

# **SCOUTS CANADA COURSE TRAINING STANDARD**



**It starts with Scouts.**

## **PACK WOOD BADGE PART I**

**MAY 2011  
VERSION 2.0**

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# Introduction

This document contains the curriculum and associated material for the Pack Wood Badge Part I course. It is understood that it will be used in conjunction with the “Pack Wood Badge Part I Critical Documents Index” that can be found under separate cover. The “Text Book” for this course is the Wolf Cub Leader’s Handbook: [The Wolf Cub Leader’s Handbook](#)

## General Section

This section contains:

- **Course Description** – A concise overview of the Course Expected Outcome, the Course Duration, a list of session topics that make up the course, and the prerequisites.
- **Sample Agenda** – This agenda suggests the sequence of session to be presented. It provides a logical grouping of the sessions along with the approximate time needed to present the topic. The module groupings can be used to pace a course either through a series of evenings or around meals and other breaks on a weekend course.
- **Evaluation Strategy** – This form can be used to judge the response of the participants to the course. This evaluation form will be produced as an editable form on the web so as to have the option of participants completing it at home after the course or printed and completed at the course.

## Topic Outlines

The Topic Outlines contain the expectation of each of the topics listed in the Course Description. The key points or key objectives for each topic provide the range of points that should be covered during that session. The details of each of these points will be found in the reference material that is listed for each topic.

# Pack Wood Badge I Course Description

<b>Program Name:</b> Volunteer Development		<b>Code:</b> TMS1/C
<b>Course Name:</b> Pack Wood Badge Part I Training		1 weekend or 12-16 hrs or E-Learning. (Note: Topic times are minimum requirements. Total course time not to exceed the maximum stated.)
<b>Learner Group:</b> Pack Scouters		
<b>Course Learning Outcome:</b> At the completion of a section Wood Badge Part I, the Leader will be a better contributing member of the leadership team through exposure to the necessary knowledge, skills, and attitudes required to help plan and run a program as described in the Program Handbook that will comply with the Mission of Scouts Canada's By-Laws, Policies, and Procedures.		
<b>Course description:</b> Face to face lecture, case study, hands-on activities.		
<b>Evaluation process:</b> Observation, feedback sheet		
<b>Module</b>	<b>Topics</b>	
Module 1	<ol style="list-style-type: none"> <li>1. Program Foundations</li> <li>2. Organization Framework and Program Structure</li> <li>3. Risk Management</li> <li>4. Spirituality</li> </ol>	
Module 2	<ol style="list-style-type: none"> <li>5. Understanding, Communicating, and Working with Cub Scouts</li> <li>6. Leadership – Principles and Leading in a Team Environment</li> <li>7. Administering the Cub Pack</li> </ol>	
Module 3	<ol style="list-style-type: none"> <li>8. Pack Program Elements - Using the Badge System To Support The Program</li> <li>9. Groupings in the Pack Program</li> <li>10. Program Planning and Evaluation</li> </ol>	
Module 4	<ol style="list-style-type: none"> <li>11. Conducting a Cub Scout Meeting</li> <li>12. Linking Activities in the Pack</li> </ol>	
Module 5	<ol style="list-style-type: none"> <li>13. Promoting Outdoor Activities</li> <li>14. Outdoor Essentials</li> <li>15. Local Topics</li> </ol>	
<b>Prerequisites:</b> Member or potential member of Scouts Canada. Read the welcome available at <a href="http://www.scouts.ca/nswk/new/welcome-e.html">http://www.scouts.ca/nswk/new/welcome-e.html</a>		
<b>Dress:</b> Uniform and appropriate outdoor wear		
<b>Participant equipment required:</b> Pen and paper, Wolf Cub Leader's Handbook, The Field Book for Canadian Scouting handbook, and New Scouter Welcome Kit		
<b>Trainer notes:</b> Separate rooms for each section offered.		
<b>Equipment and Resources:</b>		
<ul style="list-style-type: none"> <li>• Wolf Cub Leader's Handbooks, By-Laws, Policies &amp; Procedures, Jump Start for Cubs, The Field Book for Canadian Scouting</li> <li>• Presentation Support Material (Data projector, flipchart, markers, etc.)</li> </ul>		
<b>Course Designers:</b> National Training Network		<b>Dated:</b> May 2011

# Pack Wood Badge I Sample Agenda

## MODULE 1 – FUNDAMENTALS

Time	Topic	Presenter(s)
45 min	1. Program Foundations	
45 min	2. Organization Framework and Program Structure	
45 min	3. Risk Management	
30 min	4. Spirituality	
5 min	Wind-Up – Revisit Participant Expectations	
170 Min	<b>Total</b>	

## MODULE 2 – PROGRAM SUPPORT

Time	Topic	Presenter(s)
60 min	5. Understanding, Communicating, and Working with Cub Scouts	
60 min	6. Leadership Principles – Leading in a Team Environment	
60 min	7. Administering the Cub Pack	
5 min	Wind-up – Revisit Participant Expectations	
185 Min	<b>Total</b>	

## MODULE 3 – PLANNING

Time	Topic	Presenter(s)
60 min	8. Pack Program Elements – Using the Badge, Star and Awards	
30 min	9. Groupings in the Cub Pack	
90 min	10. Program Planning and Evaluation	
5 min	Wind-up – Revisit Participant Expectations	
185 Min	<b>Total</b>	

## MODULE 4 – RUNNING AN EFFECTIVE MEETING

Time	Topic	Presenter(s)
120 min	11. Conducting a Cub Scout Meeting	
30 min	12. Linking Activities In The Pack	
5 min	Wind-up – Revisit Participant Expectations	
155 Min	<b>Total</b>	

## MODULE 5 – PUTTING THE “OUT” IN SCOUTING

Time	Topic	Presenter(s)
60 min	13. Promoting Outdoor Activities	
60 min	14. Outdoor Skills	
30 Min	15. Local Topics	
15 min	Wind-up – Revisit Participant Expectations and Presentations	
165 Min	<b>Total</b>	

## Evaluation Strategy – Pack Wood Badge Part I



Competent and confident leadership is the cornerstone of a high quality and successful youth program that will enable Scouts Canada to attract and retain more members, volunteer and youth alike. The key to providing Scouters with the skills and knowledge they need to deliver high quality programming is access to engaging, consistent, and relevant Wood Badge Training Courses.

As outlined in Scouts Canada's Volunteer Support Strategy, training activities should be undertaken with the aim of achieving the following primary outcomes:

1. 100% volunteers trained with Wood Badge I for their primary role
2. Training quality is measured at each Scouts Canada accredited course; 60% of participants strongly agree with core quality statements

Consistent evaluation of course quality enables continuous improvement of both content and delivery while also supporting sustainment of the learner-focused training system.

The National Training Network (NTN) of Scouts Canada has developed a standard evaluation form that must be used for all Scouts Canada accredited training courses (e.g. Wood Badge, Outdoor Skills, Commissioners' Course). The core quality statements contained within the standard evaluation are standard across all assessments of training quality regardless of delivery method. Course Leaders for in-person training opportunities must forward the collective results of these evaluations to the DCC Training (or appropriate Training Manager).

By employing a standardized approach to training quality assessment, the NTN is better able to understand the overall effectiveness of training opportunities provided within Scouts Canada. The collective results further enable the NTN to ensure that course standards and offerings remain relevant to the Scouters who attend them. Standard measurement of training quality will permit the sharing of best practices as well as identification of focus areas for support and improvement.

The standard training evaluation form is contained within the Volunteer Support Toolkit located at [www.scouts.ca/vstk](http://www.scouts.ca/vstk).

# Topic Outlines

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>TOPIC NAME:</b>	<b>Program Foundations</b>
<b>DURATION:</b>	45 Minutes
<b>AIM:</b>	Participants will acquire a better understanding of the foundation of Scouting.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>Outline the Mission which outlines the primary focus of the organization. <i>“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.”</i></li> <li>Outline the Principles: Duty to God, Duty to Others, and Duty to Self.</li> <li>Explain how the principles that represent our fundamental beliefs form a “code of ethics” for how Scouting expects all members to conduct themselves while participating in activities.</li> <li>Outline the Scouting Practices &amp; Methods and how they assist in a progressive self-education approach</li> <li>Outline the 3 Position Statements and 7 Strategic Directions as Pillars of our Organization</li> <li>State the Scout Promise, Law and Slogan and compare the progression of the Promise, Law and Motto among the sections and the change and the growth from each section</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">Wolf Cub Leader's Handbook</a> <a href="#">BP&amp;P Section Introduction - Updated Feb 2009</a> <a href="#">Brand Promise</a> <a href="#">Mission, Principles and Practices</a>
<b>QUALITY STANDARDS SECTIONS:</b>	Spiritual Emphasis
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Section Leaders' Handbook
<b>TRAINER NOTES:</b>	Have the Mission, the Principles, the Promise and Law on display.

<b>TOPIC NAME:</b>	<b>Organization Framework and Program Structure</b>
<b>DURATION:</b>	45 Minutes
<b>AIM:</b>	<p>Participants will be able to better understand the organizational structure of Scouts Canada and identify the support available to them.</p> <p>Participants will understand all the section programs of Scouting.</p>
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Outline the Structure of Scouts Canada. Point out that all these roles support the youth either through working directly with the youth or supporting the adults that work with the youth. <ul style="list-style-type: none"> <li>○ World Council</li> <li>○ National Services</li> <li>○ Council</li> <li>○ Area</li> <li>○ Youth Forum</li> <li>○ Group Commissioner</li> <li>○ Group</li> <li>○ Sponsor/Partner</li> <li>○ Group Committee</li> <li>○ Section</li> </ul> </li> <li>• Explain the Program Structure for youth between ages of five and twenty-six and their parameters or emphasis on age and service and badge framework. <ul style="list-style-type: none"> <li>○ Beaver Scouts</li> <li>○ Cub Scouts</li> <li>○ Scouts</li> <li>○ Venturer Scouts</li> <li>○ Rover Scouts</li> <li>○ ScoutsAbout</li> <li>○ Extreme Adventure</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">BP&amp;P Section 2000 Scouts Canada Structure</a>
<b>QUALITY STANDARDS SECTIONS:</b>	
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures Section Leader's Handbook
<b>TRAINER NOTES:</b>	<p>Participants should be able to identify at least one other person who can offer support.</p> <p>Participants should not go away from the course thinking they are on their own.</p>

<b>TOPIC NAME:</b>	<b>Risk Management</b>
<b>DURATION:</b>	45 Minutes
<b>AIM:</b>	Participants will be able to explain and apply Scouts Canada method of risk assessment to the scouting activities being conducted.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain and discuss “What is Risk Management”               <ul style="list-style-type: none"> <li>○ Identify and assess potential risks and hazards associated with regular meeting places.</li> <li>○ Take appropriate measures to minimize or avoid the potential risks and hazards.</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">BP&amp;P Section 7000 Duty of Care</a> <a href="#">Risk Management PowerPoint from NSWK</a> <a href="#">BP&amp;P Section 20000 Forms</a> <a href="#">BP&amp;P Section 10000 Camping and Outdoor Activities</a> <a href="#">How to Protect Your Child From Child Abuse: A Parent's Guide</a>
<b>QUALITY STANDARDS SECTIONS:</b>	Training/Leadership
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-Laws, Policies and Procedures, Section Leader Handbook <a href="#">How to Protect Your Child From Child Abuse: A Parent's Guide</a>
<b>TRAINER NOTES:</b>	Risk management should be incorporated into all appropriate sessions throughout the course such as: Outdoor Skills, Program Planning, Program Activities, etc. This topic is only an orientation to risk management practices and to have participants understand the value and criticality of the “ <b>Right people in the right place at the right time with the right equipment.</b> ”

<b>TOPIC NAME:</b>	<b>Spirituality</b>
<b>DURATION:</b>	30 Minutes
<b>AIM:</b>	Participants will be able to develop spiritual awareness and respect for faith diversity for and with the youth in their section or group.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Provide examples of activities to help youth express and respond to God's love in their daily lives: Opening &amp; Closing prayers, Grace, Scout's Own, storytelling, nature hike and "Do a good turn everyday"</li> <li>• Provide examples of activities to develop respect for others and to increase their appreciation of diversity in our society: Multi-faith event participation</li> <li>• Explain that the purpose of a Scout's Own is to expose youth to multi-faith and spiritual development and as an opportunity in order to teach/reinforce lessons on acceptance, friendship etc.</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<p>Section Leader's Handbook  <a href="#">Spirituality Award</a> – The Rationale  <a href="#">Spirituality Award</a>  <a href="#">Religion in Life Awards</a></p> <p>Thoughts for Sharing, Let's Celebrate 2  The Best of the Leader's Cut Out Pages</p>
<b>QUALITY STANDARDS SECTIONS:</b>	Spiritual Emphasis
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Section Leader's Handbook <a href="#">Program Builder Online</a> ,
<b>TRAINER NOTES:</b>	<p>This is not a religious topic but an opportunity to share opportunities for youth to grow within their own spiritual development at their own pace.</p> <p><i>"Duty to God" as defined by the World Organization of the Scouting Movement, means a person's relationship with the spiritual values of life, the fundamental belief in a force above mankind."</i></p>

<b>TOPIC NAME:</b>	<b>Understanding, Communicating and Working with Cub Scouts</b>
<b>DURATION:</b>	60 Minutes
<b>AIM:</b>	Participants will better understand some of the typical physical, mental and social abilities of Cub Scouts.
<b>KEY OBJECTIVES:</b>	<p><u>Understanding Cub Scouts</u></p> <ul style="list-style-type: none"> <li>• Describe the growth &amp; development characteristics of 8-11 year old (physical, mental, social)</li> <li>• Creating a supporting environment for Cub Scouts</li> <li>• Apply the "Code of Conduct" described in Scouts Canada's Duty of Care document</li> <li>• Establish a Code of Conduct for the youth as described in Appendix B</li> <li>• Describe the needs of Cub-aged children</li> </ul> <p><u>Communicating with Cub Scouts</u></p> <ul style="list-style-type: none"> <li>• Demonstrate effective communication skills of a Leader                             <ul style="list-style-type: none"> <li>○ Active listening</li> <li>○ Body language</li> <li>○ Consideration of attention span</li> <li>○ Converse at eye level</li> <li>○ Tone &amp; volume of speech</li> <li>○ Multi-senses</li> </ul> </li> <li>• Demonstrate Cub hand signals – stop and be quiet; form a circle;</li> <li>• Explain need for short, clear communication that is understandable</li> <li>• Creating an awareness (of above) in planning</li> </ul> <p><u>Working with Cub Scouts</u></p> <ul style="list-style-type: none"> <li>• Discuss ways to integrate youth with challenges</li> <li>• Recognize and reinforce positive behaviour</li> <li>• Discuss appropriate behaviour &amp; discipline (firm kindness and kind firmness)                             <ul style="list-style-type: none"> <li>○ How to handle disruption</li> <li>○ What do youth expect from their leadership team</li> </ul> </li> <li>• Explain how to choose appropriate activities for Cubs i.e. activities at proper age level</li> <li>• Explain common Cub Terminology i.e. DYB, DOB, lair, etc.</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<p><a href="#">BP&amp;P Section 7000 Duty of Care</a></p> <p><a href="#">The Wolf Cub Leader's Handbook Part 1 - 2009</a> – Chapter 3</p> <p><a href="#">The Wolf Cub Leader's Handbook Part 2 - 2009</a> – Appendix B</p>
<b>QUALITY STANDARDS SECTIONS:</b>	Spiritual Emphasis, Family/parent involvement, Youth Input
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Wolf Cub Leader's Handbook
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Leadership Principles - Leading in a Team Environment</b>
<b>DURATION:</b>	60 Minutes
<b>AIM:</b>	Participants will be able to describe the principles of working within a leadership team environment and how to include the youth in this team.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Discuss the role and responsibilities in the Cub Leader Job description</li> <li>• Discuss the value and importance of youth leadership roles <ul style="list-style-type: none"> <li>○ Sixers and Seconds</li> <li>○ Sixers Council</li> <li>○ Activity Leaders(AL's) and Scouters-in-Training(SIT's)</li> <li>○ Kim</li> <li>○ Consultation with the Cubs for input in short and long term planning</li> </ul> </li> <li>• Discuss the merits of shared responsibilities for all the leadership team to ensure roles and responsibilities can be interchangeable</li> <li>• Discuss opportunities to evaluate the leadership team <ul style="list-style-type: none"> <li>○ Through self-assessment at regular planning meetings</li> <li>○ Through open and honest essential review</li> </ul> </li> <li>• Discuss the value of recruiting and retaining leaders <ul style="list-style-type: none"> <li>○ Proper and complete VRAD will ensure the right person for the right job</li> <li>○ Frequent informal and formal leader recognition</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Polices and Procedures <a href="#">The Wolf Cub Leader's Handbook Part 2 - 2009</a> – Chapter 18
<b>QUALITY STANDARDS SECTIONS:</b>	Youth Input, Training/Leadership
<b>RESOURCES REQUIRED:</b>	<a href="#">The Wolf Cub Leader's Handbook Part 1 - 2009</a> , <a href="#">The Wolf Cub Leader's Handbook Part 2 - 2009</a> , Cub Leader Job Description, <a href="#">Kim Book</a>
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Administering the Cub Pack</b>
<b>DURATION:</b>	60 Minutes
<b>AIM:</b>	Participants will better understand the administration of a Pack
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Identify the value and need for Youth/Adult registration information <ul style="list-style-type: none"> <li>○ Current medical information and emergency contacts available</li> <li>○ Duty of care compliance</li> <li>○ Ensures members are properly registered to reduce risk</li> <li>○ Potential available parent/guardian resources</li> </ul> </li> <li>• State the forms in Camping and Outdoor Activity Procedures required for the pack program</li> <li>• Discuss the importance of financial record keeping according to BP&amp;P</li> <li>• Explain the lines of accountability between sections and Group Committee</li> <li>• Learn what budget requirements are needed to submit to Group Committee per BP&amp;P</li> <li>• Identify acceptable fundraising activities i.e. Popcorn, Scoutrees and acceptable use of funds</li> <li>• Identify how accurate record keeping can aid in group's membership growth</li> <li>• Explain the value and need for badge tracking</li> <li>• Explain the reason for inventory of assets</li> <li>• Define the accepted use of Logo and intellectual property</li> <li>• Explore ways to retain and grow membership by: <ul style="list-style-type: none"> <li>○ Inviting members back at the beginning of each year</li> <li>○ Those not returning at any time are contacted by the Leader</li> </ul> </li> <li>• Hosting one activity per year that focuses on increasing membership</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">BP&amp;P Section 3000 Membership &amp; Registration</a> <a href="#">BP&amp;P Section 20000 Forms</a> <a href="#">BP&amp;P Section 10000 Camping and Outdoor Activities</a> <a href="#">BP&amp;P Section 11000 Financial and Fundraising Procedures</a> <a href="#">The Wolf Cub Leader's Handbook Part 2 - 2009</a> – Chapter 17
<b>QUALITY STANDARDS SECTIONS:</b>	Administration, Membership/Retention/Growth
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-Laws, Policies and Procedures, Wolf Cub Leader's Handbook
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Pack Program Elements – Using the Badge, Star and Awards to Support the Program</b>
<b>DURATION:</b>	60 minutes
<b>AIM:</b>	Participants will be able to identify and utilize the 7 Program Elements to help build well-balanced Cub programs that will encompass themes, badge and the star system.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Identify the Program Elements and their utilization in the Cub program <ul style="list-style-type: none"> <li>○ Games</li> <li>○ Crafts</li> <li>○ Storytelling</li> <li>○ Playacting</li> <li>○ Music</li> <li>○ Outdoors</li> <li>○ Spiritual Fellowship</li> </ul> </li> <li>• Identify the Activity Areas and how the Badge, Star, and Awards support the Cub program</li> <li>• Identify different opportunities for Specialty Badges and how to incorporate into the Cub program</li> <li>• Identify how the program elements can help meet the requirements for the Cub Quality Program Standards and Awards</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">The Wolf Cub Leader's Handbook - 2009</a> <a href="#">World Scout Environment Award</a> <a href="#">Pack Quality Program Standards and Awards</a> <a href="#">Program Builder Online</a>
<b>QUALITY STANDARDS SECTIONS:</b>	Badge, Star and Award Program
<b>RESOURCES REQUIRED:</b>	Wolf Cub Leader's Handbook, World Scout Environment Award
<b>TRAINER NOTES:</b>	This session provides an introductory outline of the program elements. Later sessions provides details on how to plan these elements into the program.

<b>TOPIC NAME:</b>	<b>Groupings in the Cub Pack</b>
<b>DURATION:</b>	30 minutes
<b>AIM:</b>	Participants will understand the importance of working within small groups including the Six and the Sixers' Council.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the structure of Sixes, Sixers' Council</li> <li>• Discuss the benefits of dividing into the following small groups: <ul style="list-style-type: none"> <li>○ Sixes – team building</li> <li>○ Ages – allows for different skills to be taught</li> <li>○ Interests – keep them interested in what they are doing</li> <li>○ Skill level – allows some to hone existing skills</li> <li>○ Random selection – mixed things up.....just for fun</li> </ul> </li> <li>• Discuss methods for organizing sixes and selecting Sixers and Seconds <ul style="list-style-type: none"> <li>○ Composure of small group (sixes) by age/skill/level/year level/ gender/peer group/interests/maturity</li> <li>○ Blended sixes – mixture of all year levels</li> <li>○ Consensus decision by the leadership team</li> </ul> </li> <li>• Explain the roles and functions of the Sixer and the Second. <ul style="list-style-type: none"> <li>○ Relay message to their six.</li> <li>○ Mark attend &amp; collect dues</li> <li>○ Act as a good role model</li> <li>○ Give leaders' feedback from Cubs in their six</li> </ul> </li> <li>• Discuss value of Cubs to participate in leadership of the pack through the Sixers' Council. <ul style="list-style-type: none"> <li>○ Participates in the Sixers' Council</li> <li>○ Functions on the Sixers' Council as a leadership tool</li> <li>○ Understands Pack Leaders' Roles on the Sixers' Council</li> <li>○ Involves youth in the evaluation process</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Polices and Procedures <a href="#">The Wolf Cub Leader's Handbook Part 2 - 2009</a> – Chapter 17
<b>QUALITY STANDARDS SECTIONS:</b>	Youth Input, Training/Leadership
<b>RESOURCES REQUIRED:</b>	Wolf Cub Leader's Handbook
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Program Planning and Evaluation</b>
<b>DURATION:</b>	90 Minutes
<b>AIM:</b>	Participants will understand the program planning process to achieve the objectives of the Cub Program that reflect the youth's age, characteristics, and development.
<b>KEY OBJECTIVES:</b>	<p><u>Program Planning</u></p> <ul style="list-style-type: none"> <li>• Explain the value and the benefits of planning</li> <li>• Define and explain the Programming steps <ul style="list-style-type: none"> <li>○ Program start</li> <li>○ Program development</li> <li>○ Program delivery</li> <li>○ Program evaluation</li> </ul> </li> <li>• Explain value of delegation among the Leadership team in planning</li> <li>• Explain the planning process <ul style="list-style-type: none"> <li>○ Short range (1 month)</li> <li>○ Medium range (3 months)</li> <li>○ Long range (1 year)</li> </ul> </li> <li>• Explore resources available to aid in planning such as calendar of events, faith and cultural calendars, council and area calendars</li> </ul> <p><u>Program Evaluation</u></p> <ul style="list-style-type: none"> <li>• Discuss need for evaluation of events and program both for the leader and the youth</li> <li>• Explain the value of youth input and incorporate a method of youth input</li> <li>• Evaluate the meeting flow in terms of the youth's levels of energy, activity and abilities</li> <li>• Know how and when to modify the program</li> <li>• Use the Cub Quality Program Standards and Awards as a measurement tool</li> </ul> <p><u>Program Exercise</u></p> <ul style="list-style-type: none"> <li>• Conduct a planning exercise</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	Scouts Canada By-laws, Policies and Procedures, Wolf Cub Leader's Handbooks, Jumpstart Packages, Climate Change Resource Book, Multi-Faith and Cultural calendar, Cub Quality Program Standards and Awards, <a href="#">Program Builder Online</a>
<b>QUALITY STANDARDS SECTIONS:</b>	Program Planning, Community Service, Youth Input, Membership/Retention/Growth
<b>RESOURCES REQUIRED:</b>	Wolf Cub Leader Handbook, Cub Quality Program Standards and Awards, Calendar
<b>TRAINER NOTES:</b>	The use of the three tools (i.e. program goals, program elements and the program standards) will ensure the delivery of a well-balanced, and diversified program that will meet the requirements of the Awards application and the mission of Scouts Canada

<b>TOPIC NAME:</b>	<b>Conducting a Cub Scout Meeting</b>
<b>DURATION:</b>	120 Minutes
<b>AIM:</b>	Participants will be able to effectively manage the weekly program and understand the elements of the typical meeting.
<b>KEY OBJECTIVES:</b>	The Cub Scout Meeting is a series of Activities as describe in the following set of Subtopics. Any one of these elements can be introduced at any time in any meeting as it becomes appropriate to develop and enhance the theme.
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">The Wolf Cub Leader's Handbook - 2009</a> Jumpstart packages The Campfire Book The Song Book Campfire Sing Along CD Field Book for Canadian Scouting Climate Change Resource Book The Jungle Book New Scouter Welcome Kit
<b>QUALITY STANDARDS SECTIONS:</b>	All aspects of the Quality Standards and Awards can be incorporated and met by adding variety of activities into the meetings.
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-Laws, Policies and Procedures, Wolf Cub Leader's Handbook, Jumpstart packages, Field Book for Canadian Scouting, Climate Change Resource Book , The Jungle Book
<b>TRAINER NOTES:</b>	Much of this module should be presented as "Learn by Doing" if possible.

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Theme Programs</b>
<b>AIM:</b>	Participants will understand how theme programs help achieve our Mission, Programs Standards and aids in a well-rounded program.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Use theme programs often</li> <li>• Explain the value of theme programs – Jungle Theme and Other Themes               <ul style="list-style-type: none"> <li>○ Helps with planning and less chance to repeat activities</li> <li>○ How you can relate the theme to the program elements</li> <li>○ Engage the youth to help pick the themes</li> </ul> </li> <li>• Incorporate The Jungle Book early in the program year as               <ul style="list-style-type: none"> <li>○ It familiarizes the youth with the value of the Leaders Names</li> <li>○ Jungle games and jungle dances make more sense</li> <li>○ Making lair curtains and jungle flags add to the atmosphere and incorporate the theme</li> <li>○ Use of jungle ceremonies often but not every week</li> </ul> </li> </ul>
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 6 The Jungle Book

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Gathering Activities</b>
<b>AIM:</b>	Participants will understand how Gathering activities help leaders control and focus activity of youth before meeting starts, preventing potential problems from “uncontrolled” time.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain value and use of gathering activities</li> <li>• Create a list of possible gathering activities</li> </ul>
<b>REFERENCES:</b>	The Wolf Cub Leader's Handbook - Chapter 9

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Ceremonies</b>
<b>AIM:</b>	Participants will have an understanding of the different ceremonies in the Pack Program.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value and importance of Ceremonies</li> <li>• Discuss the different Ceremonies available:               <ul style="list-style-type: none"> <li>○ Opening and Closing</li> <li>○ Advancement – moving to troop</li> <li>○ Investitures</li> <li>○ Jungle</li> <li>○ Others</li> </ul> </li> </ul>
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 5, 6, 14

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Games</b>
<b>AIM:</b>	Participants will an understanding of how a variety of games are essential to the full development of the youth and will help achieve our Mission and Program Standards.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value and use of games</li> <li>• Provide tips for running games</li> <li>• Discuss the importance of variety of games offered to meet the needs of the youth</li> <li>• Explain the difference between competitive vs. cooperative</li> <li>• Discuss the types of Games available               <ul style="list-style-type: none"> <li>○ Gathering</li> <li>○ Steam-off</li> <li>○ Quiet</li> <li>○ Skill</li> <li>○ Outdoor</li> </ul> </li> <li>• Create a list of possible games and sources for new games</li> </ul>
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 9, Games from A to Z

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Crafts</b>
<b>AIM:</b>	Participants will understand how Crafts help achieve our Mission, Program Standards and are essential to the full development of the youth.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value and use of crafts</li> <li>• Discuss the steps in organizing a craft and when and how to modify it depending on level of youth</li> <li>• Discuss the importance of variety of various craft projects to meet the needs of the youth</li> <li>• Create a list of possible crafts and craft sources</li> </ul>
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 10

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Music</b>
<b>AIM:</b>	Participants will understand how Music helps achieve our Mission, Program Standards and are essential to the full development of the youth.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value and use of music</li> <li>• Provide tips on how to get started singing</li> <li>• Discuss the importance of variety of music offered to meet the needs of the youth</li> <li>• Demonstrate steps in how to teach or lead a song</li> <li>• Explain when to sing i.e. outdoors; on a hike; at a campfire</li> <li>• Discuss the types of Music               <ul style="list-style-type: none"> <li>○ Singing</li> <li>○ Strike up a band</li> </ul> </li> <li>• Discuss the types of songs available               <ul style="list-style-type: none"> <li>○ Quiet</li> <li>○ Rounds</li> <li>○ Chants</li> <li>○ Echo or repeat after me songs</li> </ul> </li> <li>• Create a list of possible songs and sources for new songs</li> </ul>
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 11

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Storytelling</b>
<b>AIM:</b>	Participants will understand how Storytelling helps achieve our Mission, Program Standards and nurtures a creative mind.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value and use of storytelling</li> <li>• Discuss the importance of variety of stories offered to meet the needs of the youth</li> <li>• Demonstrate the steps in how to prepare and tell a story</li> <li>• Determine whether to read or tell: what's better?</li> <li>• Determine when to tell a story i.e. outdoors; on a hike; at a campfire</li> <li>• Discuss the types of stories available               <ul style="list-style-type: none"> <li>○ Action</li> <li>○ Quiet</li> <li>○ Stories with games</li> <li>○ Tales and myths</li> </ul> </li> <li>• Create a list of possible stories and sources for new stories</li> </ul>
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 12, The Jungle Book

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Playacting</b>
<b>AIM:</b>	Participants will understand how Playacting helps achieve our Mission, Program Standards and nurtures a creative mind.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value and use of playacting</li> <li>• Discuss the steps in enjoying playacting as an audience</li> <li>• Demonstrate the steps in how to get started</li> <li>• Discuss ways to involve the shy cub</li> <li>• Discuss the types of playacting available <ul style="list-style-type: none"> <li>○ Action</li> <li>○ Mime</li> <li>○ Skits</li> <li>○ Stories with games</li> <li>○ Tales and myths</li> </ul> </li> <li>• Create a list of possible sources</li> </ul>
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 13

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Spiritual Fellowship</b>
<b>AIM:</b>	Participants will understand how Spiritual Fellowship helps achieve our Mission, Program Standards and aids in spiritual development.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value and use of spiritual fellowship and not as a religious education</li> <li>• Discuss ways to integrate spiritual activities into all parts of the program with very little effort by building them into the seven program elements</li> </ul>
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 14

Presenter Name \_\_\_\_\_

Date/Time \_\_\_\_\_

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Outdoors</b>
<b>TEACHING POINTS:</b>	This is an extended session described later.
<b>REFERENCES:</b>	Wolf Cub Leader's Handbook – Chapter 15

<b>SUBTOPIC NAME:</b>	<b>Pack Activities...Campfires</b>
<b>AIM:</b>	Participants will understand how campfires help achieve our Mission, Programs Standards and aids in a well-rounded program.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value and purpose of campfires             <ul style="list-style-type: none"> <li>○ Fun, fellowship, sharing and singing</li> </ul> </li> <li>• Discuss the types of campfires available             <ul style="list-style-type: none"> <li>○ Formal, informal, sing songs, indoor, outdoor</li> </ul> </li> <li>• Discuss the elements of campfires             <ul style="list-style-type: none"> <li>○ Fires</li> <li>○ Opening</li> <li>○ Songs</li> <li>○ Skits</li> <li>○ Cheers</li> <li>○ Games</li> <li>○ Yarns</li> <li>○ Closings</li> </ul> </li> <li>• Emphasize the risks and the value of assessing campfires             <ul style="list-style-type: none"> <li>○ Knowledge required to build, run and cleanup a campfire, leaving as little impact on the environment as possible</li> </ul> </li> <li>▪ Demonstrate ways to build a campfire             <ul style="list-style-type: none"> <li>○ Ceremonial fires</li> <li>○ Clean up</li> <li>○ Fire pits</li> <li>○ Environmental Issues</li> </ul> </li> <li>▪ Resources</li> </ul>
<b>REFERENCES:</b>	<p>Wolf Cub Leader's Handbook – Chapter 15</p> <p>The Campfire Book</p> <p>The Song Book</p> <p>Campfire Sing Along CD</p> <p>Field Book for Canadian Scouting</p>

<b>TOPIC NAME:</b>	<b>Linking Activities in the Pack</b>
<b>DURATION:</b>	30 Minutes
<b>AIM:</b>	Participants will understand the importance of linking activities in the Pack.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain what a linking activity is</li> <li>• Discuss benefits of linking activities <ul style="list-style-type: none"> <li>○ Younger sections have older role models</li> <li>○ Insight into what they have to look forward to – great succession tool</li> <li>○ Advertising and promotion for the older section</li> </ul> </li> <li>• Discuss how linking activities contribute to the development of youth <ul style="list-style-type: none"> <li>○ Broadens youth and leaders' awareness of other sections of the Scouting family.</li> <li>○ Encourages youth to go onto the next level of Scouting</li> </ul> </li> <li>• Explain the role of Kim and Keo in linking the sections</li> <li>• Incorporate tracking and presentation of Link Badge</li> <li>• Provide examples of linking activities <ul style="list-style-type: none"> <li>○ Multi-section camps</li> <li>○ Linking Colony and Pack Leaders</li> <li>○ Linking Pack and Troop Leaders</li> <li>○ Offers of service at Beaverees</li> <li>○ Multi-section advancement ceremonies</li> <li>○ White tails visit pack and 3<sup>rd</sup> year Cubs visit troop</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<p>Scouts Canada By-laws, Polices and Procedures</p> <p><a href="#">The Wolf Cub Leader's Handbook Part 2 - 2009</a> – Chapter 19</p> <p>Kim Book</p>
<b>QUALITY STANDARDS SECTIONS:</b>	Linking, Membership/Retention/Growth
<b>RESOURCES REQUIRED:</b>	Wolf Cub Leader's Handbook, Kim Book
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Promoting Outdoor Activities</b>
<b>DURATION:</b>	60 Minutes
<b>AIM:</b>	Participants will know the range of outdoor activities that the Cub Scouts can explore in holding weekly meetings outdoors, day activities and overnight camps and the role the Leader must play during the planning of these outings.
<b>KEY OBJECTIVES:</b>	<p><u>Explain the value of Outdoor Activities</u></p> <ul style="list-style-type: none"> <li>• Acknowledge meetings are more fun outside</li> <li>• Provide new opportunities/experiences to enhance the pack program</li> <li>• Fulfills a requirement of the Cub Quality Program Standards and Awards Application</li> <li>• Provides variety to the program</li> <li>• Allows youth to learn about their environment</li> <li>• Offers an opportunity to learn, develop and practice outdoor skills</li> <li>• Provides spiritual and environmental awareness</li> </ul> <p><u>Discuss the availability of Outdoor Activities</u></p> <ul style="list-style-type: none"> <li>• Awards and council activities</li> <li>• Service activities</li> <li>• Cuborees, Group Camps, etc.</li> <li>• Online sources – Event calendars</li> </ul> <p><u>Discuss the managing risk of Outdoor Activities</u></p> <ul style="list-style-type: none"> <li>• Need for assessing level of activities – Green, Yellow, Red</li> <li>• Appropriate use of forms for outdoor activities</li> <li>• Importance of evaluating the outdoor activities <ul style="list-style-type: none"> <li>○ Increased supervision and safety precautions</li> <li>○ Appropriate outdoor wear</li> </ul> </li> <li>• Fulfills the requirement of meeting leader/youth ratio</li> <li>• Appropriate training or expertise required i.e. first aid qualifications</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<p><a href="#">BP&amp;P Section 10000 Camping and Outdoor Activities</a></p> <p>BP&amp;P Section 20000 Forms</p> <p>Wolf Cub Leader's Handbook</p> <p>Climate Change Resource Book</p> <p><a href="#">Leave No Trace booklet</a></p> <p><a href="#">World Scout Environment Award</a></p>
<b>QUALITY STANDARDS SECTIONS:</b>	Outdoors, Environmental Awareness
<b>RESOURCES REQUIRED:</b>	Wolf Cub Leader's Handbook, Climate Change Resource Book Scouts Canada By-laws, Polices and Procedures, Leave No Trace
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Outdoor Essentials</b>
<b>DURATION:</b>	60 Minutes
<b>AIM:</b>	Participants will be aware of the skills that are needed for outdoor activities. This session is not intended to ensure the participants have these skills.
<b>KEY OBJECTIVES:</b>	<p>Explain the necessary knowledge and skills required for outdoor activities for:</p> <ul style="list-style-type: none"> <li>• Basic personal equipment and its' uses.</li> <li>• Common knots and their correct use</li> <li>• Basic camping equipment and cooking equipment</li> <li>• Map (road and topographical) and compass reading</li> <li>• Impact of our activities on the environment</li> <li>• Potential environment conditions and hazards</li> <li>• Causes and symptoms, signs, prevention, and treatment of the following: <ul style="list-style-type: none"> <li>○ Dehydration,</li> <li>○ Frostbite,</li> <li>○ Hypothermia,</li> <li>○ Sunburn/sunstroke, and</li> <li>○ Heatstroke</li> </ul> </li> <li>• Procedures to prevent getting lost or separated from the group</li> <li>• Purpose of a personal emergency kit</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<p>Field Book for Canadian Scouting  <a href="#">BP&amp;P Section 10000 Camping and Outdoor Activities</a>  <a href="#">Cub Quality Program Standards and Awards</a>  <a href="#">World Scout Environment Award</a>  <a href="#">Leave No Trace booklet</a></p>
<b>QUALITY STANDARDS SECTIONS:</b>	Outdoors, Environmental Awareness
<b>RESOURCES REQUIRED:</b>	Field Book for Canadian Scouting, Wolf Cub Leaders' Handbook Various resource books on camping, outdoor skills, Leave No trace booklet, etc.
<b>TRAINER NOTES:</b>	This session is not intended to ensure the participants have these skills. The National Outdoor Skills will be covering the knowledge and opportunity to practice these skills.

<b>TOPIC NAME:</b>	<b>Local Topics</b>
<b>DURATION:</b>	Not to exceed 30 minutes (optional)
<b>AIM:</b>	<p>This session is to be used to cover the local scouting topics. Topics should be specific to the council in which training is provided. This may or may not be applicable to other Councils.</p> <p>The content must be approved by the Council Commissioner and forward to the Deputy Council Commissioner for Volunteer Services.</p>
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Council Direction and Information</li> <li>• Council/Area Activities</li> <li>• Urban vs. Rural topics</li> <li>• Prepared general information on program resources</li> <li>• Special topics which pertain TRAINER topics which pertain to the training area such as Disabilities, Substance Abuse, ADD and ADHD etc. See Trainer notes below.</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	
<b>QUALITY STANDARDS SECTIONS:</b>	
<b>RESOURCES REQUIRED:</b>	
<b>TRAINER NOTES:</b>	<p>The content must be approved by the Council Commissioner and forward to the Deputy Council Commissioner for Volunteer Services. To be filed with the course report.</p>