

Scouter Support Training

Participant Workbook



It starts with Scouts.

Version 2.1 June 15, 2011
Minor changes November 5, 2012

For use with the
Scouter Support Playbook
Scouter Support Training: Trainer's Manual

**Kids in Scouts have fun adventures
discovering new things and experiences
they wouldn't have elsewhere.**

**Along the way, kids develop into capable,
confident and well-rounded individuals,
better prepared for success in the world.**

Scouts is the start of something great.

It starts with Scouts.

Five Pillars, Nine Outcomes

Pillar

1 - Orientation

2 - Program Tools

3 - Formal Training

4 - In Person Support

5 - Feedback & Recognition

Associated Outcomes

1 - 75% of new Scouters are recruited and registered by August 31 in prior Scouting year

2 - Orientation and NSWK provided to all new Scouters within 2 weeks of accepting role

3 - 80% of sections receive the Quality Section Award

4 - 100% of Scouters trained with WB I in primary role

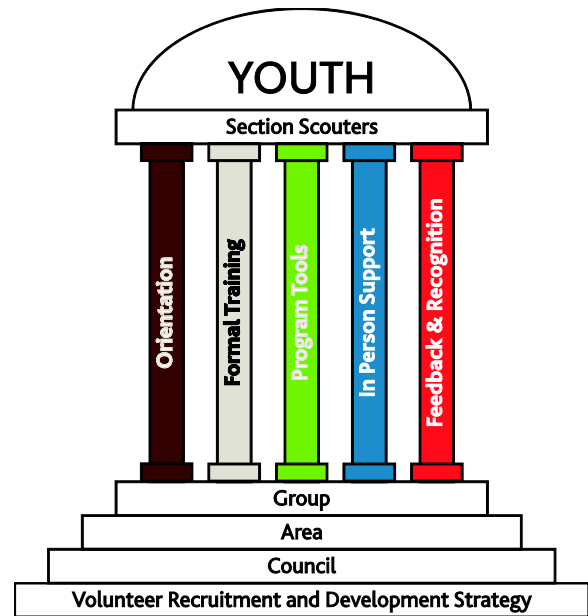
5 - Training quality is measured at each course; 60% of participants strongly agree with core quality statements

6 - Each section and group receives 3 service visits annually

7 - Each group committee has a minimum of 3 non section Scouters to support group activities

8 - Each Scouter receives personal feedback 3 times annually

9 - 20% of Scouters receive Scouts Canada recognition for outstanding service annually



My Training Group

My Name _____

My Role _____

My Org Unit _____

My Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Name _____

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Org Unit _____

Interesting Fact _____

Name _____

Role _____

Org Unit _____

Interesting Fact _____

Case Study 1

A support Scouter is visiting a Beaver Scout leadership team meeting. The team is trying to put together a 12 month program plan for next year. Most of the Scouters are new to both the section and to Scouting. Most have not taken training yet.

- Scouter 1 Hi, welcome to our meeting. We sure could use your help. We were looking at the program quality standards, and realized we need to have a 12 month plan for next year.
- Scouter 2 This is tough, we have enough trouble planning a few hours ahead. Maybe we should just write down all our meeting dates and put floor hockey and dodgeball beside them. That's all we did this year.
- Support Scouter What do you remember from your Woodbadge I?
- Scouter 2 Most of us haven't made it to training, there's just not enough time. Giving up a whole weekend for it isn't easy.
- Support Scouter << ad lib response >>
- Scouter 1 We're not going to get trained tonight, so let's start planning.
- Scouter 2 I still don't know where we're going to start. Planning out a whole year isn't easy.
- Support Scouter What resources did you bring along to help your planning?
- Scouter 1 I've got Friends of the Forest in my briefcase. Why? Are there things that we can use to help us plan?
- Support Scouter << ad lib response >>
- Scouter 2 Okay, this will be easier than I thought. But, what happens if something doesn't work they way we'll think it will? Or, what if something comes up at the last minute?
- Support Scouter Your 12 month plan will have big events like camps, outings, service projects, and group activities. There should be room to be flexible in it. You'll add in more details as you do 3 month and 1 month plans later.

Group Questions

1. How did your Support Scouter answer the question about training?
2. As a group, can you think of flexible ways to deliver training?
3. Which program planning resources did your Support Scouter talk about?
4. As a group, which other ones can you think of?
5. What are the top three resources this section could use?

Case Study 2

A support Scouter is visiting a Cub Scout program meeting. The visit was arranged through the Group Commissioner a week ago. The section Scouters seem distant and unhappy to the support Scouter. After the meeting is done and the youth have left, the support Scouter stops to chat with a couple of the program Scouters.

- Support Scouter: Thanks for having me out at your meeting, it looks like the kids were having fun.
- Scouter 1: So, what did we do wrong?
- Support Scouter: What do you mean? Everything seemed structured and well planned, your Scouters all have Woodbadge woggles, and the youth had fun earning some of their naturalist badge requirements.
- Scouter 2: The only time we hear from someone is when somebody has complained, and we've never had anyone show up before. We just want to know who complained.
- Support Scouter: Nobody complained. I'm just stopping in to see how your program is going and offer to help with anything that you might be having trouble with.
- Scouter 1: No, really, you don't have to hide it. Why are you here? Who complained?
- Support Scouter: << ad lib response >>
- Scouter 2: Sure. So, do you have a report card or something to fill out? What kind of grade did we get?
- Support Scouter: << ad lib response >>
- Scouter 2: So, is this going to be a regular thing then?
- Support Scouter: My role is to make sure you have the support and resources you need to deliver a quality program to the youth in your section. I need to come see your section in person to make sure that I can do that for you.

Group Questions

1. Was the attitude of the section scouters surprising? Why or why not?
2. What can we do to prepare sections for service visits?
3. How do we help scouters understand that we are there to help, not judge?
4. As a group, how would you improve the support Scouter's ad libbed lines?

Case Study 3

A support Scouter is visiting a Scout Troop program meeting. The Scouters and youth heard about a regional jamboree happening in a few years. They are trying to make a plan to attend.

- Youth: I was talking to the area youth commissioner on Facebook the other day and found out about a jamboree happening just a few hours away from us in two years, can we go?
- Scouter: I don't know. It's really hard to tell where everyone will be at in two years.
- Youth: I'll be here, and if we signed up for a jamboree, I bet everyone else would stick around.
- Support Scouter: Having a long range goal for the section to work towards is a good way to keep people involved and excited in the program.
- Scouter: I get that. It's just so far off, half these kids will be gone, and there will be a pile of new kids coming in to the section next year and the year after. We have enough trouble planning a few months in advance, how are we supposed to plan two years out?
- Youth: How do other groups do it?
- Support Scouter: << ad lib response >>
- Youth: I think this is important, I'm going to bring it to the next Court of Honour meeting.
- Scouter: You can do that. But, there are a lot of Scouters that will need to agree for it to actually happen. We always panic to get people to volunteer in September, so I really don't know if any plans will actually happen.
- Support Scouter: << ad lib response >>
- Scouter: I guess we can give this a try. I should probably talk to the other Scouters.
- Youth: Great! I'm going to ask the AYC for some more information that I can share with the other kids.

Group Questions

1. What are some ways we can encourage multiyear planning in senior sections?
2. What are some ways groups and areas can support multiyear plans?
3. What can groups do with Scouter recruitment, appointments, and fundraising to support multiyear plans?
4. What are some activities that happen in Scouting every year that we can plan and prepare for well in advance?

Case Study 4

A support Scouter is visiting a Venturer Scout leadership team meeting. The company president is trying to convince the advisor that the youth should be able to drive themselves to a camp, and that the advisors don't need to come along.

- Youth: Here's our plan for attending the council Venturer camp next month.
- Scouter: Hmm. It looks like you're not planning to bring any advisors along. It also looks like you're planning to drive yourselves out? What are you thinking?
- Youth: We looked in BP&P, we're allowed to do stuff without advisors.
- Support Scouter: That's correct. It's automatically a Category 3 activity when you do, though, have you planned for that?
- Youth: Not yet.
- Scouter: Really? There must be other policies to keep this from happening.
- Support Scouter: << ad lib response >>
- Scouter: What about laws? I'm really not comfortable with kids camping without adults there.
- Support Scouter: << ad lib response >>
- Youth: It's our program, and our movement, aren't you guys supposed to help us?
- Support Scouter: Yes. Part of that is making sure that there are reasonable rules in place to make sure that you don't get into trouble you can't handle. Let's work on your plan together to make sure that you get a challenging experience that's within the rules.

Group Questions

1. Does your group agree with the youth or the Scouter in this case study? Why?
2. What are some other support scenarios where your group would benefit from outside guidance and advice?
3. Other than BP&P, what sort of laws and regulations would affect how Scouting operates?
4. BP&P contains our rules, but it's not comprehensive, where are some places you can go for information and advice?

Case Study 5

A Group Commissioner and a support Scouter are having a conversation with a section second year Scouter who keeps promising to take training, but hasn't yet. The section isn't able to earn a Quality award as a result.

Group Commissioner

Thanks for meeting with us.

As you know, all Scouters are expected to take training within 12 months of joining, preferably within 4. You've promised to take training and haven't yet. This is impacting the youth because the section isn't able to earn a Quality award due to the delay in your training. I would like you to commit to taking training within the next 2 months.

Scouter

I'm really busy, and my schedule is pretty fluid. None of the in person courses have worked out for me. I sign up then need to cancel.

Support Scouter

<< ad lib response >>

Group Commissioner

I'd like to emphasize that this is impacting the youth. Have you tried taking your training through e-learning?

Scouter

No. I'm not so great with the whole computer thing.

Support Scouter

<< ad lib response >>

Group Commissioner

You're overdue to complete your training, I'm asking you to complete it sometime within the next 2 months.

Scouter

What if I don't?

Group Commissioner

<< ad lib response >>

Group Questions

1. What type of approach did the support Scouter take? Does your group agree with that approach? Why or why not?
2. How have members of your group dealt with situations like this in the past? Did your approaches work?
3. Has anyone in your group not renewed a Scouter's appointment? What happened?

Month	Activities I will be responsible for	People I will need to ask for help and support	Date that I will finish this activity by
Orientation			
Formal Training			
Program Tools			
In Person Support			
Feedback and Recognition			

How my activities will impact:

Program Quality

Membership Retention and Growth

Things I will need to communicate

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Things I will need to communicate

Policy Scenarios

1. a Cub Scout leader wants to take the Cubs on an overnight trip to a small town rifle range to learn about firearm safety; the trip includes stopping at a small town airfield on the way back to take a ride in ultralight aircraft
2. a Rover Crew wants to hold a social event that includes airsoft and post activity drinks at a pub
3. a Scout troop leadership team is wondering if they need to get camping and outdoor activity approval for an overnight tour of a museum
4. a Group Committee wants to know if their Beaver Colony should be reporting income and expenses for a year end camp to them
5. a Service Scouter wants to know who is responsible for taking care of lightweight camping equipment for one of the groups she is assigned to

Evaluation Form – Scouter Support Training

Today's date: _____

Trainers: 1. _____
 2. _____
 3. _____

Content

	Excellent	Good	Needs Improvement	Poor	Not Applicable
covered useful material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
practical to my needs and interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
presented at the right level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effective activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
useful visual aids and handouts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Presentation

		Excellent	Good	Needs Improvement	Poor	Not Applicable
trainer knowledge	Trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trainer presentation style	Trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trainer covered material clearly	Trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
trainer responded well to questions and comments	Trainer 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Trainer 3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall

	Excellent	Good	Needs Improvement	Poor	Not Applicable
overall, how would you rate this course?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you improve this course?

Any other comments or suggestions?