



FOR THOSE WHO HELP OTHERS

**Group Commissioners; Group Committees;
Council Commissioners; Service Scouters;
Coaches / Mentors and
Trainers**

BASIC LEARNING OBJECTIVES

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 Program Services Committee
Approved May 2004

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Developing 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.

Learning Objectives For Those Who Help Others

Adults recruited to help others require certain common basic knowledge, skills and attitudes in order to be able to provide effective service and support for our leaders. A Scouter performing this role must demonstrate that he or she has met the following **Learning Objectives** in each of the following subject areas:

For Those Who Help Others Basic		
Scouting Philosophy	Leadership	Administration

Scouters who accept this role are expected to achieve the For Those Who Help Others - BASIC Learning Objectives within their first year of involvement.

Objectives of For Those Who Help Others – Basic

Given a variety of learning activities, the learner will provide effective service and support to leaders through:

- Applying Scouts Canada's Mission, Principles, Scout Method/Practices, policies, procedures and Program Standards;
- Establishing/maintaining positive relationships with those for whom they provide service and support;
- Assisting leaders with acquiring/developing required knowledge and skills for their position using coaching/mentoring/training;
- Assisting leaders in evaluating programs and attaining Scouts Canada's Program Standards.

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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 development 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.

Evaluation

The learner and one or more competent evaluators designated by the appropriate Commissioner will evaluate the successful completion of the For Those Who Help Others – Basic Learning Objectives. Typically, Scout Councils may appoint evaluators from among the following roles:

- Experienced peers,
- Service Scouters,
- Group Committee members, and
- Outside resource people.

Completion and Recognition: For Those Who Help Others – Basic

Scouters complete their development in For Those Who Help Others – Basic by demonstrating competence in each of the learning objectives. Once this has been achieved, Scouters will receive the Woodbadge Basic recognition (Gilwell Woggle or tie tack). Scouters 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 promptly for their achievement.

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SCOUTING PHILOSOPHY	The Learner will:
<p>Mission and Principles: At its most basic level, the Aims and Mission of Scouts Canada are about character development of youth based on three broad principles; Duty to Self, Duty to Others, Duty to God.</p>	<ol style="list-style-type: none"> 1. Explain Scouting's role as a provider of youth non-formal education as it relates to the Mission, Aims and Principles.
<p>Practices and Methods: Scouting Practices and Methods are defined as a system of progressive self-education including: Promise and Law; Learning by Doing; Membership in small groups; Progressive and stimulating programs; Commitment to the values of doing one's best; Contributing to the community; Respecting and caring for others; Contributing as a family member; and Using outdoor activities as a key learning resource. These Practices and Methods identify how Scouts Canada contributes to the education of youth.</p>	<ol style="list-style-type: none"> 1. From your experience, provide examples of how Scouts Canada's Practices and Methods contribute to the non-formal education of youth.
<p>Organizational Structure: Scouts Canada's structure is designed to provide service and support for leaders who work directly with youth.</p>	<ol style="list-style-type: none"> 1. Describe the structure and identify how it provides support to the leader. 2. Describe lines of accountability within Scouts Canada's structure. 3. Describe key aspects of service and support necessary to assist leaders in achieving the Program Standards and Mission. 4. Describe the roles of each of the following: Partner/Sponsor, Commissioners, Service Scouter, Group Committee and Coach/Mentor/Trainer. 5. Become familiar with the types of activities offered in each section by visiting with sections and talking with youth, leaders and parents. 6. Describe how your role directly supports leaders. 7. Conduct at least two visits to a section focussing on providing service and support to assist leaders in achieving Scouts Canada's Program Standards.

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SCOUTING PHILOSOPHY	The Learner will:
<p>Program: Scouts Canada's offers seven programs designed to meet the needs of Canada's youth. Each program focuses on age appropriate activities, which enable the organization to achieve its Mission.</p>	<ol style="list-style-type: none"> 1. Provide a brief description of Scouting's seven sections. 2. Identify how your role directly supports leaders in achieving Scouts Canada's Program goals and Standards. 3. Identify the benefit of using the outdoors as a key learning resource.
<p>Membership: Youth and adults benefit from being a member of the organization by developing themselves and those around them, and providing a service to their community and country. Providing our program for as many of Canada's youth as possible is critical to achieving our Mission.</p>	<ol style="list-style-type: none"> 1. Ensure that all members are invited/welcomed back each year and that exit interviews are conducted with non-returning youth and adults. 2. Create/provide opportunities to recruit new members; i.e. school talks, mall displays, etc. 3. Ensure that all youth and adults are registered prior to becoming active in the program. 4. Describe the membership requirements for youth members. 5. Outline the key steps of Scouts Canada's Volunteer Recruitment and Development process. 6. Explain the importance of succession planning and appropriate selective recruitment. 7. Explain the importance of showing appreciation and recognition of volunteers, both formally (Scouts Canada's Honours and Awards system) and informally. 8. All registered members are covered by Scouts Canada's insurance. Describe the two types of insurance provided. 9. Identify and create opportunities to expand Scouting to include all cultural communities and religions.

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LEADERSHIP	The Learner will:
<p>Leadership: Each of Scouts Canada's programs provide ample opportunities for youth and adults to develop leadership skills.</p>	<ol style="list-style-type: none"> 1. Describe briefly how Scouts Canada provides opportunities for youth to develop leadership skills and competencies. 2. Describe how these new skills and competencies increase the learner's ability to participate according to Scouts Canada's Aims and Principles.
<p>Communication Skills: Providing effective leadership, service and support for other adults requires excellent communication skills.</p>	<ol style="list-style-type: none"> 1. Identify techniques to effective communication. 2. Demonstrate the ability to express oneself effectively in both individual and group settings. 3. Describe appropriate use of and the benefits of verbal and written communication. 4. Demonstrate the ability to actively listen to others. 5. Provide and seek feedback in an appropriate and constructive manner. 6. Describe the important aspects of presenting a positive image when interacting with the public and/or the media.
<p>Coaching/Mentoring/Training: Providing opportunities for adults to acquire skills and competencies required to perform their role in Scouting is often best achieved through coaching and mentoring or on-the-job training. Learning under the guidance and direction of a coach/mentor while conducting the program requires little extra time of the new leader and the coach/mentor.</p>	<ol style="list-style-type: none"> 1. Encourage and support others as they assume their new duties. 2. Treat others with respect, trust and dignity. 3. Assist others in assessing and establishing personal development goals. 4. Encourage, assist and support others as they strive toward their personal development goals. 5. Ensure that coaching/mentoring/training is provided and conducted in a manner, which directly or indirectly assists leaders in achieving the Program Standards.
<p>Conflict Resolution: Identifying potential areas of conflict and methods for preventing these and/or resolving conflicts is critical to providing leadership, service and support for others.</p>	<ol style="list-style-type: none"> 1. Identify and collect information relevant to the problem. 2. Use brainstorming techniques to create a variety of solutions. 3. Select and implement the best course of action. 4. Ensure that the solution maintains the integrity of Scouts Canada. 5. Provide support and expertise to other leaders with respect to managing conflict. 6. Follow up to ensure that the conflict has been resolved. 7. Describe how this model reflects Scouts Canada's Aims and Principles.

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LEADERSHIP	The Learner will:
<p>Attitude: Scouters providing leadership, service and support for others are seen as role models and therefore set the tone or attitude modeled by others. Being conscious of this and establishing positive, helpful attitudes is critical to being successful as a Scouter helping others.</p>	<ol style="list-style-type: none">1. Demonstrate consideration of others, listening and respecting their views and opinions.2. Be current with Scouts Canada's policies and practices.3. Seek out and participate in personal development opportunities.

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ADMINISTRATION	The Learner will:
<p>Administration: To provide for the safety and security of our youth and adults, Scouts Canada has established By-Laws, Policies and Procedures and Administrative Practices for members to follow.</p>	<ol style="list-style-type: none"> 1. Identify resources made available by Scouts Canada to assist adults in administering the programs. 2. Describe briefly the procedure for handling and reporting a suspected case of child abuse.
<p>Planning: Assess needs by consulting with youth and adults. This will help volunteers providing leadership, service and support, identify and plan programs to meet the needs of members and those of Scouts Canada.</p>	<ol style="list-style-type: none"> 1. Describe what would be included in: <ol style="list-style-type: none"> i. A group's short term plan (three months) ii. A group's long term plan (one year) iii. A group's budget iv. A group's Emergency plan v. Contingency plans 2. Identify how Program Standards are incorporated and achieved through short and long term planning. 3. Demonstrate how youth input is reflected in planning and evaluation. 4. Identify how planning can include: community events, cultural/religious events, and environmental projects. 5. Identify and involve parents and resource people when and where appropriate. 6. Follow up by visiting a section and participating as they evaluate their program and whether projects were completed or achieved. 7. Ensure that all members of the leadership team are involved in planning, evaluation and decision-making.
<p>Time Management: Recognizing and appreciating the time provided by adults is important. Making the most effective use of this time is also important. Ensuring that the majority of this time is focused directly on providing the program or support for the program will maximize the use of people's time.</p>	<ol style="list-style-type: none"> 1. Be conscious and respectful of people's time. 2. Share and delegate tasks effectively. 3. Track critical steps in projects to ensure that they are completed on time and in the best interest of the youth.
<p>Meetings: Conducting meetings to plan and organize programs and administrative responsibilities are essential to the success of groups. Doing this in an effective timely manner, which maximizes the use of people's time, is also essential.</p>	<ol style="list-style-type: none"> 1. Identify five characteristics of successful meetings.

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ADMINISTRATION	The Learner will:
<p>Risk Management: Identifying and assessing potential risks and hazards associated with conducting programs is critical to ensuring the safety of those involved. Risk management essentially means conducting programs within the knowledge, skills and abilities of those involved. It's the ability to prevent accidents and injuries by ensuring that leaders and participants are: in the Right Place, at the Right Time, with the Right People. and with the Right Equipment.</p>	<ol style="list-style-type: none"> 1. Identify Risk Management resources made available by Scouts Canada to assist adults in administering the programs. 2. Identify essential Scouts Canada Program resources. 3. Describe Scouts Canada's process for selecting and recruiting adults. 4. Provide an example of programs, which would fit in each of the following categories from Scouts Canada's Camping and Outdoor Activities section in B.P.&P.: Green, Yellow and Red. 5. Identify and assess risks/hazards for one of the programs from each category above. 6. Evaluate the above program to ensure that the group is in the right place at the right time with the right people and the right equipment. 7. Describe appropriate safety and first aid requirements for the above activity. 8. Describe appropriate action for adjusting programs to meet the above criteria. 9. Ensure that programs conducted comply with Scouts Canada's Policies and Practices. 10. Describe how debriefing others (reflecting on past experiences) following activities/events is an integral part of the risk management process.
<p>Assessment/Evaluation: Closely monitoring the programs ensures that leaders have the necessary service and support to achieve Scouts Canada's Program Standards.</p>	<ol style="list-style-type: none"> 1. Describe the benefits of evaluation and monitoring that are used to ensure quality programs. 2. Describe the importance of providing service and support through frequent visits. 3. Describe the importance of building a rapport with those that you provide service and support for, i.e. youth, parents, leaders, Commissioners, Service Scouters and trainers. 4. Describe how assessing and evaluating provides an excellent opportunity to show appreciation and support and helps identify people deserving recognition. 5. Describe appropriate interventions to assist leaders in achieving Program Standards.

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ADMINISTRATION	The Learner will:
<p>Forms/Records: Scouts Canada has developed various forms and applications to track and record members and activities. These forms and records are critical to Scouts Canada's Risk Management processes.</p>	<ol style="list-style-type: none"> 1. Explain the need for accurate up-to-date records. 2. Explain proper methods for maintaining and storing forms and records. 3. Identify and explain the importance of each of the forms found in the Camping and Outdoor Activities section in B.P.&P. 4. Ensure that proper forms and applications are used and that they are properly archived. 5. List the three basic elements of an annual report. 6. Identify why and how records must be kept of all assets belonging to Scouts Canada; i.e. equipment, property and finances.
<p>Registration: Ensuring that all youth and adults are registered is critical to ensure that members receive all of the rights and privileges accorded to them.</p>	<ol style="list-style-type: none"> 1. Explain how and when an adult and youth become a registered member of Scouts Canada.
<p>Finance: Providing programs for youth costs money. Developing a plan for financing the program and the support for the programs is critical. Scouts Canada provides three National Fund-raisers which allow groups to raise money for the group and provide support for the organization as a whole.</p>	<ol style="list-style-type: none"> 1. Identify practices for managing finances on behalf of Scouts Canada. 2. Identify how program plans and budgets are connected. 3. Describe in general terms how a budget is developed. 4. Explain how fund-raising and programs are connected. 5. Identify Scouts Canada's three national fund-raisers and how they support the group and the organization as a whole.

Resources:

- A Guide to the Honours and Awards of Scouts Canada *
- Application for Membership and Appointment of Adults *
- Basic and Advanced Learning Objectives (Leaders) *
- How to Protect Your Child from Child Abuse: A Parent's Guide *
- Mission presentation
- Program Standards *
- Scouts Canada's Volunteer Recruitment and Development Handbook *
(includes job descriptions)
- Section Leader Handbooks
- By-Law, Policies and Procedures (contains Duty of Care & Camping/Outdoor Activities) *
- Group Committee Handbook *
- Robert's Rules of Order

* Available on Scouts Canada's website, www.scouts.ca