



**ADVANCED OUTDOORS SKILLS AND
PROGRAM PLANNING AND DELIVERY**

**Core and Specific Learning Objectives
for all Leaders and Advisors
Leading to Woodbadge II Recognition**

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.



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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.

Pre-requisites

The leader or advisor must have had demonstrated that he or she has met the **Selection Interview Learning Objectives, Orientation Learning Objectives, Core Basic Learning Objectives** and the **Section Specific Basic Learning Objectives for Program Planning and Delivery**.

Core Learning Objectives for Advanced Outdoors Skills and Program Planning & Delivery

Key section leaders recruited to all sections require certain common advanced knowledge, skills and attitudes in order to be able to motivate and lead their section teams in the delivery of a quality program. Leaders must demonstrate that they have met the following **Core Advanced Learning Objectives** in the following three subject areas:

<p>Core Learning Objectives for Advanced Outdoors Skills and Program Planning & Delivery <i>(required for all program leaders and advisors in all sections)</i></p>		
Advanced Program Delivery	Advanced Leadership Skills	Advanced Outdoor Skills

Core Advanced Learning Objectives	Beaver	Cub	Scout	Venturer	Rover
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Core Advanced Program Delivery	Required for all program leaders and advisors				
1. Apply learning by doing					
2. Communicate with youth					
Core Advanced Leadership Skills					
3. Apply values to decision making					
4. Set goals					
5. Work with groups					
6. Solve problems					
7. Make decisions					
8. Coach / mentor adult members					
9. Manage conflict					
10. Apply appropriate leadership styles					
Core Advanced Outdoor Skills					
11. Apply outdoor skills					
12. Apply outdoor ethics					
13. Plan environmental awareness activities					
14. Manage risk	Required for all Scout Leaders, Venturer and Rover Advisors				
15. Apply outdoor skills in a wilderness setting					
Number of Core Advanced Topic Areas	14	14	16	16	16

Section Specific Learning Objectives for Advanced Outdoors Skills and Program Planning & Delivery

Having demonstrated the Core Advanced Learning Objectives, a leader or advisor then undertakes more specific development in the **Section Specific Advanced 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 later recruited to a different section, that leader is required to complete only the **Section Specific Advanced Learning Objectives** (and Core Advanced Learning Objectives #15 & #16 if required) for the new section.

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

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

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.

Section Specific Adv. Learning Objectives*	Beaver	Cub	Scout	Venturer	Rover
*1. Conduct a weekend standing camp	Beaver	Cub	Scout	Venturer	Rover
*2. Develop leadership skills in youth	Beaver	Cub	Scout	Venturer	Rover
*3. Apply long-range planning methods	Beaver	Cub	Scout	Venturer	Rover
*4. Conduct a long-term overnight activity			Scout	Venturer	Rover
*5. Conduct an activity requiring advanced levels of skills and competencies			Scout	Venturer	Rover
Number of Section Specific Adv. Topic Areas	3	3	5	5	5

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 Advanced Outdoor Skills and Program Planning & Delivery

Leaders and advisors complete their development in Advanced Outdoor Skills and Program Planning & Delivery by demonstrating competence in the Core Advanced Objectives for All Section Leaders and the Section Specific Advanced Objectives for the relevant section. Leaders receive the Wood Badge II recognition when they successfully complete both the Core Advanced Learning Objectives and the Section Specific Advanced Learning 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 'Advanced Outdoors Skills and Program Planning & Delivery' (formerly known as the Wood Badge Part II) is:

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

- Conduct programs consistent with Scouts Canada's Mission, Principles, Scout Method/Practices, policies, procedures, and program standards.
- Apply advanced outdoor skills.
- Apply advanced program planning and delivery techniques.
- Apply leadership, followership, coaching, team and group skills to the role of the leader.
- Manage the section in accordance with Scout Canada's *Bylaws, Policies and Procedures*.
- Conduct activities requiring advanced levels of skills and competencies including long-term overnight activities (for Scout Leaders, Venturer and Rover Advisors).

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 advanced 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.

Core Advanced Learning Objectives for All Program Leaders in All Sections

Core Advanced Program Delivery

The Learner will:	Requirements:
1. Apply learning by doing	<ol style="list-style-type: none">1. Identify and describe the steps for processing an experience (learning by doing, personal reflection, group de-brief to reinforce the learning and testing to ensure that learning has taken place).2. Apply the learning process to an experience in the section.3. Demonstrate opportunities to draw out spiritual, personal and social observations.4. Demonstrate how to transfer the learning to future activities.
2. Communicate with youth	<ol style="list-style-type: none">1. Demonstrate three appropriate techniques for communicating with the youth.2. Demonstrate three techniques for motivating the youth.3. Demonstrate three appropriate positive behaviour and discipline techniques.4. Demonstrate how to deal with inappropriate behaviour (e.g. bullying, harassment, cheating, stealing).

Core Advanced Leadership Skills

The Learner will:	Requirements:
3. Apply values to decision making	<ol style="list-style-type: none"> 1. Develop a prioritized list of personal values for personal reflection. 2. Identify seven values inherent in Scouting's mission, principles, practices, promise and law. 3. Explain the role of values in decision making.
4. Set goals	<ol style="list-style-type: none"> 1. Develop two personal SMART (Specific, Measurable, Attainable, Result-oriented and Time-limited) goals. 2. Develop two SMART goals for the section, agreed to by other members of the leadership team.
5. Work with groups	<ol style="list-style-type: none"> 1. Explain the characteristics of groups. 2. Explain the roles and functions of group members. 3. Explain the benefits of using small groups. 4. Demonstrate three techniques used to encourage and motivate the group. 5. Demonstrate three team-building techniques for small groups.
6. Solve problems	<ol style="list-style-type: none"> 1. Demonstrate the steps for solving problems effectively. 2. Demonstrate effective problem solving practices.
7. Make decisions	<ol style="list-style-type: none"> 1. Explain the advantages and disadvantages of three decision-making techniques. 2. Explain the benefits of using consensus. 3. Demonstrate effective decision making practices.
8. Coach / mentor adult members	<ol style="list-style-type: none"> 1. Describe the benefits of teaching and learning through coaching and mentoring. 2. Describe the effective coaching/mentoring techniques appropriate for new leaders. 3. Evaluate an adult volunteer's performance at a new task by observation. 4. Provide constructive feedback to a leader on his or her performance. 5. Provide alternative actions where appropriate. 6. Provide follow-up feedback and support on successive efforts to improve performance.
9. Manage conflict	<ol style="list-style-type: none"> 1. Explain two conflict resolution models. 2. Demonstrate effective conflict resolution techniques.
10. Apply appropriate leadership styles	<ol style="list-style-type: none"> 1. Explain how leadership approaches must differ in different circumstances in order to be effective. 2. Demonstrate appropriate leadership behaviours in different circumstances with both youth and adults. 3. Compare and contrast the different leadership styles appropriate to the five different sections.

Core Advanced Outdoor Skills

The Learner will:	Requirements:
11. Apply outdoor skills	<ol style="list-style-type: none"> 1. Demonstrate the proper care and maintenance of camping equipment, including tents, knives, axes, saws, stoves, lanterns, and cooking equipment. 2. Demonstrate the four of the ways to ensure safe drinking water (home, chemicals, filter, boil, purify).
12. Apply outdoor ethics	<ol style="list-style-type: none"> 1. Conduct Outdoor programs/activities in accordance with minimum impact camping practices. 2. Develop appropriate Environmental Codes of Conduct for Camping and Outdoor Activities as described in <i>Scouts Canada Camping and Outdoor Activity Guide</i>.
13. Plan environmental awareness activities	<ol style="list-style-type: none"> 1. Plan and conduct an activity that will have a positive impact on the environment, in consultation with the appropriate authorities. 2. Describe how the awareness activity reflects sound environmental practices.

Core Advanced Outdoor Skills for Scout Leaders, Venturer and Rover Advisors

The Learner will:	Requirements:
14. Manage risk	<ol style="list-style-type: none"> 1. Identify and assess the potential risks of a long-term overnight activity or an activity requiring advanced levels of skills and competencies. 2. Describe the appropriate measures taken in applying Scouts Canada Policies, Procedures and Practices for a long-term overnight activity or an activity requiring advanced levels of skills and competencies, as described in the <i>Scouts Canada Camping and Outdoor Activity Guide</i>. 3. Provide an emergency plan for a long-term overnight activity or an activity requiring advanced levels of skills and competencies.
15. Apply outdoor skills in a wilderness setting	<ol style="list-style-type: none"> 1. Provide a list of the basic personal equipment with its uses and maintenance needed for an overnight wilderness setting. 2. Describe the rules and procedures the section uses to prevent getting lost or separated from the group in an overnight wilderness setting. 3. Demonstrate basic survival skills for situations when lost. 4. Describe how to respond in a situation where a member of your group becomes lost or separated from the group. 5. Describe the contents of a personal emergency kit appropriate in an overnight wilderness setting. 6. Describe the potential impact of outdoor activities on the environment in a wilderness setting. 7. Demonstrate the ability to lay, light and safely extinguish a fire leaving no trace in a wilderness setting. 8. Demonstrate proper methods of hygiene, sanitation, and waste removal in an overnight wilderness setting. 9. Plan and prepare appropriate menus for a long-term overnight activity (include nutrition, menu, storage, preparation, etc.) 10. Describe the potential impact of outdoor activities on the environment. 11. Demonstrate selection of an appropriate safe campsite layout, making provisions for sanitation, cooking , sleeping , fuel, equipment and food storage areas, to minimize impact on the environment. 12. Demonstrate appropriate skills with map and compass for a long-term overnight activity or any activities requiring advanced levels of skills and competencies.

Section Specific Advanced Learning Objectives for Beaver Leaders

The Learner will:	Requirements:
B1. Conduct a weekend standing camp	<ol style="list-style-type: none"> 1. Plan and Conduct a weekend standing camp in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Evaluate the activities, itinerary, and use of camping equipment, with input from your Beavers, parents, Keeco, other leaders and recommendations following the weekend standing camp.
B2. Develop leadership skills in youth	<ol style="list-style-type: none"> 1. Demonstrate or provide an example of providing Beavers with leadership opportunities. 2. Describe the leadership development process for your Keeco. 3. Demonstrate or provide the leadership process for your activity leaders.
B3. Apply long-range planning methods	<ol style="list-style-type: none"> 1. Explain the planning process required to develop a three-year quality program plan that emphasizes taking the program outdoors. 2. Develop a three-year quality program plan that emphasizes taking the program outdoors. 3. Identify components in your plan that will result in the following success indicators: <ul style="list-style-type: none"> • Ongoing youth involvement in program planning, • Minimizing repetition of programming, • Progressively challenging programs, • Growth and retention in your section and Group, • Long-range succession planning in your section, • Flexibility. 4. Evaluate the progress of your three-year program according to: <ul style="list-style-type: none"> • Opportunities for continuous youth feedback, • Program Standards, • Application to the annual planning process, • Success indicators, • Appropriate documentation and reporting process, • Flags indicating any adjustment that may be required.

Section Specific Advanced Learning Objectives for Cub Leaders

The Learner will:	Requirements:
C1. Conduct a weekend standing camp	<ol style="list-style-type: none"> 1. Plan and Conduct a weekend standing camp in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. ** 2. Evaluate the activities, itinerary, and use of camping equipment, with input from your Cubs, Sixer's Council, parents, Kim, other leaders and recommendations following the weekend standing camp. 3. Demonstrate appropriate campsite selection and safe use of appropriate camping equipment. ***
C2. Develop leadership skills in youth	<ol style="list-style-type: none"> 1. Demonstrate or provide three examples of providing Cubs with leadership opportunities. 2. Describe the leadership development process for your Sixers, Seconds, the Sixer's Council and Kim. 3. Describe the leadership development process for your activity leaders.
C3. Apply long-range planning methods	<ol style="list-style-type: none"> 1. Explain the planning process required to develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 2. Develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 3. Identify components in your plan that will result in the following success indicators: <ul style="list-style-type: none"> • Ongoing youth involvement in program planning, • Minimizing repetition of programming, • Progressively challenging programs, • Growth and retention in your section and Group, • Long-range succession planning in your section, • Flexibility. 4. Evaluate the progress of your three-year program according to: <ul style="list-style-type: none"> • Opportunities for continuous youth feedback, • Program Standards, • Application to the annual planning process, • Success indicators, • Appropriate documentation and reporting process, • Flags indicating any adjustment that may be required.

Exception:

Leaders of the Church of Jesus Christ of Latter-Day Saints sponsored groups, please note this change:

1. Plan and conduct a day camp in accordance with guidelines in the Scouts Canada Camping/Outdoor Activity Procedures
3. Demonstrate appropriate site selection and safe use of appropriate camping equipment for a day camp.

Section Specific Advanced Learning Objectives for Scout Leaders

The Learner will:	Requirements:
<p>S1. Conduct a weekend standing camp</p>	<ol style="list-style-type: none"> 1. Plan and Conduct a weekend standing camp in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Evaluate the activities, itinerary, and use of camping equipment, with input from your Scouts, Court of Honour, parents, other leaders and recommendations following the weekend standing camp. 3. Demonstrate appropriate campsite selection and safe use of appropriate camping equipment.
<p>S2. Develop leadership skills in youth</p>	<ol style="list-style-type: none"> 1. Demonstrate or provide three examples of providing Scouts with leadership opportunities. 2. Describe the leadership development process for your Patrol Leaders, Assistant Patrol Leaders and the Court of Honour. 3. Describe the leadership development process for your activity leaders. 4. Demonstrate or provide an example of how to handle Scouts with problems of substance abuse (alcohol & drugs), sex and suicide.
<p>S3. Apply long-range planning methods</p>	<ol style="list-style-type: none"> 1. Explain the planning process required to develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 2. Develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 3. Identify components in your plan that will result in the following success indicators: <ul style="list-style-type: none"> • Ongoing youth involvement in program planning, • Minimizing repetition of programming, • Progressively challenging programs, • Growth and retention in your section and Group, • Long-range succession planning in your section, • Flexibility. 4. Evaluate the progress of your three-year program according to: <ul style="list-style-type: none"> • Opportunities for continuous youth feedback, • Program Standards, • Application to the annual planning process, • Success indicators, • Appropriate documentation and reporting process, • Flags indicating any adjustment that may be required.

The Learner will:	Requirements:
S4. Conduct a long-term overnight activity	<ol style="list-style-type: none"> 1. Plan and Conduct (with your Court of Honour) a long-term overnight activity in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with input from your Scouts, Court of Honour, parents, other leaders and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.
S5. Conduct an activity requiring advanced levels of skills and competencies	<ol style="list-style-type: none"> 1. Plan and Conduct (with your Court of Honour) an activity requiring advanced levels of skills and competencies in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with input from your Scouts, Court of Honour, parents, other leaders and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.

Section Specific Advanced Learning Objectives for Venturer Advisors

The Learner will:	Requirements:
V1. Ensure that a weekend standing camp is conducted	<ol style="list-style-type: none"> 1. Provide support and advice as required to Venturers planning and conducting a weekend standing camp in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Evaluate the activities, itinerary, and use of camping equipment, with input from your Venturers, other advisors and recommendations following the weekend standing camp. 3. Demonstrate appropriate campsite selection and safe use of appropriate camping equipment.
V2. Develop leadership skills in youth	<ol style="list-style-type: none"> 1. Demonstrate or provide three examples of providing Venturers with leadership opportunities. 2. Describe the leadership development process for your Executive Committee members (President, Vice-President, Secretary, Treasurer, Activity Coordinator, etc.). 3. Demonstrate or describe the succession planning for the company. 4. Demonstrate or provide an example of how to handle Venturers with problems of substance abuse (alcohol & drugs), sex and suicide.
V3. Apply long-range planning methods	<ol style="list-style-type: none"> 1. Explain the planning process required to develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 2. Develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 3. Identify components in your plan that will result in the following success indicators: <ul style="list-style-type: none"> • Ongoing youth involvement in program planning, • Minimizing repetition of programming, • Progressively challenging programs, • Growth and retention in your section and Group, • Long-range succession planning in your section, • Flexibility. 4. Evaluate the progress of your three-year program according to: <ul style="list-style-type: none"> • Opportunities for continuous youth feedback, • Program Standards, • Application to the annual planning process, • Success indicators, • Appropriate documentation and reporting process, • Flags indicating any adjustment that may be required.

The Learner will:	Requirements:
<p>V4. Ensure that a long-term overnight activity is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Venturers planning and conducting a long-term overnight activity in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with your Venturers, other advisors and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.
<p>V5. Ensure that an activity requiring advanced levels of skills and competencies is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Venturers planning and conducting an activity requiring advanced levels of skills and competencies in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with your Venturers, other advisors and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.

Section Specific Advanced Learning Objectives for Rover Advisors

The Learner will:	Requirements:
<p>R1. Ensure that a weekend standing camp is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Rovers planning and conducting a weekend standing camp in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Evaluate the activities, itinerary, and use of camping equipment, with input from your Rovers, other advisors and recommendations following the weekend standing camp. 3. Demonstrate appropriate campsite selection and safe use of appropriate camping equipment.
<p>R2. Develop leadership skills in youth</p>	<ol style="list-style-type: none"> 1. Demonstrate or provide three examples of providing Rovers with leadership opportunities. 2. Describe the leadership development process for your Executive Committee members (Mate, Vice-Mate, Secretary, Treasurer, Activity Coordinator, etc.). 3. Demonstrate or describe the succession planning for the crew. 4. Demonstrate or provide an example of how to handle Rovers with problems of substance abuse (alcohol & drugs), sex and suicide.
<p>R3. Apply long-range planning methods</p>	<ol style="list-style-type: none"> 1. Explain the planning process required to develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 2. Develop a three-year quality program plan that emphasizes the use of the outdoors as our classroom. 3. Identify components in your plan that will result in the following success indicators: <ul style="list-style-type: none"> • Ongoing youth involvement in program planning, • Minimizing repetition of programming, • Progressively challenging programs, • Growth and retention in your section and Group, • Long-range succession planning in your section, • Flexibility. 4. Evaluate the progress of your three-year program according to: <ul style="list-style-type: none"> • Opportunities for continuous youth feedback, • Program Standards, • Application to the annual planning process, • Success indicators, • Appropriate documentation and reporting process, • Flags indicating any adjustment that may be required.

The Learner will:	Requirements:
<p>R4. Ensure that a long-term overnight activity is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Rovers planning and conducting a long-term overnight activity in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with your Rovers, other advisors and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.
<p>R5. Ensure that an activity requiring advanced levels of skills and competencies is conducted</p>	<ol style="list-style-type: none"> 1. Provide support and advice as required to Rovers planning and conducting an activity requiring advanced levels of skills and competencies in accordance with guidelines contained in the <i>Scouts Canada Camping/Outdoor Activity Guide</i>. 2. Demonstrate or provide an example of any training activities leading to the activity. 3. Evaluate the activities, itinerary, and communication, with your Rovers, other advisors and recommendations following the activity. 4. Demonstrate or provide an example of the schedule of activities.