



# **BASIC PROGRAM PLANNING AND DELIVERY**

## **Specific Learning Objectives for Scout 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 Scout 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 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:

- working in pairs,
- demonstration,
- reading,
- pre-course study,
- individual assignment,
- role play,
- lecturette,
- small group discussion,
- 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.

## Section Specific Basic Learning Objectives for Scout Leaders

The Learner will:	Requirements:
<b>1. Plan Scout programs</b>	<ol style="list-style-type: none"> <li>1. Describe the requirement for involving Scouts in the planning of the troop program.</li> <li>2. Identify opportunities for involving Scouts in scheduling and organizing activities.</li> <li>3. Describe the benefits of dividing Scouts into each of the following small groups: patrols, ages, interests, skill level and random selection.</li> <li>4. Provide an example of a back-up plan for a meeting or an outing.</li> <li>5. Describe how your meeting plan meets the National Program Standards.</li> </ol>
<b>2. 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>3. Apply the Court of Honour</b>	<ol style="list-style-type: none"> <li>1. Explain three functions carried out by the Court of Honour and how frequently it should meet.</li> <li>2. Describe the roles of Patrol Leaders, Troop Scouter, and Scout Counsellors in the Court of Honour.</li> <li>3. Participate in a Court of Honour meeting.</li> </ol>
<b>4. Apply the Scout Program and Badge System</b>	<ol style="list-style-type: none"> <li>1. Provide Scouts with opportunities to develop their own and collective goals and objectives for the troop program.</li> <li>2. Plan and conduct three activities which will support Scouts in meeting some of the requirements of the awards and badges.</li> <li>3. Apply the principle of individual ‘best effort’ in evaluating performance.</li> <li>4. Track Scout’s achievements, and encourage Scouts to note their own progress.</li> <li>5. Provide an example of a Scout’s plan to earn the Chief Scout’s Award.</li> </ol>
<b>5. Apply the Patrol System in the troop</b>	<ol style="list-style-type: none"> <li>1. Explain three reasons for using the Patrol system.</li> <li>2. Identify Scouts Canada’s methods for organizing patrols including the selection of Patrol Leaders and Assistant Patrol Leaders.</li> <li>3. Describe the role and functions of the Patrol Leader, Assistant Patrol Leader, Treasurer, Equipment Coordinator, Troop Scouter and Scout Counsellors in the Patrol system.</li> <li>4. Participate in an active patrol system.</li> </ol>
<b>6. Work with Scout-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. 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.</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 horseshoe.</li> </ol> </li> </ol>

<b>The Learner will:</b>	<b>Requirements:</b>
<b>7. Apply spiritual emphasis/ religious diversity</b>	<ol style="list-style-type: none"> <li>1. Provide three examples of activities designed to help Scouts express and respond to God's love in their daily lives.</li> <li>2. Provide three examples of activities designed to develop Scouts' respect for others and increased appreciation of diversity in our society.</li> <li>3. Identify the resources and assistance a Scout 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>8. Conduct gathering activities</b>	<ol style="list-style-type: none"> <li>1. Lead a gathering activity for Scouts 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>9. 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 Scouts 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>10. Conduct games</b>	<ol style="list-style-type: none"> <li>1. Describe the appropriate use of each of the following types of games for Scouts: steam-off, quiet, skill, instructional, cooperative and wide.</li> <li>2. Demonstrate each different type of game.</li> </ol>
<b>11. 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 or qualified Scout demonstrates the skill,</li> <li>b. the leader or qualified Scout demonstrates the skill in a step-by-step manner,</li> <li>c. the Scouts try the skill,</li> <li>d. the leader or qualified Scout checks progress and encourages Scouts to do their best,</li> <li>e. the leader or qualified Scout guides and coaches Scouts to make progress,</li> <li>f. Scouts try again until successful,</li> <li>g. the leader praises and affirms progress according to each Scout's capabilities, and</li> <li>h. the leader or qualified Scout challenges Scouts to use new skills appropriately.</li> </ol> </li> </ol>
<b>12. Promote music and singing</b>	<ol style="list-style-type: none"> <li>1. Conduct the following types of songs: round, action, repeat, quiet and spiritual appropriate for Scouts.</li> <li>2. Teach a song to Scouts.</li> </ol>

<b>The Learner will:</b>	<b>Requirements:</b>
<b>13. Conduct Campfires</b>	<ol style="list-style-type: none"> <li>1. Describe the benefits of conducting campfires for Scouts.</li> <li>2. Plan and conduct a campfire program.</li> </ol>
<b>14. Tell stories</b>	<ol style="list-style-type: none"> <li>1. Provide five reasons for using stories in your Scout program.</li> <li>2. Tell a story that achieves its purpose.</li> </ol>
<b>15. Conduct Patrol challenges</b>	<ol style="list-style-type: none"> <li>1. Identify the benefits of patrol challenges.</li> <li>2. Provide two opportunities which allow Scouts to practice problem solving and decision-making in patrols.</li> <li>3. Coach a Scout on ‘how to encourage other Scouts.’</li> </ol>
<b>16. Conduct Scout ceremonies</b>	<ol style="list-style-type: none"> <li>1. Participate in the following: Opening, Closing, Advancement (Going Up), and Investiture, according to the description in the <i>Scout Leader’s Handbook</i>.</li> <li>2. Explain the meaning behind the left handshake, Scout sign, and Scout salute.</li> <li>3. Demonstrate appropriate flag etiquette, including raising, lowering and folding the flag.</li> </ol>
<b>17. 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 in the outdoors (Category I Activity as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>).</li> <li>2. Identify the implications of taking the program outdoors.</li> <li>3. Participate in the organizing of a regular weekly meeting in the outdoors according to the policies and guidelines for Category I activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>).</li> <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>18. 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 Scouts.</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>4. Participate in the evaluation of these activities.</li> </ol>
<b>19. 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 Scouts’ awareness of the other sections of the Scouting family,</li> <li>b. promotes advancement to the next level of Scouting, and</li> <li>c. involves Scouts in the program of the Venturer section.</li> </ol> </li> <li>3. Explain the role of Kims in linking Cubs to Scouts.</li> </ol>

<b>The Learner will:</b>	<b>Requirements:</b>
<b>20. Conduct the Scout 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>21. 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>