



BASIC PROGRAM PLANNING AND DELIVERY

Specific Learning Objectives for Rover 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



Basic Program Planning & Delivery *Specific Learning Objectives for Rover Advisors*

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 members 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 members 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:

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

Members, 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 member's ability to participate in the operation of the crew functions. Members should be fully involved where applicable. The leadership style shifts to match the ability and confidence of the Rovers.

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

Section Specific Basic Learning Objectives for Rover Advisors

The Learner will:	Requirements:
1. Ensure that programs are planned	<ol style="list-style-type: none"> 1. Provide an example of when to use each of four methods for involving Rovers in decisions about crew program choices (individually, by activity teams, by executives and through the crew as a whole). 2. Provide an example of a seasonal plan developed by Rovers, in consultation with the Leadership team (which integrates their award and badge objectives if required). 3. Provide an example of a meeting plan developed by Rovers, which clearly identifies how the activities reinforce the Rover program goals, annual planning objectives and use relevant program elements. 4. Provide an example of a back-up plan for a meeting or an outing.
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 an annual program plan developed by the members, that supports age-appropriate development, provides progressive challenge and minimizes repetition for the members involved.
3. Work with Rover-aged members	<ol style="list-style-type: none"> 1. Provide an activity for each program element, consistent with the characteristics of typical Rover aged members. 2. Demonstrate in three case studies, positive strategies applied to typical scenarios (lying, swearing, showing disrespect, put-downs). 3. Demonstrate positive coaching techniques for developing skills, knowledge and confidence.
4. Ensure the Rover Program and Rover Badge System are applied	<ol style="list-style-type: none"> 1. Provide Rovers opportunities to develop their own and collective goals and objectives for the crew program. 2. Review and encourage progress on these goals. 3. Provide feedback as appropriate. 4. Make presentations of badges and awards. 5. Apply the principle of "best effort" in evaluating performance. 6. Track Rovers' progress and encourage them to take responsibility for noting their own progress. <p>Note: The Rovers may have a company program, as prescribed in the Rover program, and yet choose not to use the Rover 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 Rovers. 2. Provide three examples of activities designed to develop Rovers' respect for others and increased appreciation of diversity in our society. 3. Explain the opportunities for Rovers to develop their personal faith through participation in their religious community and the Religion in Life Award program.
6. Apply crew structure	<ol style="list-style-type: none"> 1. Provide a description of the roles of the executive officers. 2. Provide an example of training for the executive officers. 3. Establish activity co-ordinators. 4. Provide an example of crew by-laws developed by the crew.

The Learner will:	Requirements:
7. Ensure that crew activities are conducted	<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 crew 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. Rovers try the skill, d. advisor or qualified Rover checks progress and encourages Rovers to do their best, e. advisor or qualified Rover guides and coaches for progress, f. Rovers try again until successful, g. advisor or qualified Rover praises and affirms progress according to each Rover's capabilities, and h. advisor or qualified Rover challenges Rovers to use new skills appropriately.
9. Tell stories	<ol style="list-style-type: none"> 1. Provide five reasons for using stories in your Rover program. 2. Tell a story that achieves its purpose.
10. Ensure that Rover services are conducted	<ol style="list-style-type: none"> 1. Conduct two crew service projects for others, organized by Rovers to enable them to practice teambuilding. 2. Give an example of coaching a Rover on "how to encourage other Rovers."
11. Ensure that Rover ceremonies are conducted	<ol style="list-style-type: none"> 1. Participate in the ceremonies of the crew. 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>). Identify the implications of taking the program outdoors. 2. Participate in the organizing of a regular weekly meeting in the outdoors according to the policies and guidelines for Category I activities as described in the Scouts Canada <i>Camping and Outdoor Activity Guide</i>. Participate in a regular weekly meeting in the outdoors. 3. Participate in the evaluation of a regular weekly meeting.
13. Ensure participation in an outdoor activity away from the regular 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 meeting place or a short-term camp of three nights or less for Rovers. 2. Read the Scouts Canada <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 this activity.

The Learner will:	Requirements:
14. Ensure that linking activities are conducted	<ol style="list-style-type: none"> 1. Explain how linking activities contribute to the development of members. 2. Participate in a linking activity which: <ol style="list-style-type: none"> a. broadens Rovers' awareness of the other sections of the Scouting family, b. promotes advancement to adult leadership roles, and c. involves Rovers in other section programs.
15. Ensure that crew meetings are conducted	<ol style="list-style-type: none"> 1. Provide the benefits of Rovers conducting crew meetings on a regular basis. 2. Describe an example of a meeting agenda and the meeting minutes. 3. Identify the roles of each member of the leadership team including the Executive officers. 4. Demonstrate three examples of the advisor coaching the President on running the meeting and keeping it effective, dealing with such situations as dominant speakers, arguments in meetings, soliciting opinions from quiet Rovers. 5. Describe the benefits of members control and involvement in the decision making process.
16. Promote Rover Moots	<ol style="list-style-type: none"> 1. Explain the importance of having Rovers attend a Rover Moot. 2. Encourage or facilitate Rovers to participate in Moots.
17. Promote Rover Roundtables	<ol style="list-style-type: none"> 1. Explain the function of the Rover Roundtable. 2. Encourage or facilitate Rovers to participate in Roundtables.
18. Ensure the section programs are managed	<ol style="list-style-type: none"> 1. Describe or demonstrate how to structure a weekly meeting. 2. Describe or demonstrate how to adjust the program activities to accommodate the different ages, skills, and abilities of the members. 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 members in establishing section rules or Code of Conduct.