

Welcome!

Cub Leader Orientation

As a new Cub Leader in the pack you likely have several questions about your role and the program. The following information will give you a quick overview and provide a handy reference.

Weekly Meetings Our pack meets every **<day of the week>** from **<start time>** to **<end time>** at **<name of location, address>**. Leaders normally arrive **<number of minutes>** minutes early to help set-up and stay **<number of minutes>** minutes after to review how the meeting went and put everything away.

A typical meeting looks like this:

15 min.	Gathering Activity
5 min.	Opening
10 min.	Game
20 min.	Theme Activity
10 min.	Game
20 min.	Theme Activity
10 min.	Song/Story
10 min.	Six Meeting
5 min.	Spiritual Fellowship
5 min.	Closing
15 min.	Leader Meeting

Outdoors In Scouting we make frequent use of the outdoors for both meetings and special outings. Typical outdoor activities for our pack include:

1. **<activity>**
2. **<activity>**
3. **<activity>**

Our Group In the **<name of the group>** we have **<number of sections>** sections including:

Section	Age Range	Meeting Night	Section Leader	Phone #
Beavers	5 – 7	<day of week>	<leader's name>	<phone number>
Cubs	8 – 10	<day of week>	< leader's name >	<phone number>
Scouts	11 – 14	<day of week>	< leader's name >	<phone number>
Venturers	14 – 17	<day of week>	< leader's name >	<phone number>
Rovers	18 – 26	<day of week>	< leader's name >	<phone number>

Note: see attached for additional sections if applicable.

The Pack The Cub section uses small groups called sixes. Dividing the Cubs into small groups makes it easier to communicate with the youth. Individual Cubs can contribute more to discussions in small groups and it is much better for detailed instruction. A part of the meeting area, called a lair, is set aside for each six. Cubs may be divided up by age as well to allow for programming by the abilities of the Cubs. As the Cubs get older, they become more independent and more capable. The same activity can be altered to make it appropriately challenging for each age group.

**Group
Committee
and Partner**

We have an over-all organizing committee for the group. <name of the chair, phone number> chairs the committee. Each section sends a representative to the meetings to report on our activity plans and to discuss matters affecting all of the sections such as fundraising and budgeting. Each section is responsible to the group committee. The group committee meets < frequency, time and location>. Our group is sponsored by <name of sponsor> who provides <contributions made by sponsor>.

**External
Support**

Our group falls within the <name of area or district>. <name of service scouter, phone number > is an experienced leader called a <title of service position> who provides support to the leaders of our section such as program expertise and new information.

The <name of area or district> falls within the <region/province> council with an office in <location of office>, <phone number>. The majority of support for leaders comes from other volunteers, however, <insert name>is a <insert title> at the <regional/provincial > level. As an employee of Scouts Canada, he/she provides service to the groups.

**Leadership
Team**

Scouting leaders participate in a Shared Leadership approach. In Cubs, one leader accepts over-all responsibility for the section, but the principle of sharing the leadership opportunities still applies. In all cases, leaders:

- cooperate and support one another
- take on a share of their tasks according to their ability and availability
- respect other team members' perspective in decision making
- demonstrate behaviour consistent with the Scout Law.

Kim is a Scout who helps with the Cub pack as a member of the leadership team. Besides providing a leadership opportunity for the Scout, *Kim* provides a link to the Scout troop. Both Leaders and Cubs can benefit from *Kim's* unique position.

Activity Leaders, ages 14 and 15, and Scouters in Training, ages 16 and 17, may volunteer to work with the pack as members of the leadership team. While they are often members of a youth section as well, they may register solely with the pack.

Each six has two youth leadership roles called the *sixer* and his or her assistant, the *second*. The sixers and seconds come together in what's called the *Sixer's Council*. Together with *Akela*, they participate in program planning and decision making for the group.

Cub leaders are named after the positive characters in Rudyard Kipling's *The Jungle Book*. Leaders take on a number of roles such as:

- participating in the planning process
- preparing and leading activities
- communicating with youth and parents
- maintaining pack records
- representing the section to the group and council.

Leadership

In all activities and situations, leaders need to be prepared to adjust their level of direction and encouragement to match the needs of the youth involved in a particular challenge. For example, where a task or challenge involves new skills or thinking, it is appropriate for the leader to provide greater direction and encouragement than a situation where the youth are more capable and confident. Providing less direction than necessary can stimulate learning provided safety issues are addressed. Scouting's mission, principles, promises, law and mottoes provide a value base to guide decisions. Be prepared to draw on these references to guide feedback on youth decisions or to influence decisions affecting youth.

***Youth
Involvement
in Decision
Making***

When youth participate in program planning and decision making:

- the youth have more ownership of the program
- the program better reflects the interests of the youth
- youth grow through the process.

Engage youth regularly through the youth leadership roles and structures of the section to plan, deliver and evaluate the program. Speak to youth individually and in small groups. Seek spontaneous informal feedback throughout the year. Make a personal commitment to involving youth in program planning and decision making.

Scouting challenges youth to try new things. Learning often comes from initial failure followed by eventual success or reflection on what happened. Leaders constantly assess what risks are involved in Scouting activities to provide a safe place to make mistakes, including the social risk associated with failure. Youth learn how to support each other from the leaders' examples.

***Personal
Development***

All new leaders are expected to complete the objectives for the Selection Interview, Orientation and Probation and Basic Program Planning and Delivery (Core plus Section Specific Objectives for the relevant section) within a year of joining. The contact leader is expected to complete the Basic Section Management Objective within the first three months of taking on the role. Contact your <service scouter> for options to acquire the missing knowledge and skills you need to complete the objectives. See Scouts Canada's website, www.scouts.ca for a complete set of learning objectives and a useful progress record. Development options range from self-study, to on-the-job learning, to workshops and courses. Additional specialties, such as first aid may often be accessed through Scouting.

***Essential
Leader
Resources***

For Leaders New to a Section
The Wolf Cub Leader's Handbook
The Cub Book
Cub Program Standards
Leader Magazine

ON HAND FOR REFERENCE:

By-Law, Policies and Procedures
Camping and Outdoor Activity Guide
Duty of Care
Parents' Guide to Preventing Child Abuse

***Managing
Risk***

You should have a personal copy of the Camping/Outdoor Activity Guide for your use. Typical Scouting activities are grouped into three categories based on the location and duration of the activity. In the Cub section, Category I (Green) includes both indoor and outdoor meetings at the regular meeting place. Category II (Yellow) includes any outdoor activity away from the regular meeting facilities, or, of an extended nature, up to including short-term camps of three nights or less. This category covers most Cub activities away from the regular meeting facilities, such as the Cub Fun Day. Category III (Red) includes long-term overnight camps of four nights or longer, or activities of shorter duration, but requiring advanced levels of skills and competency.

Review the contents of the Camping/Outdoor Activity Guide and work through the prescribed process for a typical activity including two examples of incorporating safety considerations into the program.

***<Other
Title>***

<Other local information>