	<ol style="list-style-type: none"> Describe or demonstrate how to structure your weekly meetings to 	<ol style="list-style-type: none"> CLH Chapter 4

	<p>meet the varying energy levels of the youth.</p> <ol style="list-style-type: none"> 2. Describe or demonstrate how to adjust the program activities to accommodate the different ages, skills and abilities of the youth. 3. Incorporate special needs of participants into the program plan, such as diets, medication, allergies, and special supervision, for a regular meeting or day outing. 4. Describe or demonstrate how to include youth in establishing section rules or Code of Conduct. 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>. 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>. 	<ol style="list-style-type: none"> 2. CLH Chapter 4 3. On the job training Physical Fitness Certificate 4. CLH 3-2 to 3-4 5. Learn by doing. COAP 6. Learn by doing. COAP
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**** Basic Objective # 10 – 2 – Benefits of small and large group activities** (adapted from the Beaver Leader Handbook) There are times in your program where an activity is best done in a larger group setting or sometimes, a smaller setting such as sixes is best. Consider how the activity may work by experiencing it as a large group or in a more intimate group such as a six. When working with a larger group:

- It may be easier to plan or require fewer materials for an activity,
- Everyone will get the same experience, such as a story,
- And your Cubs will benefit from a sense of belonging.

In smaller groups,

- Youth are more likely to participate,
- Good opportunities are provided for leaders to know youth better,
- And activities such as crafts may be more successful due to closer supervision.

**** Basic Objective #13 – 1, Three approaches to teaching and reinforcing a skill** (adapted from the Beaver Leader Handbook) Everyone learns differently when learning a new skill (think of learning to tie your shoes). Some people learn by listening, some by watching and doing, or some by reading illustrations. Try to incorporate different styles of presenting an idea or skill with variety and ways to appeal to your whole pack.