

# **SCOUTS CANADA COURSE TRAINING STANDARD**



**It starts with Scouts.**

## **TROOP WOOD BADGE PART I**

**MAY 2011  
VERSION 2.0**

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# Introduction

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

The intended audience for the Troop Wood Badge Part I is the Scout Counselors and Troop Scouters.

## 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 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.

## Troop Wood Badge I Course Description

<b>Program Name:</b> Volunteer Development		<b>Code:</b> TMS1/S
<b>Course Name:</b> Troop 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> Troop 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 execute a program as described in the Program Handbook that will comply with the Mission of Scouts Canada and 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 Scouts</li> <li>6. Leadership – Principles and Leading in a Team Environment</li> <li>7. Administering the Scout Troop</li> </ol>	
Module 3	<ol style="list-style-type: none"> <li>8. Troop Program Elements - Using the Badge System to Support the Program</li> <li>9. Groupings in the Troop – The Patrol System</li> <li>10. Program Planning and Evaluation</li> <li>11. Applying the Court of Honour in Planning</li> </ol>	
Module 4	<ol style="list-style-type: none"> <li>12. Conducting a Scout Meeting</li> <li>13. Linking Activities in the Troop</li> </ol>	
Module 5	<ol style="list-style-type: none"> <li>14. Promoting Outdoor Activities</li> <li>15. Outdoor Essentials</li> <li>16. 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, <a href="#">Scout Leader's Handbook</a> and The Field Book for Canadian Scouting, 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>• Scout Leader's Handbook, By-Laws, Policies &amp; Procedures, Jump Start for Scouts, 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

# Troop 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 Scouts	
60 min	6. Leadership Principles – Leading in a Team Environment	
60 min	7. Administering the Scout Troop	
5 min	Wind-up – Revisit Participant Expectations	
185 Min	<b>Total</b>	

## MODULE 3 – PLANNING

Time	Topic	Presenter(s)
30 min	8. Troop Program Elements - Using the Badge System	
30 min	9. Groupings in the Troop – The Patrol System	
90 min	10. Program Planning and Evaluation	
30 min	11. Apply the Court of Honour in Planning	
5 min	Wind-up – Revisit Participant Expectations	
185 Min	<b>Total</b>	

## MODULE 4 – RUNNING AN EFFECTIVE MEETING

Time	Topic	Presenter(s)
120 min	12. Conducting a Scout Meeting	
30 min	13. Linking Activities in the Troop	
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	14. Promoting Outdoor Activities	
60 min	15. Outdoor Essentials	
30 min	16. Local Topics	
15 min	Wind-up – Revisit Participant Expectations and Presentations	
155 Min	<b>Total</b>	

## Evaluation Strategy – Troop 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>	Section Leader's Handbook <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>	Participants will be able to better understand the organizational structure of Scouts Canada and identify the support available to them. Participants will understand all the section programs of Scouting.
<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>	Participants should be able to identify at least one other person who can offer support. Participants should not go away from the course thinking they are on their own.

<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="#">National Risk Management for Leaders PowerPoint</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 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 How to Protect Your Child From Abuse: A Parent’s Guide
<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><i>Right people in the right place at the right time with the right equipment.</i></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</p> <p><a href="#">Spirituality Award</a> – The Rationale</p> <p><a href="#">Spirituality Award</a></p> <p><a href="#">Religion in Life Awards</a></p> <p>Thoughts for Sharing, Let's Celebrate 2</p> <p>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 Scouts</b>
<b>DURATION:</b>	60 Minutes
<b>AIM:</b>	Participants will better understand some of the typical physical, mental and social abilities of Scouts.
<b>KEY OBJECTIVES:</b>	<p><u>Understanding Scouts</u></p> <ul style="list-style-type: none"> <li>• Describe the need for interpersonal relations at this age</li> <li>• Describe the growth &amp; development characteristics of 11-14 year old (physical, mental, social)</li> <li>• Youth and their Rights</li> <li>• Gender and Ethnicity</li> <li>• Spirituality, Cognitive and Moral development</li> <li>• Creating a supporting environment for Scouts</li> <li>• Apply the "Code of Conduct" described in Scouts Canada's Duty of Care</li> <li>• Establish a Code of Conduct for the youth</li> <li>• Describe the needs of Scout-aged youth</li> <li>• Recognizing their adolescent aspirations and confidence building</li> </ul> <p><u>Communicating with 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 and multi-senses</li> <li>○ Consideration of attention span</li> <li>○ Converse at eye level</li> <li>○ Tone &amp; volume of speech</li> </ul> </li> <li>• Demonstrate Scout hand signals – stop and be quiet; form a horseshoe;</li> <li>• Creating an awareness (of above) in planning</li> </ul> <p><u>Working with Scouts</u></p> <ul style="list-style-type: none"> <li>• Identify and discuss appropriate leadership styles depending upon the situation</li> <li>• Discuss ways to integrate youth with challenges</li> <li>• Ways to be a positive role model</li> <li>• Recognize and reinforce positive behaviour</li> <li>• Behaviour &amp; discipline (firm kindness and kind firmness) <ul style="list-style-type: none"> <li>○ How to handle disruption</li> <li>○ What do Scouts expect from their leadership team</li> <li>○ How to administer peer pressure through patrol and Court of Honour</li> </ul> </li> <li>• Choosing appropriate activities for Scouts for their age level</li> <li>• Explain common Scout Terminology</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="#">Scout Leader Handbook</a> - Chapter 3 – Leadership and 4 – Scout-Aged Youth
<b>QUALITY STANDARDS SECTIONS:</b>	Spiritual Emphasis, Family/parent involvement, Youth Input
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Policies and Procedures, Scout Leader 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 Scout Leader Job description</li> <li>• Discuss the value and importance of the youth leadership roles <ul style="list-style-type: none"> <li>○ Patrol Leaders (PL's) and Assistant Patrol Leaders (APL's)</li> <li>○ Court of Honour</li> <li>○ Activity Leaders (AL's) and Scouters-in-Training (SIT's)</li> <li>○ The troop Leader (youth)</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>○ Expectation and requirement for mandatory Leader Training</li> <li>○ Frequent informal and formal leader recognition</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="#">Scout Leader's Handbook</a> - Chapter 3 - Leadership</p> <p><a href="#">The Patrol Leader's Handbook</a> – Chapter 3 – You and Your Patrol</p> <p><a href="#">Kim Book</a></p>
<b>QUALITY STANDARDS SECTIONS:</b>	Youth Input, Training/Leadership
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Scout Leader's Handbook, <a href="#">Troop Scouter/Scout Counsellor Job Description</a> , <a href="#">The Kim Book</a>
<b>TRAINER NOTES:</b>	There is a session later that discusses the Court of Honour.

<b>TOPIC NAME:</b>	<b>Administering the Scout Troop</b>
<b>DURATION:</b>	60 Minutes
<b>AIM:</b>	Participants will better understand the administration of a Troop.
<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 Scout 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 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="#">Scout Leader’s Handbook</a> - Chapter 11 – Troop Management and Chapter 16 Scout’s Canada Overview
<b>QUALITY STANDARDS SECTIONS:</b>	Administration, Membership/Retention/Growth
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Scout Leader’s Handbook, The Troop Annual Records, Financial Record Book, The Troop Resource Book
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Troop Program Elements - Using the Badge System to Support the Program</b>
<b>DURATION:</b>	30 Minutes
<b>AIM:</b>	Participants will be able to identify and utilize the varied program elements to help build a well-balanced Scout program that will incorporate the badge system into the activities allowing for individual's best effort.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Identify typical program content <ul style="list-style-type: none"> <li>○ Games</li> <li>○ Camping</li> <li>○ Outdoors</li> <li>○ Spiritual Development</li> <li>○ Skill development</li> </ul> </li> <li>• Identify the badge system and how they support the Scout program by incorporating the badge requirements into the activity plans</li> <li>• Identify different opportunities for Specialty Badges and badge-based program themes and how to incorporate into the program</li> <li>• Explain how to provide Scouts with opportunities to develop their own and collective goals and objectives for the troop program. How is this accomplished? Patrol in Council, Court of Honour</li> <li>• Except in the area of safety, criteria for earning a badge is "best effort" and "learning by doing". Exceptions are where outside agencies have set the badge standards (Red Cross etc.)</li> <li>• Demonstrate how to track Scout's achievements, and encourage Scouts to note their own progress through the Badge Record Forms</li> <li>• Provide an example of a Scout's plan to earn the Chief Scout's Award.</li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">Scout Leader's Handbook</a> - Chapter 7 – Planning and Chapter 8 Badges and Awards Canadian Scout Handbook Field Book for Canadian Scouting <a href="#">World Scout Environment Award</a> <a href="#">Scout Quality Program Standards and Awards</a>
<b>QUALITY STANDARDS SECTIONS:</b>	Badge/Award Program
<b>RESOURCES REQUIRED:</b>	Scout Leader's Handbook, World Scout Environment Award, Badge Record Charts
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Groupings in the Troop – The Patrol System</b>
<b>DURATION:</b>	30 Minutes
<b>AIM:</b>	Participants will understand how to implement and use the Patrol system in the Troop and the importance of and proper management of patrol challenges.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the reasons for using the Patrol system <ul style="list-style-type: none"> <li>○ Patrol is the basic team unit and fundamental to success of the troop</li> <li>○ Patrol management by youth is a learning process</li> </ul> </li> <li>• Identify methods in forming and maintaining patrols <ul style="list-style-type: none"> <li>○ Need to coach PLs/ APLs in various aspects of team motivation and management</li> <li>○ Appropriate and acceptable discipline</li> </ul> </li> <li>• Identify selection process of Patrol Leaders and Assistant Patrol Leaders</li> <li>• Describe the various roles and functions of the Patrol Leader, Assistant Patrol Leader, Treasurer, Equipment Coordinator, Troop Scouter and Scout Counsellors</li> <li>• Identify the benefits of patrol challenges. <ul style="list-style-type: none"> <li>○ Builds team spirit/identity of a small group</li> <li>○ Provides friendly competition</li> <li>○ Provides opportunity to observe Scouts' interaction, leadership skills etc.</li> <li>○ Provides opportunity for leadership within the patrol</li> <li>○ Is fun</li> <li>○ Can teach or reinforce skills</li> <li>○ Creates camaraderie that will affect each Scout's life significantly</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<p><a href="#">Scout Leader's Handbook</a> - Chapter 5 – The Patrol and Chapter 6 - The Troop</p> <p><a href="#">The Patrol Leader's Handbook</a> – Chapter 1 – Getting Started; Chapter 3 – You and Your Patrol; Chapter 5 – Getting the Job Done</p>
<b>QUALITY STANDARDS SECTIONS:</b>	Youth Input, Training/Leadership
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Policies and Procedures, Scout Leader's and Canadian Scout Handbooks, The Patrol 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 Scout Program that will provide progressively challenged age-appropriate activities.
<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 a troop program</li> <li>• Define and explain the Programming steps <ul style="list-style-type: none"> <li>○ Program start or program goals</li> <li>○ Program development</li> <li>○ Program delivery</li> <li>○ Program evaluation</li> </ul> </li> <li>• Define and explain the value of Patrol programming</li> <li>• Explain the role and the value of delegation among the Leadership team in programming</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 calendar, 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 risk management both prior and afterwards for the leaders and the youth</li> <li>• Know how and when to modify the program to accommodate the age, skill and ability of youth</li> <li>• Use the Scout Quality Program Standards and Awards as a measurement tool</li> <li>• Discuss the merits in badge based program themes to accomplish badge requirements and to provide well-balance programming</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>	<a href="#">Scout Leader's Handbook</a> - Chapter 6 The Troop & Chapter 7 Planning, Multi-Faith & Cultural, school calendars, Jumpstart packages, Climate Change Resource Book, <a href="#">World Scout Environment Award</a> , <a href="#">Program Builder Online</a>
<b>QUALITY STANDARDS SECTIONS:</b>	Program Planning, Community Service, Youth Input, Membership/Retention/Growth
<b>RESOURCES REQUIRED:</b>	The Scout Leader's Handbook, Field Book for Canadian Scouting, Jumpstart for Scouts, Calendar, Scout Quality Program Standards & Awards
<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>Applying the Court of Honour in Planning</b>
<b>DURATION:</b>	30 Minutes
<b>AIM:</b>	Participants will understand the need and importance of the Court of Honour as a fundamental to successful Scouting in the Troop.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain the value of a Court of Honour</li> <li>• Discuss the responsibilities and functions carried out by the Court of Honour</li> <li>• Explain the roles of Patrol Leaders, Troop Scouter and Scout Counsellors in the Court of Honour</li> <li>• Explain when, frequency and agenda of the meetings</li> <li>• Explain the Court of Honour Code</li> <li>• Encourage the level of youth involvement by: <ul style="list-style-type: none"> <li>○ Explaining the methods available in evaluation process</li> <li>○ Giving opportunities for youth to schedule and organize activities</li> <li>○ Providing guidance and help to get them started</li> <li>○ Incorporating the feedback into future section program planning</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">Scout Leader's Handbook</a> - Chapter 6 - The Troop <a href="#">The Patrol Leader's Handbook</a> – Chapter 4 “The Court of Honour”
<b>QUALITY STANDARDS SECTIONS:</b>	Youth Input
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Scout Leader's and Canadian Scout Handbooks, The Patrol Leader's Handbook
<b>TRAINER NOTES:</b>	

<b>TOPIC NAME:</b>	<b>Conducting a Scout Meeting</b>
<b>DURATION:</b>	120 Minutes
<b>AIM:</b>	Participants will be able to effectively manage the weekly program and understand elements of the typical meeting.
<b>KEY OBJECTIVES:</b>	The Scout Meeting is a series of Activities as described 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 or focus of the meetings.
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">Scout Leader's Handbook</a> - Chapter 5, 6 and 7 <a href="#">The Patrol Leader's Handbook</a> – Chapter 2 – Troop Night <a href="#">Jumpstart packages</a> Climate Change Resource Book Field Book for Canadian Scouting <a href="#">World Scout Environment Award</a> <a href="#">New Scouter Welcome Kit</a> <a href="#">Program Builder Online</a>
<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, Polices and Procedures, Scout Leader's Handbook, Jumpstart packages, Field Book for Canadian Scouting Field Book for Canadian Scouting, Climate Change Resource, Book, World Scout Environment Award
<b>TRAINER NOTES:</b>	Much of this module should be presented as "Learn by Doing" if possible.

<b>SUBTOPIC NAME:</b>	<b>Scout 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               <ul style="list-style-type: none"> <li>○ Opportunity for senior scouts to practice their leadership skills</li> </ul> </li> <li>• Create a list of possible gathering activities</li> </ul>
<b>REFERENCES:</b>	Scout Leader’s Handbook – Chapter 9 – Games, Program Builder
<b>TRAINER NOTES:</b>	Many Scout troops use pre-meeting time for patrol inspections, setting up flag stand etc. instead of games

<b>SUBTOPIC NAME:</b>	<b>Scout Activities...Ceremonies</b>
<b>AIM:</b>	Participants will have an understanding of the difference ceremonies in the Troop.
<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>○ Linking</li> <li>○ Advancement – moving to Company</li> <li>○ Investiture</li> <li>○ Youth Recognition</li> <li>○ Others</li> </ul> </li> <li>• Demonstrate flag etiquette, including flag raising, lowering and folding.</li> <li>• Demonstrate the typical ceremonies i.e. opening and closing</li> </ul>
<b>REFERENCES:</b>	Scout Leader’s Handbook - Chapter 10 - Ceremonies <a href="#">The Patrol Leader’s Handbook</a>

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

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

<b>SUBTOPIC NAME:</b>	<b>Scout Activities...Games</b>
<b>AIM:</b>	Participants will have 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>• Tips for running games</li> <li>• Discuss the types of Games available</li> </ul>
<b>REFERENCES:</b>	Scout Leader's Handbook – Chapter 9 Programming, Games from A to Z

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

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

<b>SUBTOPIC NAME:</b>	<b>Scout Activities...Small &amp; Large Group Activities</b>
<b>AIM:</b>	Participants will understand when it is desirable or appropriate to have the youth work together in a certain setting.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Explain value and purpose of working in the following settings: <ul style="list-style-type: none"> <li>○ Troop activities (large group)</li> <li>○ Patrol activities (small group)</li> <li>○ Family activities</li> <li>○ Service activities</li> </ul> </li> <li>• Compare and contrast the benefits of conducting a large group and a small group activity.</li> <li>• List some activities that would be beneficial under troop activities and some that would be better conducted under patrol activities i.e. lashing, knots, games, etc.</li> </ul>
<b>REFERENCES:</b>	Scout Leader's Handbook Chapter 9 - Programming Activities

<b>SUBTOPIC NAME:</b>	<b>Scout Activities...Teaching Skills</b>
<b>AIM:</b>	Participants will understand that teaching skills helps accomplish our Mission.
<b>KEY OBJECTIVES:</b>	<ul style="list-style-type: none"> <li>• Discuss the purpose of teaching skills <ul style="list-style-type: none"> <li>○ Help develop the youth mentally and physically.</li> <li>○ Satisfaction of learning something new</li> <li>○ Provide new and exciting challenges</li> </ul> </li> <li>• Explain the Scout method of teaching “Learn by doing”</li> <li>• How to incorporate the “Learn by doing” to teaching skill</li> <li>• Describe two methods to teaching a skill <ul style="list-style-type: none"> <li>○ Method 1 <ul style="list-style-type: none"> <li>▪ Explain the skill</li> <li>▪ Write the skill down in simple steps and demonstrate</li> <li>▪ Allow for questions</li> <li>▪ Try themselves</li> </ul> </li> <li>○ Method 2 <ul style="list-style-type: none"> <li>▪ Have scouts try the skill first</li> <li>▪ Then show them how to do it</li> </ul> </li> <li>• Discuss merits of each method above using parameters of risk, time, etc. <ul style="list-style-type: none"> <li>• Discuss how to reinforce the skill</li> </ul> </li> <li>○ Scouts teach other Scouts the skill</li> <li>○ Make a game of the skill to practice and reinforce</li> </ul> </li> </ul>
<b>REFERENCES:</b>	Scout Leader’s Handbook Chapter 3 - Leadership and Chapter 9 - Programming

<b>SUBTOPIC NAME:</b>	<b>Scout Activities...Campfires</b>
<b>AIM:</b>	Participants will understand how campfires help achieve our Mission, Program 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, companionship, singing</li> </ul> </li> <li>• Explain the basic ingredients for campfires</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>○ Yams</li> <li>○ Closings</li> </ul> </li> <li>• Explain a typical format of a campfire – flame – build up and slow down</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                 <ul style="list-style-type: none"> <li>▪ Ways to build a campfire</li> <li>▪ Ceremonial fires</li> <li>▪ Clean up</li> <li>▪ Fire pits</li> <li>▪ Environmental issues</li> <li>▪ Resources</li> </ul> </li> </ul> </li> </ul>
<b>REFERENCES:</b>	<p>Scout Leader’s Handbook – Chapter 10 Ceremonies</p> <p>The Campfire Book</p> <p>The Song Book</p> <p>Field Book for Canadian Scouting</p>

<b>TOPIC NAME:</b>	<b>Linking Activities in the Troop</b>
<b>DURATION:</b>	30 Minutes
<b>AIM:</b>	Participants will understand the importance of linking activities, in both directions, to the Troop
<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</li> <li>○ Advertising and promotion for the older section</li> <li>○ Opportunity to advance their leadership skills when providing service at other section's events</li> <li>○ Leadership experience</li> <li>○ Recruitment for own section through retention</li> </ul> </li> <li>• Discuss how linking activities contribute to the development of youth <ul style="list-style-type: none"> <li>○ Broadens Scouts' awareness of the other sections of the Scouting family</li> <li>○ Promotes advancement to the next level of Scouting</li> </ul> </li> <li>• Provide examples of linking activities <ul style="list-style-type: none"> <li>○ Multi-section camps</li> <li>○ Linking Pack and Troop Leaders</li> <li>○ Linking Troop Leaders and Company Advisors</li> <li>○ Offers of service at Beaverees, Cuborees, Fun Days, etc.</li> <li>○ Multi-section advancement ceremonies</li> <li>○ Use of Kim, Activity Leaders, and Scouters-in-Training</li> <li>○ Participation in Venturer planned events</li> <li>○ Presentation of linking badges at investiture</li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<a href="#">Scout Leader's Handbook</a> - Chapter 8 – Badges and Awards <a href="#">Scout Leader's Handbook</a> - Chapter 10 - Ceremonies
<b>RESOURCES REQUIRED:</b>	Scouts Canada By-laws, Polices and Procedures, Scout Leader's Handbook The 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 Scouts can explore 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>• Provide new opportunities/experiences to enhance the troop program</li> <li>• Provides fun and variety to the program</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>• Camporees, Jamborees, Group Camps, etc</li> <li>• Online sources – Event Calendars</li> </ul> <p><u>Planning of Outdoor Activities</u></p> <ul style="list-style-type: none"> <li>• Discuss things to consider when taking the program outdoors <ul style="list-style-type: none"> <li>○ Where to go?</li> <li>○ Why go? - The purpose of the trip</li> <li>○ What to do? – What will be the activities</li> <li>○ What equipment, clothing, food will be required?</li> <li>○ How long to go for? – The duration of the trip</li> <li>○ How far to go? – The distance of the trip</li> <li>○ What is the emergency plan?</li> <li>○ What is the environmental impact?</li> </ul> </li> </ul> <p><u>Discuss 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>○ Requirement for extra training</li> <li>○ Appropriate outdoor wear</li> </ul> </li> <li>• Fulfills the requirement for 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><a href="#">BP&amp;P Section 20000 Forms</a></p> <p><a href="#">Scout Leader's Handbook</a> – Chapter 9 - Programming</p> <p><a href="#">Leave No Trace booklet</a></p> <p><a href="#">Survivorman Challenge</a></p> <p><a href="#">World Scout Environment Award</a></p>
<b>QUALITY STANDARDS SECTIONS:</b>	Outdoors, Environmental Awareness
<b>RESOURCES REQUIRED:</b>	Scout Leader's Handbook, Scouts Canada By-laws, Policies and Procedures, Leave No Trace, Survivorman Challenge
<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>	<ul style="list-style-type: none"> <li>● Explain the necessary knowledge and skills required for outdoor activities for: <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 <ul style="list-style-type: none"> <li>○ Procedures to prevent getting lost or separated from the group</li> <li>○ Purpose of a personal emergency kit</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<b>EVALUATION:</b>	Reaction Sheet and Learner Comments
<b>REFERENCES:</b>	<p>Field Book for Canadian Scouting</p> <p><a href="#">BP&amp;P Section 10000 Camping and Outdoor Activities</a></p> <p><a href="#">Troop Quality Program Standards and Awards</a></p> <p><a href="#">World Scout Environment Award</a></p>
<b>QUALITY STANDARDS SECTIONS:</b>	Outdoors, Environmental Awareness
<b>RESOURCES REQUIRED:</b>	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 to the training area such as Disabilities, Substance Abuse, ADD and ADHD etc. See special 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>