



BASIC PROGRAM PLANNING AND DELIVERY

Specific Learning Objectives for Venturer Advisors

Scouts Canada – Mission Statement

The mission of Scouting is to contribute to the education of young people, through a value system based on the Scout Promise and Law, to help build a better world where people are self-fulfilled as individuals and play a constructive role in society.

National Volunteer Services Committee
Approved May 25, 2002



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Developing Leader Competencies

Scouts Canada's **Volunteer Recruitment and Development (VRAD)** strategy recognizes the attitudes, skills and knowledge volunteers bring to their role in Scouting. Volunteers naturally acquire additional knowledge and skills for their roles from their first contact with Scouting through to retirement in a variety of self-initiated and organized learning situations. This development may come from both Scouting and non-Scouting sources. The strategy promotes a very flexible approach to developing and recognizing a volunteer's competencies as a program leader.

Core Learning Objectives for Basic Program Planning and Delivery

Leaders recruited to all sections require certain common basic knowledge, skills and attitudes in order to be able to contribute to the delivery of a quality program. The leader must demonstrate that he or she has met the following **Core Learning Objectives** in the following six subject areas:

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

Section Specific Learning Objectives for Basic Program Planning and Delivery

Having demonstrated the Core Learning Objectives, a leader then undertakes more specific development in the **Section Specific Learning Objectives**, including the objectives of the specific section program, program requirements, working with youth in that section and delivering the section program. When a leader is recruited to a different section, that leader completes only the **Section Specific Learning Objectives** for the new section.

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

All leaders are expected to achieve the Core Learning Objectives and the Section Specific Objectives for the role into which they have been recruited within their first year of involvement.

Section leaders are expected to achieve the Manage Section Programs objective of the Section Specific Learning Objectives within three months of accepting the role.

All learning objectives are based on the program as defined in Scouts Canada's publications, applicable bylaws, policies, procedures, the National Program Standards and any other guidelines established by Scouts Canada. All program planning and delivery must be appropriate to the physical, intellectual, social and spiritual capabilities of the youth involved. Note: Objectives may call for a set number of demonstrations or examples for evaluation purposes only.

Developmental/Learning Activities

Typical developmental and learning activities may be undertaken in one or more formats, including on-the-job training and experience, self-study, peer interaction, being coached, or by participating in training modules or a formal developmental course.

These activities may include such methods as the following, appropriate to the learning objectives:

- working in pairs,
- demonstration,
- reading,
- pre-course study,
- individual assignment,
- role play,
- lecturette,
- small group discussion,
- peer coaching,
- mentoring relationship,
- expert panel discussions,
- simulation,
- case study, and
- audio, visual or interactive media.

Completion and Recognition of Basic Program Planning and Delivery

Leaders complete their development in Basic Program Planning and Delivery by demonstrating competence in the Core Objectives for All Section Leaders and the Section Specific Objectives for the relevant section. Leaders receive the Woodbadge I recognition when they successfully complete both the Core Learning Objectives and the Section Specific Objectives for the section for which they are recruited. Leaders are encouraged to continue their personal development. It is not necessary to complete objectives in a particular order. Anyone completing learning objectives should be recognized for their achievement.

The objective of 'Basic Program Planning and Delivery' (formerly known as the Woodbadge Part I) is:

Given a variety of learning activities, the learner will plan and deliver Scouting programs as shown by the following:

- apply Scouts Canada's Mission, Principles, Scout Method/Practices, policies, procedures, and program standards,
- apply basic program planning and delivery techniques,
- conduct weekly meetings and outings,
- build a leadership team, and
- contribute to the management of the section.

Evaluation

The learner and one or more competent evaluators designated by the local Scout Council will evaluate the successful completion of the core and section specific learning objectives. Typically, Scout Councils may appoint evaluators from among the following roles:

- experienced section leaders,
- experienced peers,
- Service Scouters,
- trainers,
- group committee members, and
- outside resource people.

Youth, parents or guardians, and group committee members may provide relevant feedback on the learner's knowledge, skills and attitude.

Role of the Advisor:

The appropriate role taken by an Advisor to complete many of these objectives will vary depending on the youth's ability to participate in the operation of the company functions. Youth should be fully involved where applicable. The leadership style shifts to match the ability and confidence of the Venturers.

Where the term, "Provide" is used, the leader should only be involved to the extent needed by the youth to complete the task. Given that the role of the Venturer Advisor is to guide the Venturers to the extent they require assistance, many of the objectives for Venturer Advisors depend on both the Advisor's knowledge regarding the learning objective and their ability to work with Venturers in the completion of the activity.

Section Specific Basic Learning Objectives for Venturer Advisors

The Learner will:	Requirements:
1. Ensure that programs are planned	<ol style="list-style-type: none"> 1. Apply each of the following methods for involving Venturers in decisions about company program choices: individually, by activity teams, by executives and through the company as a whole. 2. Provide a seasonal plan developed by Venturers, in consultation with the leadership team, which integrates youth objectives. 3. Provide a meeting plan developed by Venturers, which clearly identifies how the activities meet the Venturer program goals and annual planning objectives. 4. Apply coaching and mentoring to achieve a program plan. 5. Provide an example of a back-up plan for a meeting or an outing. 6. Describe how your program plan meets the National Program Standards.
2. Ensure that annual program plans are developed	<ol style="list-style-type: none"> 1. Explain the planning process for creating nightly, monthly, three months, and annual program plans. 2. Provide an example of a three month and an annual program plan developed by the youth, that supports age-appropriate development, provides progressive challenge and minimizes repetition for the youth involved.
3. Work with Venturer-aged youth	<ol style="list-style-type: none"> 1. Apply the “Code of Conduct” described in Scouts Canada’s <i>Duty of Care</i>. 2. Describe or demonstrate how to reinforce positive behaviour . 3. Read the chapter in the <i>Venturer Advisor’s Handbook</i> entitled, “Venturer Aged Youth.” 4. Provide an activity for each program element which accommodates the similarities and differences of young men and women. 5. Apply positive discipline strategies to typical scenarios (e.g. lying, stealing, hitting others, swearing, showing disrespect, disobedience). 6. Demonstrate positive coaching techniques for developing skills, knowledge and confidence.
4. Ensure that the Venturer Program and Badge System are applied	<ol style="list-style-type: none"> 1. Provide Venturers opportunities to develop their own and collective goals and objectives for the company program. 2. Review and encourage progress on these goals. 3. Provide feedback. 4. Make presentations of badges and awards. 5. Apply the principle of ‘best effort’ in evaluating performance. 6. Track Venturers’ progress and encourage them to take responsibility for noting their own progress. <p>Note: The Venturers may have a company program, as prescribed in the Venturer program, and yet choose not to use the Venturer Badge System.</p>
5. Ensure that spiritual emphasis/religious diversity is applied	<ol style="list-style-type: none"> 1. Provide an activity to develop spiritual awareness of Venturers. 2. Provide three examples of activities designed to develop Venturers’ respect for others and increased appreciation of diversity in our society. 3. Explain the opportunities for Venturers to develop their personal faith through participation in their religious community and the Religion in Life Award program.

The Learner will:	Requirements:
6. Apply company structure	<ol style="list-style-type: none"> 1. Provide training for the executive officers. 2. Provide a description of the roles of the executive officers. 3. Establish roles of activity co-ordinators. 4. Provide company by-laws developed by the company.
7. Ensure that company activities are applied	<ol style="list-style-type: none"> 1. Provide an activity which: <ol style="list-style-type: none"> a. allows all participants to interact throughout the activity, b. uses age appropriate materials and equipment, c. has clear instructions given, d. responds to the needs of the group, e. encourages participants to do their best, and f. provides a fun and meaningful experience. 2. Provide three reasons for conducting a company activity.
8. Teach skills	<ol style="list-style-type: none"> 1. Describe three approaches to teaching and reinforcing a skill. 2. Teach a skill where the: <ol style="list-style-type: none"> a. skill is demonstrated, b. skill is demonstrated step by step, c. Venturers try the skill, d. advisor or qualified Venturer checks progress and encourages Venturers to do their best, e. advisor or qualified Venturer guides and coaches for progress, f. Venturers try again until successful, g. advisor or qualified Venturer praises and affirms progress according to each Venturer's capabilities, and h. advisor or qualified Venturer challenges Venturers to use new skills appropriately.
9. Tell stories	<ol style="list-style-type: none"> 1. Provide five reasons for using stories in your Venturer program. 2. Tell a story that achieves its purpose.
10. Ensure that company challenges are conducted	<ol style="list-style-type: none"> 1. Provide two company challenges, developed by Venturers, which allow Venturers to practice and develop co-operation, problem-solving, decision-making. 2. Coach a Venturer on 'how to encourage other Venturers.'
11. Ensure that Venturer ceremonies are conducted	<ol style="list-style-type: none"> 1. Participate in the following: Opening, Closing, Advancement, and Investiture according to the description in the <i>Venturer Advisor's Handbook</i>. 2. Explain the meaning behind the left handshake, Scout sign, and Scout salute.
12. Ensure participation in regular weekly meetings in the outdoors	<ol style="list-style-type: none"> 1. Identify the objectives of holding a regular weekly meeting in the outdoors (Category I Activity) as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>. 2. Identify the implications of taking the program outdoors. 3. Participate in the organizing of a regular meeting outdoors according to the policies and guidelines for Category I activities as described in the Scouts Canada <i>Camping and Outdoor Activity Guide</i>. 4. Participate in a regular weekly meeting in the outdoors. 5. Participate in the evaluation of a regular weekly meeting.

The Learner will:	Requirements:
13. Ensure participation in an outdoor activity away from the regular weekly meeting place and a short-term camp of three nights or less	<ol style="list-style-type: none"> 1. Identify the objectives of an outdoor activity away from the regular weekly meeting place or a short-term camp of three nights or less for Venturers. 2. Read the Scouts Canada's <i>Camping/Outdoor Activity Guide</i>. 3. Participate in the organizing of: <ol style="list-style-type: none"> a. Two outdoor activities away from the regular weekly meeting place and, b. A short-term camp of three nights or less according to the policies and guidelines for Category II activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>. 4. Participate in the evaluation of these activities.
14. Ensure that linking activities are conducted	<ol style="list-style-type: none"> 1. Explain how linking activities contribute to the development of youth. 2. Conduct a linking activity which: <ol style="list-style-type: none"> a. broadens Venturers' awareness of the other sections of the Scouting family, b. promotes advancement to the next level of Scouting, and c. involves Venturers in the program of the Rover section.
15. Ensure that Venturer meetings are conducted	<ol style="list-style-type: none"> 1. Describe the benefits of Venturers conducting company meetings on a regular basis. 2. Describe an example of a meeting agenda and the meeting minutes, utilizing the key elements in the <i>Canadian Venturer Advisor's Handbook</i>. 3. Coach the President on running the meeting and keeping it effective, dealing with such situations as dominant speakers, arguments in meeting, soliciting opinions from quiet Venturers. 4. Describe the benefits of youth control and involvement in the decision making process. 5. Provide three examples of when it may be necessary or appropriate to modify the meeting plan. 6. Explain how to respond to each of the above situations. 7. Identify the religious and cultural considerations affecting program planning for your section.
16. Ensure that section programs are managed	<ol style="list-style-type: none"> 1. Describe or demonstrate how to structure a weekly meeting to meet the varying energy levels of the youth. 2. Describe or demonstrate how to adjust the program activities to accommodate the different ages, skills, and abilities of the youth. 3. Incorporate special needs of participants into the program plan, such as diets, medication, allergies, and special supervision, for a regular meeting or day outing. 4. Describe or demonstrate how to include the youth in establishing Section Rules or Code of Conduct. 5. Conduct a regular meeting outdoors according to guidelines for Category I Activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>. 6. Conduct an outdoor activity away from the regular meeting place or a short-term camp of 3 nights or less according to guidelines for Category II Activities as described in the Scouts Canada <i>Camping/Outdoor Activity Guide</i>.