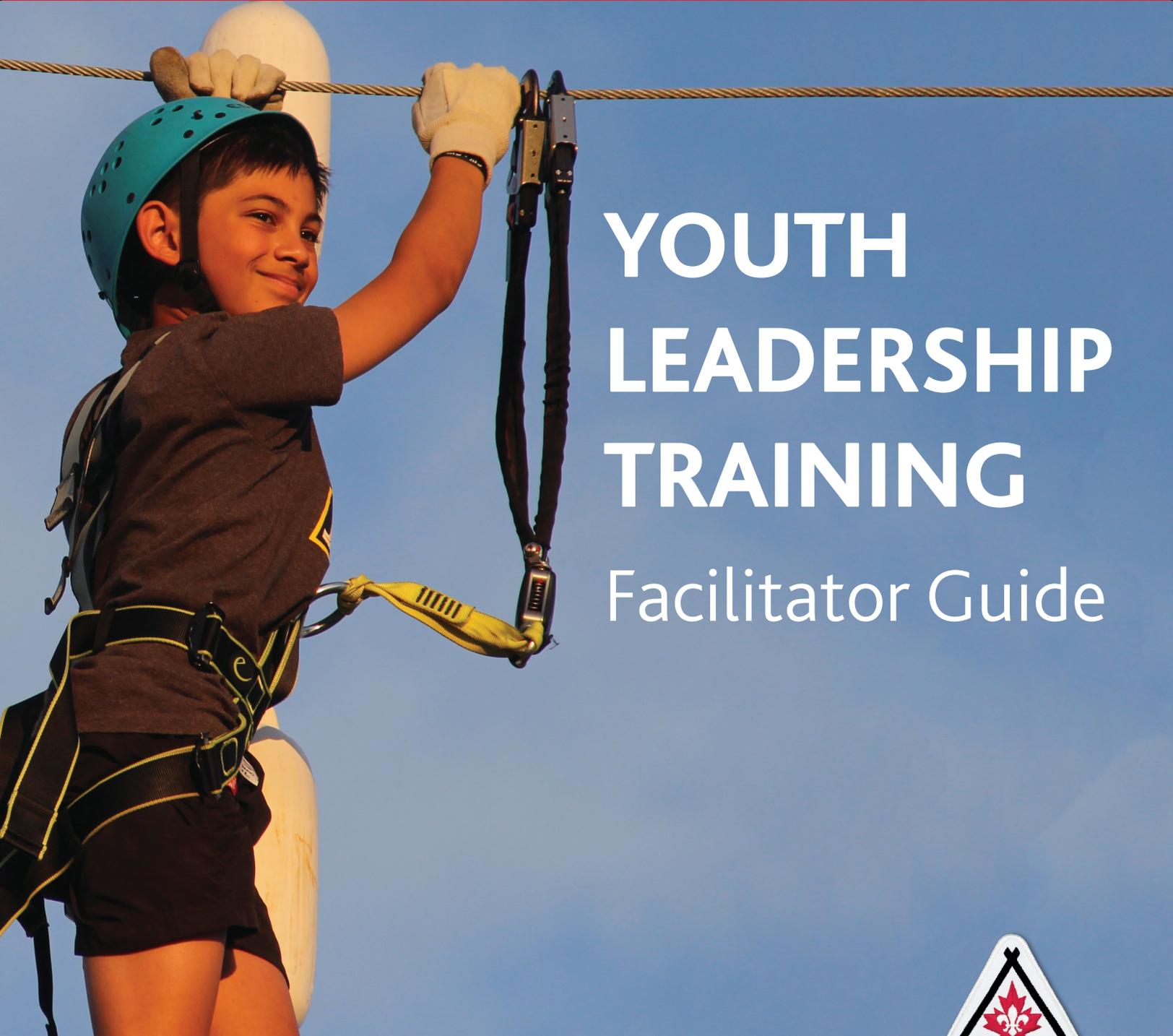


SC  YLT



YOUTH LEADERSHIP TRAINING

Facilitator Guide



Canadianpath.ca

It starts with Scouts.

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What is Youth-led?

Right from the start, Lord Baden-Powell's vision for Scouting was of a program in which the youth took responsibility for their activities and adventures. Scouts play the most important role within their Sections, and Scouters need to give them the opportunity to step up and run the program.

Youth decide what activities they want to do, what adventures they want to undertake and what challenges they wish to give themselves. Youth bring their own ideas and interests to the mix to create adventures in all six Program Areas (Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression, and Beliefs & Values) so that the program truly becomes their own. They can use resource materials provided to suggest starting points in the Plan-Do-Review process for all kinds of adventures.

This does not mean that there is no Scouter involvement in the program, of course. Youth-led is not a free-for-all where anything goes while the adults stand back and watch. Our Scouters have an active role in mentoring, encouraging, guiding and inspiring youth. Scouters are ultimately responsible for creating a safe, inclusive and fun environment where youth can take on increasing responsibility and leadership roles.



Supporting Personal Progression on The Canadian Path

The Canadian Path is all about developing well-rounded individuals by encouraging youth to participate in a wide range of activities. Youth do not join Scouting with personal development in mind, but rather to have fun, make friends and discover new things through exciting adventures. It is natural, however, that in the process of having fun with friends, they will grow as individuals.

Scouts Canada recognizes that each youth develops in his or her own way, at his or her own pace, and with his or her own interests. Each youth has a unique set of skills and abilities. Youth start where they are and, in the company of the other youth and Scouters, challenge themselves to acquire new skills and knowledge. While youth work together in the activities they undertake, they also choose individual projects based on their own skills and interests. In traditional models of education, all youth aim to attain the same predetermined goals. That's not how Scouting works. In Scouting, the focus is on personal progression. While the youth decide on an adventure they will undertake together, each individual also decides upon a personal goal for that adventure.

Starting in Beaver Scouts and continuing to build through to Rover Scouts, youth decide what they want to learn and practise. While the adventure may be the same for the whole group, each youth's goals will be unique.

In Scouting, we want each youth to find success through learning by doing. Sometimes the goal will be accomplished on the first attempt. Sometimes it will take repeated efforts or new ways of approaching the goal. In traditional models of learning, it is accepted that some youth will succeed and some will fail. In Scouting, everyone works together to help each youth attain his or her personal goal.

Personal progression emphasizes individual development based on each youth's unique abilities and interests. As youth commit themselves to their own personal journey in Scouting, they find new opportunities (through the process of Plan-Do-Review) to experience success and build self-confidence.

No matter how youth choose to approach The Canadian Path, the SPICES form the core dimensions in which each youth is encouraged to grow. The Plan-Do-Review model, used for all aspects of the program, encourages the growth of the youth in all the SPICES (social, physical, intellectual, character, emotional and spiritual).



Role of Facilitators in Youth Leadership Training

What is needed for Youth-led to succeed?

Youth who are engaged and who feel their contributions matter; who feel supported by Scouters, Facilitators, and other youth as they take on new challenges; who are ready to try new things, to challenge themselves and to make some mistakes along the way to gaining new skills and abilities. We need youth who want to learn, grow and venture forth into their world by actively engaging in The Canadian Path.

Facilitators who are wise and respected mentors who create a safe space for the youth to try new adventures and develop their leadership skills. We need Facilitators who will put the experiences of the youth before their own experiences within The Canadian Path, and who make sure that every youth is engaged in the leadership skill development experience.

Youth Leadership Training Facilitators serve as mentors for Scouting youth who pursue their Section-specific Youth Leadership Training. This is done with the same skill set as one who facilitates the Scouting program, using the Four Elements of The Canadian Path and a focus on Personal Progression to allow youth to develop their skills in leadership. Facilitators support the adventures in Leadership Skills found in the Youth Leadership Training Activities on the Activity Finder. Youth senior to the Trainee, Youth Commissioners, Scouters and Trainers can all serve as Youth Leadership Training Facilitators, with the preferred method being facilitation “by youth, for youth”.

It is recommended (but not required) that YLT Facilitators:

- Have completed Scouts Canada Youth Leadership Training (at any Section) or Wood Badge I for The Canadian Path
- Be comfortable mentoring and supporting youth to develop their leadership skills
- Have time to comprehensively facilitate the Youth Leadership Training



How do youth assess their progression?

As with all youth-led adventures on The Canadian Path, youth use Plan-Do-Review to develop their leadership skills within the Scouts Canada Youth Leadership Training.

Additionally, youth will complete a review on their leadership skill development at the end of each course, reflecting on the skills they have earned, and setting goals for continual development of their skills.

What is a YLT Facilitator?

Facilitators of Scouts Canada Youth Leadership Training can be:

- Youth
- Scouters
- Support Scouters
- Trainers

Scouts Canada YLT courses are an amazing opportunity to facilitate “for youth, by youth” learning and development. In more ways than one, this is the ideal way to facilitate all of the Scouts Canada YLT courses. Any youth senior to the youth being trained, or youth in the same Section who have already completed Youth Leadership Training, can help lead a Youth Leadership Training course.

For example: Miriam is a Trailblazer Scout who completed Youth Leadership Training last year. Charlie is a Pathfinder Scouter who wants to develop their leadership skills with Youth Leadership Training. Miriam could serve as a YLT Facilitator for Charlie in their weekly Section meetings, as long as she feels prepared and ready to facilitate the training opportunity.

Or: The 1st Roncesvalles Venturer Company wants to facilitate a Cub Scout Youth Leadership Training course for its Area. The Venturers recruit Area Support Scouters to complement their roster of Facilitators and help meet youth-to-Scouter ratio requirements.

Course Requirements

Beaver Scouts

Plan: Beaver Scouts should be engaged in the planning of their Youth Leadership Training experience through personal reflection and discovery of leadership concepts. Using the Participant Guide and group discussion, allow Beaver Scouts to identify leadership concepts that interest them and Activity they would like to embark on.

Do: Beaver Scouts complete one adventure per Leadership Concept and record their adventures using the Participant Guide. Beaver Scouts should participate in a review after each adventure.

Review: Beaver Scouts engage in a “Leadership Review”, reflecting on the five adventures they embarked on, what leadership skills they have gained and how they are going to be leaders in the future.

Successful completion of these three steps will culminate in the completion of the Youth Leadership Training — Beaver Scouts course.



Cub Scouts

Plan: Cub Scouts should be engaged in the planning of their Youth Leadership Training experience through personal reflection and discovery of leadership concepts. Using the Participant Guide and group discussion, allow Cub Scouts to identify leadership concepts that they would like to improve on and the Activity that would facilitate that development.

Do: Cub Scouts complete two adventures per Leadership Concept and record their completed adventures using the Participant Guide. Cub Scouts should conduct a youth-led review after each adventure.

Review: Cub Scouts engage in a “Leadership Review”, reflecting on the ten adventures they embarked on, what leadership skills they have gained and how they are going to be leaders in the future.

Successful completion of these three steps will culminate in the completion of the Youth Leadership Training — Cub Scouts course.



Scouts

Plan: Scouts should be actively engaged in the planning of their Youth Leadership Training experience through personal reflection and discovery of leadership concepts. Scouts should be involved in the planning of the training itself, and make the adventures come to life using Plan-Do-Review. Using the Participant Guide and group discussion, Scouts can identify leadership concepts that they would like to explore and the Activity that would facilitate that development.

Do: Scouts complete two adventures per Leadership Concept and record their completed adventures using the Participant Guide. Scouts should conduct a youth-led review after each adventure.

Review: Scouts engage in a “Leadership Review”, reflecting on the ten adventures they embarked on, what leadership skills they have gained and how they are going to be leaders in the future. Scouts should be aware of their personal progression and be able to provide examples of how they will apply the learned skills in their life.

Successful completion of these three steps will culminate in the completion of the Youth Leadership Training — Scouts course.



Venturer Scouts

Plan: Venturer Scouts should lead the planning of their Youth Leadership Training experience through personal reflection and discovery of leadership concepts. Venturer Scouts should be involved in the planning of the training itself, and make the adventures come to life using Plan-Do-Review. Using the Participant Guide and group discussion, Venturer Scouts can identify leadership concepts that they would like to explore and the Activity that would facilitate that development.

Do: Venturer Scouts complete three adventures per Leadership Concept and record their completed adventures using the Participant Guide. Venturer Scouts should conduct a youth-led review after each adventure.

Review: Venturer Scouts engage in a “Leadership Review”, reflecting on the fifteen adventures they embarked on, what leadership skills they have gained and how they are going to be leaders in the future. Venturer Scouts should be aware of their personal progression and be able to provide examples of how they will apply the learned skills in their life.

Successful completion of these three steps will culminate in the completion of the Youth Leadership Training — Venturer Scouts course.



Rover Scouts

Plan: Rover Scouts should lead the planning of their Youth Leadership Training experience through personal reflection and discovery of leadership concepts. Rover Scouts should be involved in the planning of the training itself, and make the adventures come to life using Plan-Do-Review. Using the Participant Guide and group discussion, Rover Scouts can identify leadership concepts that they would like to explore and the Activity that would facilitate that development.

Do: Rover Scouts complete three adventures per Leadership Concept and record their completed adventures using the Participant Guide. Rover Scouts should conduct a youth-led review after each adventure.

Review: Rover Scouts engage in a “Leadership Review”, reflecting on the fifteen adventures they embarked on, what leadership skills they have gained and how they are going to be leaders in the future. Rover Scouts should be aware of their personal progression and be able to provide examples of how they will apply the learned skills in their life.

Successful completion of these three steps will culminate in the completion of the Youth Leadership Training — Rover Scouts course.



Facilitation Strategy

What Adventure means for each youth is personal. Each youth has an individual sense of what makes an adventure—what will be exciting, interesting and fun.

Youth engage in the planning of their adventures on The Canadian Path. Through team planning, they develop the adventure. After completing the adventurous activity, the youth review it by talking about what they experienced, how they grew and what made the experience exciting or challenging. Each youth will view the experience differently and learn uniquely from it, even though the adventure was shared with others.



Course Formats

Scouts Canada Youth Leadership Training was designed to be flexible and dynamic, aiming to meet the developmental needs of the diverse youth our organization serves. With the Activity approach, the training does not need to be delivered in one shot, but can also serve as an ongoing learning journey that could span up to a year.

Options for facilitation of Scouts Canada Youth Leadership Training include (but are not limited to):

- Single-day Workshops
- Regular Section Meetings
- Weekend Residential Courses
- Group/Area/Council events
- Multi-evening Workshops

The possibilities are endless, but make sure that the method of facilitation is right for your participants so that they will be able to get the most they can out of the experience.

Administration Guide

Youth who have completed their Scouts Canada Youth Leadership Training should be recognized in the following manner:

- Present the Section-appropriate certificate and uniform crest.
- Award the training milestone on the Youth's MyScouts.ca profile.

All Group Commissioners and Group Registrars can add Youth Leadership Training to youth's profiles.