



BASIC PROGRAM PLANNING AND DELIVERY

Core Learning Objectives

Scouts Canada – Mission Statement

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.

National Volunteer Services Committee
Approved May 25, 2002



Basic Program Planning & Delivery *Core Learning Objectives for All Leaders*

Developing Leader Competencies

Scouts Canada's **Volunteer Recruitment and Development (VRAD)** strategy recognizes the attitudes, skills and knowledge volunteers bring to their role in Scouting. Volunteers naturally acquire additional knowledge and skills for their roles from their first contact with Scouting through to retirement in a variety of self-initiated and organized learning situations. This development may come from both Scouting and non-Scouting sources. The strategy promotes a very flexible approach to developing and recognizing a volunteer's competencies as a program leader.

Core Learning Objectives for Basic Program Planning and Delivery

Leaders recruited to all sections require certain common basic knowledge, skills and attitudes in order to be able to contribute to the delivery of a quality program. The leader must demonstrate that he or she has met the following **Core Learning Objectives** in the following six subject areas:

Core Learning Objectives for Basic Program Planning and Delivery <i>(Required for all program leaders in all sections)</i>					
Scouts Canada's Mission and Principles	Basic Program Planning	Basic Program Delivery	Basic Leadership Skills	Basic Administration	Basic Outdoor Skills

Section Specific Learning Objectives for Basic Program Planning and Delivery

Having demonstrated the Core Learning Objectives, a leader then undertakes more specific development in the **Section Specific Learning Objectives**, including the objectives of the specific section program, program requirements, working with youth in that section and delivering the section program. When a leader is recruited to a different section, that leader completes only the **Section Specific Learning Objectives** for the new section.

Section Specific Learning Objectives for Basic Program Planning and Delivery <i>(required for leaders recruited to a specific section)</i>				
Beaver Leaders	Cub Leaders	Scout Leaders	Venturer Advisors	Rover Advisors

All leaders are expected to achieve the Core Learning Objectives and the Section Specific Objectives for the role into which they have been recruited within their first year of involvement.

Section leaders are expected to achieve the Manage Section Programs Objective of the Section Specific Learning Objectives within three months of accepting the role.

All learning objectives are based on the program as defined in Scouts Canada's publications, applicable bylaws, policies, procedures, the National Program Standards and any other guidelines established by Scouts Canada. All program planning and delivery must be appropriate to the physical, intellectual, social and spiritual capabilities of the youth involved. Note: Objectives may call for a set number of demonstrations or examples for evaluation purposes only.

Developmental/Learning Activities

Typical developmental and learning activities may be undertaken in one or more formats, including on-the-job training and experience, self-study, peer interaction, being coached, or by participating in training modules or a formal developmental course.

These activities may include such methods as the following, appropriate to the learning objectives:

- demonstration,
- reading,
- pre-course study,
- individual assignment,
- role play,
- lecturette,
- small group discussion,
- working in pairs,
- peer coaching,
- mentoring relationship,
- expert panel discussions,
- simulation,
- case study, and
- audio, visual or interactive media.

Completion and Recognition of Basic Program Planning and Delivery

Leaders complete their development in Basic Program Planning and Delivery by demonstrating competence in the Core Objectives for All Section Leaders and the Section Specific Objectives for the relevant section. Leaders receive the Woodbadge I recognition when they successfully complete both the Core Learning Objectives and the Section Specific Objectives for the section for which they are recruited. Leaders are encouraged to continue their personal development. It is not necessary to complete objectives in a particular order. Anyone completing learning objectives should be recognized for their achievement.

The objective of 'Basic Program Planning and Delivery' (formerly known as the Woodbadge Part I) is:

Given a variety of learning activities, the learner will plan and deliver Scouting programs as shown by the following:

- apply Scouts Canada's Mission, Principles, Scout Method/Practices, policies, procedures, and program standards,
- apply basic program planning and delivery techniques,
- conduct weekly meetings and outings,
- build a leadership team, and
- contribute to the management of the section.

Evaluation

The learner and one or more competent evaluators designated by the local Scout Council will evaluate the successful completion of the core and section specific learning objectives. Typically, Scout Councils may appoint evaluators from among the following roles:

- experienced section leaders,
- experienced peers,
- Service Scouters,
- trainers,
- group committee members, and
- outside resource people.

Youth, parents or guardians, and Group Committee members may provide relevant feedback on the learner's knowledge, skills and attitude.

Core Learning Objectives for All Leaders

The Learner will:	Requirements:
1. Apply Scouts Canada's Mission and Principles	1. Explain to youth their <i>promise, law and motto</i> in age-appropriate terms understood by youth of the section.
2. Plan programs	1. Describe the benefits of having short-term and long-term program plans. 2. Describe the benefits of including the program elements in planning weekly meetings. 3. Identify the program goals expected to be met in a weekly meeting. 4. Explain how the meeting format set out in the JUMPSTART programs models appropriate planning for a typical Beaver, Cub or Scout meeting.
3. Manage risk	1. Identify and assess potential risks and hazards associated with the regular meeting place. 2. Take appropriate measures to avoid or minimize the potential risks and hazards. 3. Plan a meeting with consideration for: <ol style="list-style-type: none"> 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. 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.

The Learner will:	Requirements:
4. Recognize, respond to and report child abuse	<ol style="list-style-type: none"> 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>. 2. List the steps of how to receive a disclosure of child abuse. 3. Explain the process for reporting suspected child abuse. 4. Discuss with youth(s) how to recognize and respond to potential risks described in the booklet, <i>How to Protect Your Children from Child Abuse: A Parent's Guide</i>.
5. Find resources	<ol style="list-style-type: none"> 1. Describe three examples of how to involve parent helpers. 2. Develop a list of resources available in your community – facilities, human resources, and sources of materials. 3. Identify potential resources for working with youth with disabilities.
6. Plan tours and visits	<ol style="list-style-type: none"> 1. Identify the objectives of a tour or visit. 2. Describe any special considerations different from conducting a weekly meeting. 3. Participate in the organizing of a tour or visit.
7. Evaluate the program	<ol style="list-style-type: none"> 1. Describe three methods to involve youth in the evaluation process. 2. Give an example of how you incorporated feedback from youth and leaders in the section program plan. 3. Evaluate the outcomes of a weekly meeting using the National Program Standards.
8. Participate in a leadership team	<ol style="list-style-type: none"> 1. Model shared leadership behaviour which: <ol style="list-style-type: none"> a. involves youth in planning and leading meetings, b. cooperates with and supports other members of the leadership team, c. shows a willingness to take on a share of the tasks according to their availability and ability, and d. shows respect for other team members' perspectives when making decisions. 2. Identify the purpose and benefits of including Keo, Kim, Activity Leaders and Scouters-In-Training in the leadership team. 3. Participate in a leaders' meeting. 4. Describe the benefits of regular leaders' meetings. 5. Describe how leaders change their roles and realign their responsibilities to increase their knowledge and skills.

The Learner will:	Requirements:
9. Apply outdoor skills	<ol style="list-style-type: none"> 1. Describe weather conditions and the hazards that can be encountered outdoors. 2. Describe the causes, symptoms, signs, prevention and treatment of the following: <ol style="list-style-type: none"> a. hypothermia, b. hyperthermia, c. frostbite, d. sunburn/sunstroke, and e. dehydration. 3. Provide a list of the basic personal equipment and describe their uses and maintenance. 4. Describe the rules and 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. 6. Describe environmental conditions and the hazards that can be encountered in the outdoors, including: <ol style="list-style-type: none"> 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. 7. Demonstrate the appropriate and safe use of camping equipment, including tents, tarps, knives, axes, saws, stoves, lanterns, and cooking equipment. 8. Describe how to use a map (both road and topographical) and compass. 9. Describe the potential impact of outdoor activities on the environment. 10. Demonstrate the ability to lay, light and safely extinguish a fire leaving no trace. 11. Develop a menu for balanced meals for a weekend camp. 12. Cook a simple meal on an open fire or camp stove. 13. Demonstrate how to ensure safe drinking water. 14. Describe a safe campsite layout, paying particular interest to fuel, equipment and food storage, and fire safety. 15. Tie five common knots and describe their correct use. 16. Properly dispose of cooking residues, grey water and body waste. 17. Explain how to maintain good hygiene at camp. 18. Describe your personal as well as Scouting outdoor experience within the last five years including; <ol style="list-style-type: none"> a. a minimum of four nights' camping where appropriate skills, as described above, were practiced. b. a minimum of two hikes or outings.

The Learner will:	Requirements:
10. Administer the section	<ol style="list-style-type: none"> 1. Describe the appropriate use of the forms contained in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>. 2. Identify the policies and procedures related to financial record keeping and fundraising from Scouts Canada's <i>Bylaws, Policies and Procedures</i>. 3. Explain the lines of accountability between sections and group committee. 4. Provide an example of a section budget. 5. Describe the use of record keeping resources for the section.