

Canadian Path

In-Section Training



The Support Scouter and

Plan-Do-Review

[Canadianpath.ca](http://Canadianpath.ca)



It starts with Scouts

## INTENT OF WORKSHOP

This in-Section training is intended for use by Support Scouters to enable them to work directly with a Scout Group Section to demonstrate elements of The Canadian Path. Through this in-person workshop, the Support Scouter will demonstrate and explain the process of Plan-Do-Review for Section Scouters in their meeting environment and give them an opportunity to try out the mode. This occurs in a very supportive environment, as the Section Scouters have opportunities to ask questions during the demonstration and in the review that follows the meeting. Through the exercises, the Section Scouters will also see the interrelatedness of all the elements of The Canadian Path.

As a Support Scouter, you will need to apply the elements of Plan-Do-Review as you guide this workshop. You will plan for, do and review this workshop with other Support Scouters.

## GOAL OF WORKSHOP

The goal of this workshop is to give Section Scouters a supported opportunity to work with the elements of The Canadian Path—learning by doing. By working in person, the Support Scouter makes more supportive connections for the future.

## OVERVIEW OF WORKSHOP

The Support Scouter works with a small group of the youth: a Lodge, Lair or Patrol. The youth select from a few activity options, then plan, do and review the activity with the Support Scouter. Then a Section Scouter will take another group and, modelling after the Support Scouter, help the group plan, do and review an activity. This may be the same one as the Support Scouter or another from the activity options available.



## LENGTH OF WORKSHOP

This workshop is intended for use with a Section during one meeting.

For Beaver Scouts, it is expected that the demonstration will take around 30 minutes or so, with the Section Scouter's application exercise requiring 30 minutes as well. Reviewing with the Section Scouters involved in the training may take an additional 30 minutes.

With Cub Scouts and Scouts, the demonstration and the application exercises may take up to 45 minutes each, with a review period of about 30 minutes.

## THE SUPPORT

### SCOUTER'S PLAN

#### BE PREPARED!

- Have a good understanding of the Four Elements of The Canadian Path. There is great resource material on [Canadianpath.ca](http://Canadianpath.ca) and support from your Council.
- Be familiar with facilitation strategies.
- Be familiar with the workshop content, process and objectives.
- Gather the materials you will need to bring.
- Your plan is to support both the Section Scouters and the youth in the model exercises. In turn, the Section Scouters will plan to support the youth.
- Decide what activities will be suitable for use with the Section in question.
- Have a conversation about the workshop with the Section Scouters in advance so that they are prepared.
- Determine whether you will have another Support Scouter with you or not. This Support Scouter can help by either working with the majority of the youth (allowing as many of the Section Scouters as possible to observe while you do the model activity) or he/she can give a running commentary to the Section Scouters as you complete the demonstration. (There is a third option, as well, once you get comfortable with the workshop process and materials. It's a challenge with benefits, though! The two Support Scouters split the full large Section group into halves and run two workshops simultaneously. While this is ambitious, it gets everyone involved!)
- Know space and ratios.



The Patrol System is one of the features of the Scout Method. Working with a small group is the most effective way to give all youth an opportunity to participate in the discussion. The small group environment is more comfortable for quieter youth. For the Scouter, it provides opportunities to listen to every youth and to encourage input. A discussion held with eight or fewer youth is often more manageable than with the full group.

When you are modelling the behaviour that you want the Section Scouter to emulate, you can include a running commentary to explain some of your questions or comments. For example, "I haven't heard from everyone yet, and it's important that your plan involves everyone's ideas. Sam/Sue, how are you so far with what the group has suggested? Do you have another idea?"

It is important that Section Scouters know that the youth will be given two choices of activities due to the one meeting time restriction of this workshop. At other meetings, the small group will typically brainstorm the activities that it is interested in completing. Once the activity is decided by the Section Leadership Team, the youth plan. What is done in the workshop is a condensed model.



WHY WORK WITH JUST

ONE SMALL GROUP?

## THE SUPPORT SCOUTER'S DO

This "Do" for Support Scouters is comprised of two separate parts:

1. You will work with youth in a Lodge, Lair or Patrol and guide them to complete an activity following the Plan-Do-Review process.
2. You observe and support Section Scouters who guide another Lodge, Lair or Patrol to complete an activity following the Plan-Do-Review process. Note: Using a different Lodge, Lair or Patrol allows more youth to experience the process.

Is there a second Support Scouter with you? Your fellow Support Scouter may work with the rest of the youth in a game or activity, allowing Section Scouters to observe your activity model. If you do not have another Support Scouter with you, one of the Section Scouters will need to work with the remaining youth. That Section Scouter should be changed up with another Section Scouter who observed the first activity. That way, all Section Scouters will observe either a Support Scouter or a colleague with the activity. At least two groups (Lodge, Lair, Patrol) will experience the exercises.

## SUPPORT SCOUTER'S REVIEW

The Support Scouter's Review also has two parts!

1. A review with the youth
2. A review of the workshop with the Section Scouters

When you review the activity with the youth and then with the Section Scouters, you are giving examples and models that you wish them to follow when they do a review. The review of an activity is critical in the learning that takes place for the youth. Your questions get them to think about what they have learned in a meaningful way, to make connections and to frame them in such a way that what is learned is carried forward. Not every game or short activity requires an in-depth review, but youth-planned and delivered activities do.

## REVIEW WITH THE YOUTH

After the youth complete their activity, they sit down with the Support Scouter and talk about the activity.

Here are some sample questions that the Support Scouter can ask. Youth in Beaver Scouts or Cub Scouts may need more encouragement and clarification of the questions.

- What do we know now that we did not know before?
- What was the most challenging part? What was the most fun?
- How did we work together as a team?
- What would we do differently next time?

There are several other questions that may be relevant, depending on the activity and age level. Please bring along a copy of the SPICES questions: [ScoutingLife.ca/wp-content/uploads/st/st12-s-spices-review-questions.pdf](https://scoutinglife.ca/wp-content/uploads/st/st12-s-spices-review-questions.pdf)

When the activity guided by the Section Scouter is completed, the Section Scouter leads the youth through an activity review. The same questions may be used.



**Safety note:** Remember the Two-Scouter Rule, especially if the training is occurring away from the larger group!

## REVIEW OF WORKSHOP

### WITH SECTION SCOUTERS

After the demonstration and observation activities are complete, and the youth are on their way home, you review the activities with the Section Scouters.

- What did you learn from the demonstration?
- What did you learn when you followed the model with another group of youth?
- What surprised you most? What was most challenging?
- What implications does this have for how you proceed to implement the Plan-Do-Review process?
- What are you going to take from this training exercise and apply to next week's meeting?

**You aren't done yet!**

Now before the drive home, review with the other Support Scouter!

- What worked well?
- What would I/we change for the next time?
- Should I/we come back to this Section to repeat the training for the remaining youth and Scouters?
- What did we learn about the process?
- What did youth and Scouters learn from the process?

# CANADIAN PATH IN-SECTION TRAINING—MODEL ACTIVITY AND THE APPLICATION ACTIVITY

The model activity that is conducted by the Support Scouter and then copied by a Section Scouter follows exactly the same process.

## STEP 1: YOUTH PLAN

Sit with a small group of youth (Lodge, Lair or Patrol). Introduce yourself, have the youth introduce themselves and explain to the youth that they are part of an exciting change in the way activities are planned in the Section. They will be making decisions about an activity and then doing the activity while you are there to help them if they need it. Beaver Scouts and Cub Scouts may get a kick out of being told that they are the leaders! Explain that you have two activities that they can choose from and then they get to make a plan on how they want to do it.

Present and explain two Trail Card activity choices. (These are attached to this document.)

Beaver Scouts	Cub Scouts	Scouts
Follow the Leader	Build a Chair for Wolf Totem	Build a Bridge
Build Brown Beaver's Chair	Build a Blind Trail	Build a Blind Trail

### How the youth choose the activity:

- Give each Beaver Scout a wood chip to place on the Trail Card that he or she would like to do. (You can use Post-it notes in place of wood chips, if need be.)
- Cub Scouts can use Post-it notes to vote, but can also manage voting by raising a hand.
- Scouts are able to discuss and vote by raising hands or doing a tally on a sheet.
- To make things happen more quickly, place the Trail Cards on opposite walls in the room and have the youth walk to their preferred choice.

## TAKE NOTICE—PART 1

Introduce six flip charts around the room, each with a question written on it. Have the youth and Scouters write answers to questions throughout the session.

- What do you know now that you did not know before?
- How does change make you feel?
- Who helped you?
- How was the activity physically challenging?
- What caused conflict during the activity? How were these conflicts resolved?
- How has this experience shaped your values?

Beaver Scouts can draw their responses if they want. You may need to bring them to each chart and ask the question, have them reflect and then share their answers.

It all begins with the youth!

### This should only take a few minutes. It's important to:

- Reiterate that everyone's input is needed and valued.
- Listen to their ideas, without judgment about the ideas.
- Ask questions that encourage youth to think about safety.
- Observe and ask questions that encourage including all members of the Lodge, Lair or Patrol in the activity.

Present youth with materials that they need to complete their activity. Step back and observe as they make their plan. It is essential during the youth planning that the Support Scouters and Section Scouters understand their role to be a supporting actor, not the director!

### How does a Scouter support the youth as they plan?

- Observe.
- Note the roles the group decides for its members.
- When there is a roadblock or difference of opinion, ask "Do you need help?" If the answer is yes, ask, "What can I help you with?" If, however, the answer is no, step back and continue to keep an eye on the group's progress.
- Avoid giving a solution or giving directions. The youth need time to problem solve and to discover if their ideas work.



## STEP 2: YOUTH DO

Once the youth have their plan, they do the activity. Be prepared for the plan to change during the activity! The youth complete their activity, with support from the Support Scouter who:

- Observes the activity.
- Steps in when any problems arise, asking, "Do you need help?" and (if the answer is yes), "What do you need help with?"
- Allows the activity to take its course.
- Steps in when a safety matter arises, drawing the attention of the youth to the issue and looking for a solution before moving on.

## STEP 3: YOUTH REVIEW

After the activity is completed, the youth in the Lodge, Lair or Patrol get together to talk about how the activity went, by using some of the review questions, Youth and Scouters can select some of the questions with the section to discuss how they enjoyed their adventure. The questions help the youth reflect and learn from their experiences. Since this is a new process, which creates open discussion for everyone to share their own reflection of the adventure. Support of the Scouters will be needed, especially for the younger Sections, to make sure everyone is respected for their opinion and contribution to the review. The more this is practiced, Youth will take this on more naturally with practice.

Sample questions:

- What do we know now that we did not know before?
- What was the most challenging part?
- What part was the most fun?
- How did we work together as a team?
- What would we do differently next time?

## TAKE NOTICE—PART 2

Make one last visit to the flip charts.

- Social: Who helped you?
- Physical: How was the activity physically challenging?
- Intellectual: What do you know now that you did not know before?
- Character: What caused conflict during the activity? How were these conflicts resolved?
- Emotional: How does change make you feel?
- Spiritual: How has this experience shaped your values?

From these charts we can see how SPICES can be developed (however slightly) through just one activity. Individual youth will develop in different ways and at different paces.

## SECTION SCOUTER REVIEW

After the two activities are completed and reviewed, the youth meeting is completed and the youth leave for home. The Section Scouters, supported by the Support Scouter(s) complete a review of the workshop.

- What did you learn from the demonstration?
- What did you learn when you followed the model with another group of youth?
- What surprised you most? What was most challenging?
- What implications does this have for how you proceed to implement Plan-Do-Review?
- What are you going to take from this training exercise and apply to next week's meeting?



## GENERAL NOTES ABOUT

### SUPPORTING YOUTH

The important thing about supporting the youth is putting them in control of their learning. Each youth is in a unique place in his or her learning; it is up to the Scouter to observe and support each youth as necessary.

- By observing the youth as they plan and do, the Scouter can see what the youth are capable of doing and what presents challenges. Too little or too much challenge may cause the youth to disengage in the activity.
- Once Scouters understand what the youth are able to do independently, it becomes easier to offer increasingly difficult or different challenges so that the youth are eager to participate. A discussion with an individual youth may be very helpful in revealing what those challenges may be.
- Each youth is unique. When a Lodge, Lair or Patrol is involved in an activity, some of the youth will require more support than others.

- As Scouter, guide your youth to a variety of experiences so that they have opportunities to work both collaboratively and independently.
- The activity should be meaningful. What is learned from the activity should transferable to other activities.

Typically In a small group (Lodge, Lair or Patrol) you have youth who have different understandings of the tasks of the activity and different skills sets to bring to the activity. Add differing ages within the group, and the variety increases. Good news, however! Don't forget that the youth can support each other, through those who can help by mentoring. Such is the stuff that leadership skills are built upon.

Throughout this workshop document, there have been several suggestions on what to do when supporting youth and facilitating their development.



### HERE IS A SUMMARY:

When youth are brainstorming ideas for an activity, planning, doing or reviewing an activity, the Scouter's role is to:

- Let each youth know that everyone's input is needed and valued.
- Ask questions that encourage including all members of the Lodge, Lair or Patrol in the activity.
- Listen to the group's ideas, without judgment.
- Observe the youth as they interact.
- Ask (as appropriate), "Do you need help?" If the answer is "yes", then ask "What can I help you with?"
- Avoid giving a solution or giving directions. The youth need time to problem solve and to discover if their ideas work.
- Allow the activity to take its course.
- Ask questions that encourage youth to think about safety.
- Step in when a safety matter arises, drawing the attention of the youth to the issue and looking for a solution before moving on.