

Basic Learning Objectives - Troop Specific – Resource List

This document is geared specifically towards **Scout leaders** who are working towards the completion of the learning objectives for **Woodbadge Basic**. The following twenty-one objectives, together with their detailed requirements, are aimed at the Troop program and its youth members. These objectives are to be completed in conjunction with the **Core Learning Objectives**. The ten Core Objectives are to be completed by all section leaders as part of the overall development, which when successfully completed, results in the awarding of the Woodbadge Basic woggle. 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 21 Troop 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 Scouts.

Note: Scout Leaders Handbook = SLH
 Scouts Canada’s Camping/Outdoor Activity Procedures = COAP
 Learn by doing / On the job training – Coaching / Mentoring

Basic Objective	Requirements	Resource
1. Plan Scout programs	1. Describe the requirement for involving Scouts in the planning of the Troop program. 2. Identify opportunities for involving Scouts in scheduling and organizing activities. 3. Describe the benefits of dividing Scouts into each of the following small groups: patrols, ages, interests, skill level and random selection. 4. Provide an example of a back-up plan for a meeting or an outing. 5. Describe how your meeting plan meets the <u>National Program Standards</u> . http://www.scouts.ca/inside.asp?cmPageID=131	1. Scout Leader’s Handbook (SLH) pg 48 2. SLH pg 55 3. SLH pg 28-31 4. Discuss at leaders team meeting Learn by doing 5. SLH pg 62
2. Develop annual program plans	1. Explain the planning process for creating nightly, monthly, three months and annual program plans. 2. 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.	1. SLH Chapter 7 2. “Jumpstart” packages Leaders team meeting
3. Apply the Court of Honour	1. Explain three functions carried out by the Court of Honour and how frequently it should meet. 2. Describe the roles of Patrol Leaders, Troop Scouter and Scout Counsellors in the Court of Honour. 3. Participate in a Court of Honour meeting.	1. SLH pg 49 2. SLH pg 49 3. Learn by doing.

4. Apply the Scout Program and Badge System	<ol style="list-style-type: none"> 1. Provide Scouts with opportunities to develop their own and collective goals and objectives for the Troop program. 2. Plan and conduct three activities which will support Scouts in meeting some of the requirements of the awards and badges. 3. Apply the principle of “best effort” to evaluating performance. 4. Track Scout’s achievements and encourage Scouts to note their own progress. 5. Provide an example of a Scout’s plan to earn the Chief Scout’s Award. 	<ol style="list-style-type: none"> 1. SLH Chapter 7 2. Learn by doing SLH Chapter 8 3. Learn by doing 4. <i>Canadian Scout Handbook</i> Badge and Award Chart 5. SLH pg 71 Learn by doing
5. Apply the Patrol System in the Troop	<ol style="list-style-type: none"> 1. Explain three reasons for using the Patrol system. 2. Identify Scouts Canada’s methods for organizing Patrols including the selection of Patrol Leaders and Assistant Patrol Leaders. 3. Describe the roles of Patrol Leader, Assistant Patrol Leader, Treasurer, Equipment Coordinator, Troop Scouter and Scout Counsellors in the Patrol system. 4. Participate in an active Patrol system. 	<ol style="list-style-type: none"> 1. SLH Chapter 5 2. SLH Chapter 5 3. SLH pg 18 and Chapter 5 <i>Patrol Leader’s Handbook</i> 4. Learn by doing
6. Work with Scout-aged youth	<ol style="list-style-type: none"> 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 2. Describe or demonstrate how to reinforce positive behaviour. 3. Read the chapter entitled. “Scout-aged Youth” in the <i>Scout Leader’s Handbook</i>, and discuss the key characteristics of Scout-aged youth, including differences between boys and girls and their development at this age. 4. Demonstrate hand signals to indicate the following: <ol style="list-style-type: none"> a. stop and be quiet, and b. form a horseshoe. 	<ol style="list-style-type: none"> 1. SLH pg 10-15 2. SLH pg 11 3. SLH Chapter 4 4a. SLH pg 42 4b. SLH pg 41
7. Apply spiritual emphasis/religious diversity	<ol style="list-style-type: none"> 1. Provide three examples of activities designed to help Scouts express and respond to God’s love in their daily lives. 2. Provide three examples of activities designed to develop Scouts’ respect for others and increased appreciation of diversity in our society. 3. Identify the resources and assistance a Scout 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. SLH pg 101-103 2. SLH pg 102-104 Learn by doing 3. SLH pg 75 4. SLH pg 105 Learn by doing

8. Conduct gathering activities	<ol style="list-style-type: none"> 1. Lead a gathering activity for Scouts 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, and 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. Learn by doing 2. "JUMPSTART" video
9. Conduct large and small group activities	<ol style="list-style-type: none"> 1. Conduct a large group and a small group activity for Scouts 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. SLH pg 48 Learn by doing. 2. Learn by doing
10. Conduct games	<ol style="list-style-type: none"> 1. Describe the appropriate use of each of the following types of games for Scouts: steam –off, quiet, skill, instructional, cooperative and wide. 2. Demonstrate each type of game. 	<i>Games from A to Z</i> <ol style="list-style-type: none"> 1. SLH pg 77-79, 167 2. Learn by doing
11. 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 or qualified Scout demonstrates the skill, b. the leader or qualified Scout demonstrates the skill in a step-by-step manner, c. the Scouts try a skill, d. the leader or qualified Scout checks progress and encourages Scouts to do their best, e. the leader or qualified Scout guides and coaches Scouts to make progress, f. Scouts try again until successful, g. the leader or qualified Scout praises and affirms progress according to each Scout's capabilities, and h. the leader or qualified Scout challenges Cubs to use new skills appropriately. 	<i>Fieldbook for Canadian Scouting</i> <ol style="list-style-type: none"> 1. SLH pg 16 <i>Patrol Leader Handbook</i>, pg 39 2. Learn by doing
12. Promote music and singing	<ol style="list-style-type: none"> 1. Conduct the following types of songs: round, action, repeat, quiet and spiritual, appropriate for Scouts. 2. Teach a song to Scouts. 	<i>Scouts Canada Song Book</i> <ol style="list-style-type: none"> 1. Learn by doing 2. <i>Song Book</i> pg 9

13. Conduct Campfires	<ol style="list-style-type: none"> 1. Describe the benefits of conducting campfires for Scouts. 2. Plan and conduct a campfire program. 	<i>Scouts Canada Campfire Book</i> <ol style="list-style-type: none"> 1. SLH pg 114 2. <i>Campfire Book</i>, pg 27 Learn by doing.
14. Tell Stories	<ol style="list-style-type: none"> 1. Describe five reasons for using stories in your Scout program. 2. Tell a story that achieves its purpose. 	<ol style="list-style-type: none"> 1. <i>Campfire book</i>, pg 21 <i>Kim Book</i>, pg 17 2. Learn by doing
15. Conduct Patrol Challenges	<ol style="list-style-type: none"> 1. Identify the benefits of Patrol challenges. 2. Provide two opportunities which allow Scouts to practice problem solving and decision-making in Patrols. 3. Coach a Scout on “how to encourage other Scouts”. 	<ol style="list-style-type: none"> 1. SLH pg 51 2. Learn by doing 3. SLH pg 35 Learn by doing
16. Conduct Scout 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>Scout Leader’s Handbook</i>. 2. Explain the meaning behind the left handshake, Scout sign and the Scout salute. 3. Demonstrate appropriate flag etiquette, including raising, lowering and folding the flag. 	<ol style="list-style-type: none"> 1. SLH pg 107-114 2. SLH pg 9 3. <i>Patrol Leader’s Handbook</i> pg 11-12 http://www.pch.gc.ca/progs/cpsc-ccsp/etiquette/index_e.cfm
17. 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 as described in the <i>Scouts Canada Camping/Outdoor Activity Procedures</i>) COAP. http://www.scouts.ca/inside.asp?cmPageID=139 2. Identify the implications of taking the program outdoors. 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 <i>Scouts Canada Camping/Outdoor Activity Procedures</i>. 4. Participate in a regular weekly meetings in the outdoors. 5. Participate in the evaluation of a regular weekly meeting. 	<ol style="list-style-type: none"> 1. SLH pg 90 2. SLH pg 91 3. Learn by doing. 4. Learn by doing. 5. SLH pg 61; Learn by doing.
18. Participate in an outdoor activity away from the regular meeting place and a short-term camp of three nights or less	<ol style="list-style-type: none"> 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 Scouts. 2. Read the <i>Scouts Canada Camping/Outdoor Activity Procedures</i>. 3. Participate in the organization of: <ol style="list-style-type: none"> a. two outdoor activities away from the regular meeting place, and b. a short-term camp of three nights or less according to the policies and guidelines for Category II activities as described in the <i>Scouts Canada Camping/Outdoor Activity Procedures</i>. 	<ol style="list-style-type: none"> 1. SLH pg 80-98 2. COAP 3. Learn by doing. 4. Learn by doing.

	4. Participate in the evaluation of these activities.	
19. Conduct linking activities	<ol style="list-style-type: none"> 1. Explain how linking activities contribute to the development of youth. 2. Conduct a linking activity which: <ol style="list-style-type: none"> a. broadens Scouts' awareness of the other sections of the Scouting family, b. promotes advancement to the next level of Scouting, and c. involves Scouts in the program of the Venturer section. 3. Explain the role of Kim in linking Cubs to Scouts. 	<ol style="list-style-type: none"> 1. SLH pg 63; 112-113 2. Learn by doing. 3. <i>Kim Book</i>
20. Conduct the Scout meeting	<ol style="list-style-type: none"> 1. Provide three examples of when it may be necessary to modify a meeting plan. 2. Explain how you would respond to these three situations. 3. Identify the religious and cultural considerations affecting program planning for your section. 	<ol style="list-style-type: none"> 1. Learn by doing 2. Learn by doing 3. SLH pg 102-105
21. Manage section programs	<ol style="list-style-type: none"> 1. Describe or demonstrate how to structure your weekly meetings to meet the varying energy levels of the youth. 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"> 1. SLH Chapter 6 2. SLH Chapter 4 3. SLH pg 58-60 4. SLH pg 32 – 33 5. Learn by doing. 6. Learn by doing.