



**BASIC PROGRAM  
PLANNING  
AND DELIVERY**

**Specific Learning Objectives  
for Cub Leaders**

**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* *Specific Learning Objectives for Cub 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:

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

## 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.

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

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,
- case study,
- working in pairs,
- peer coaching,
- mentoring relationship,
- expert panel discussions,
- simulation,
- small group discussion, 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.

## Section Specific Basic Learning Objectives for Cub Leaders

The Learner will:	Requirements:
<b>1. Apply the <i>Jungle Book</i> theme to the pack program</b>	<ol style="list-style-type: none"> <li>1. Describe ways to incorporate the <i>Jungle Book</i> theme into the weekly program.</li> <li>2. Describe how leaders are given names from positive characters in Rudyard Kipling's <i>The Jungle Book</i>.</li> </ol>
<b>2. Plan Cub programs</b>	<ol style="list-style-type: none"> <li>1. Describe the benefits of consulting Cubs about program choices.</li> <li>2. Describe the benefits of dividing Cubs into each of the following small groups: Sixes, ages, interests, skill level and random selection.</li> <li>3. Develop two meeting plans which include the use of Sixes.</li> <li>4. Provide an example of a back-up plan for a meeting or outing.</li> <li>5. Describe how your meeting plan meets the National Program Standards.</li> </ol>
<b>3. Develop annual program plans</b>	<ol style="list-style-type: none"> <li>1. Explain the planning process for creating nightly, monthly, three months, and annual program plans.</li> <li>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.</li> </ol>
<b>4. Apply the Sixers' Council</b>	<ol style="list-style-type: none"> <li>1. Explain three functions carried out by the Sixers' Council and how frequently it should meet.</li> <li>2. Describe the roles of Sixers, Seconds, Cub Leader, and Assistant Cub Leaders in the Sixers' Council.</li> <li>3. Participate in a Sixers' Council.</li> </ol>
<b>5. Apply the Six system in the pack</b>	<ol style="list-style-type: none"> <li>1. Explain three reasons for using the Six system.</li> <li>2. Describe the roles of Sixers, Seconds, Cub Leader, and Assistant Cub Leaders in the Six system.</li> <li>3. Identify Scouts Canada's methods for organizing sixes including the selection of Sixers and Seconds.</li> <li>4. Participate in an active Six system.</li> </ol>
<b>6. Work with Cub-aged youth</b>	<ol style="list-style-type: none"> <li>1. Apply the "Code of Conduct" described in Scouts Canada's <i>Duty of Care</i> document.</li> <li>2. Describe or demonstrate how to reinforce positive behaviour.</li> <li>3. Briefly describe or demonstrate how the following methods contribute to effective communication in the section:               <ol style="list-style-type: none"> <li>a. active listening</li> <li>b. body language and position</li> <li>c. consideration of attention span</li> <li>d. tone and volume of speech</li> <li>e. encouragement of multi-sense (hear, see, touch, taste, smell) learning</li> <li>f. choice of words</li> </ol> </li> <li>4. Demonstrate hand signals to indicate the following:               <ol style="list-style-type: none"> <li>a. Stop and be quiet, and</li> <li>b. Form a circle.</li> </ol> </li> </ol>

<b>The Learner will:</b>	<b>Requirements:</b>
	<ol style="list-style-type: none"> <li>5. Describe the characteristics of a supporting environment necessary for the development of Cub-aged youth.</li> <li>6. Describe how the activities of a weekly meeting support the developmental characteristics of Cub-aged youth.</li> </ol>
<b>7. Apply Award/Star/Badge system</b>	<ol style="list-style-type: none"> <li>1. Describe the relationship between Cub badges, stars and awards and how this system contributes to the development of Cubs.</li> <li>2. Plan and conduct three activities that will support Cubs in meeting some of the requirements of the Cub badges, stars and awards.</li> <li>3. Apply the principle of individual ‘best effort’ to evaluating performance.</li> <li>4. Explain the importance of promptly presenting a Cub with badges, stars and awards when the requirements have been met.</li> </ol>
<b>8. Apply spiritual emphasis/ religious diversity</b>	<ol style="list-style-type: none"> <li>1. Provide three examples of activities designed to help Cubs express and respond to God’s love in their daily lives.</li> <li>2. Provide three examples of activities designed to develop Cubs’ respect for others and increased appreciation of diversity in our society.</li> <li>3. Identify the resources and assistance a Cub requires to obtain the Religion in Life Award.</li> <li>4. Explain the purpose of a Scouts’ Own.</li> <li>5. Plan and conduct a Scouts’ Own.</li> </ol>
<b>9. Conduct gathering activities</b>	<ol style="list-style-type: none"> <li>1. Lead a gathering activity for Cubs in which: <ol style="list-style-type: none"> <li>a. all youth are involved as they arrive,</li> <li>b. youth continue their involvement until they are called to the Opening,</li> <li>c. the interest of the youth is maintained, and</li> <li>d. youth are able to exit as required, eg. to meet with a Leader.</li> </ol> </li> <li>2. State three benefits of using gathering activities.</li> </ol>
<b>10. Conduct large and small group activities</b>	<ol style="list-style-type: none"> <li>1. Conduct a large group and a small group activity for Cubs which: <ol style="list-style-type: none"> <li>a. has clear instructions,</li> <li>b. uses age appropriate materials,</li> <li>c. allows all participants to interact throughout the activity,</li> <li>d. responds to the needs of the group (large group activity),</li> <li>e. responds to the needs of each individual (small group activity),</li> <li>f. encourages participants to do their best, and</li> <li>g. provides a fun and meaningful experience.</li> </ol> </li> <li>2. Compare and contrast three benefits of conducting a large group and a small group activity.</li> </ol>
<b>11. Conduct games</b>	<ol style="list-style-type: none"> <li>1. Describe the appropriate use of each of the following types of games for Cubs: steam-off, quiet, skill, cooperative and wide.</li> <li>2. Demonstrate each type of game.</li> </ol>

<b>The Learner will:</b>	<b>Requirements:</b>
<b>12. Conduct crafts</b>	<ol style="list-style-type: none"> <li>1. Conduct a craft which:               <ol style="list-style-type: none"> <li>a. challenges Cubs to use their skills and creativity,</li> <li>b. varies in difficulty to match the development of the Cubs,</li> <li>c. maintains the interest of the Cubs,</li> <li>d. provides sufficient time for Cubs to complete the craft or a way for Cubs to complete the craft on their own, and</li> <li>e. supports and enhances a program theme.</li> </ol> </li> </ol>
<b>13. Teach skills</b>	<ol style="list-style-type: none"> <li>1. Describe three approaches to teaching and reinforcing a skill.</li> <li>2. Teach a skill where:               <ol style="list-style-type: none"> <li>a. the leader demonstrates the skill,</li> <li>b. the leader demonstrates the skill in a step-by-step manner,</li> <li>c. Cubs try the skill,</li> <li>d. the leader checks progress and encourages Cubs to do their best,</li> <li>e. the leader guides and coaches Cubs to make progress,</li> <li>f. Cubs try again until successful,</li> <li>g. the leader praises and affirms progress according to each Cub's capabilities, and</li> <li>h. the leader challenges Cubs to use new skills appropriately.</li> </ol> </li> </ol>
<b>14. Conduct play acting</b>	<ol style="list-style-type: none"> <li>1. Provide an opportunity for Cubs to participate in playacting which:               <ol style="list-style-type: none"> <li>a. encourages Cubs to explore creative self-expression,</li> <li>b. permits the use of appropriate props and costumes, and</li> <li>c. supports the theme of the weekly meeting or outing.</li> </ol> </li> </ol>
<b>15. Promote music and singing</b>	<ol style="list-style-type: none"> <li>1. Describe the benefits of incorporating music into the Cub program.</li> <li>2. Conduct the following types of songs: round, action, repeat, quiet and spiritual, appropriate for Cubs.</li> </ol>
<b>16. Conduct campfires</b>	<ol style="list-style-type: none"> <li>1. Describe the benefits of conducting campfires for Cubs.</li> <li>2. Plan and conduct a campfire program.</li> </ol>
<b>17. Tell/read stories</b>	<ol style="list-style-type: none"> <li>1. Provide five reasons for using stories in your Cub program.</li> <li>2. Tell a story that achieves its purpose.</li> </ol>
<b>18. Conduct Cub ceremonies</b>	<ol style="list-style-type: none"> <li>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>.</li> <li>2. Explain why the Grand Howl is used in the Cub program.</li> <li>3. Explain the origin of the left handshake and the Cub salute.</li> <li>4. Demonstrate appropriate flag etiquette, including raising, lowering and folding the flag.</li> </ol>
<b>19. Participate in regular weekly meetings in the outdoors</b>	<ol style="list-style-type: none"> <li>1. Identify the objectives of holding a regular weekly meeting outdoors (Category I activity) for Cubs.</li> <li>2. Identify the implications of taking the program outdoors.</li> <li>3. Participate in the organizing of a regular meeting outdoors according to the policies and guidelines for Category I activities as described in the <i>Scouts Canada Camping and Outdoor Activity Guide</i>.</li> </ol>

<b>The Learner will:</b>	<b>Requirements:</b>
	<ol style="list-style-type: none"> <li>4. Participate in a regular weekly meeting in the outdoors.</li> <li>5. Participate in the evaluation of a regular weekly meeting.</li> </ol>
<b>20. Participate in an outdoor activity away from the regular weekly meeting place and a short-term camp of three nights or less</b>	<ol style="list-style-type: none"> <li>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 Cubs.</li> <li>2. Read the Scouts Canada <i>Camping/Outdoor Activity Guide</i>.</li> <li>3. Participate in the organizing of:               <ol style="list-style-type: none"> <li>a. Two outdoor activities away from the regular weekly meeting place and,</li> <li>b. 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 Guide</i>.</li> </ol> </li> <li>5. Participate in the evaluation of these activities.</li> </ol>
<b>21. Conduct linking activities</b>	<ol style="list-style-type: none"> <li>1. Explain how linking activities contribute to the development of youth.</li> <li>2. Conduct a linking activity which:               <ol style="list-style-type: none"> <li>a. broadens Cubs' awareness of the other sections of the Scouting family,</li> <li>b. promotes advancement to the next level of Scouting, and involves Cubs in the program of the Scout section.</li> </ol> </li> <li>3. Explain role of Keeos in linking Beavers to Cubs.</li> <li>4. Explain role of Kims in linking Cubs to Scouts.</li> </ol>
<b>22. Conduct the pack meeting</b>	<ol style="list-style-type: none"> <li>1. Provide three examples of when it may be necessary to modify a meeting plan.</li> <li>2. Explain how you would respond to these three situations.</li> <li>3. Identify the religious and cultural considerations affecting program planning for your section.</li> </ol>
<b>23. Manage section programs</b>	<ol style="list-style-type: none"> <li>1. Describe or demonstrate how to structure your weekly meetings to meet the varying energy levels of the youth.</li> <li>2. Describe or demonstrate how to adjust the program activities to accommodate the different ages, skills, and abilities of the youth.</li> <li>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.</li> <li>4. Describe or demonstrate how to include the youth in establishing Section Rules or Code of Conduct.</li> <li>5. Conduct a regular meeting outdoors according to guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>.</li> <li>6. Conduct an outdoor activity away from the regular meeting place or a short-term camp of 3 nights or less according to guidelines for Category II Activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>.</li> </ol>