



WOOD BADGE II

For Section Scouters

August 2024

- Wood Badge II Guide
- Scouter Development Cards

Supporting Scouter Development on The Canadian Path

Youth on The Canadian Path have fun adventures—they discover new things and experiences that they wouldn't have elsewhere. Along the way, they develop into well-rounded young people, better prepared for success in the world. They do this by working with their peers and Scouters to plan and lead adventures full of meaningful learning experiences. Scouters help our youth maximize developmental opportunities by encouraging them to challenge their capabilities in a safe environment and by asking insightful review questions.

While The Canadian Path is fundamentally youth-led, Scouters are an essential part of that journey. It is important that we have an equally effective means of developing our Scouters that uses the same methods that we use to develop youth: the Scout Method and the Four Elements of The Canadian Path.

- Scouters should be engaged as the drivers of their own development.
- Learning should happen through meaningful, hands-on experiences.
- Skill development and personal progression should be the measure of Scouter development.
- Scouters should learn and develop through iterative Plan-Do-Review cycles.
- Where possible, Scouters should learn as members of small teams using the Patrol (Team) Method.
- Learning should happen with the support of other Scouters.
- Scouters should be involved in determining the method by which they learn.

WHAT IS WOOD BADGE?

Wood Badge is an internationally recognized Volunteer-development program focusing on the knowledge and skills needed to facilitate the Scouting program. These competencies include youth program facilitation, outdoor skills, Scouter support, risk management and safety. The Wood Badge refers to the recognition that Scouters receive when they complete the Wood Badge program:

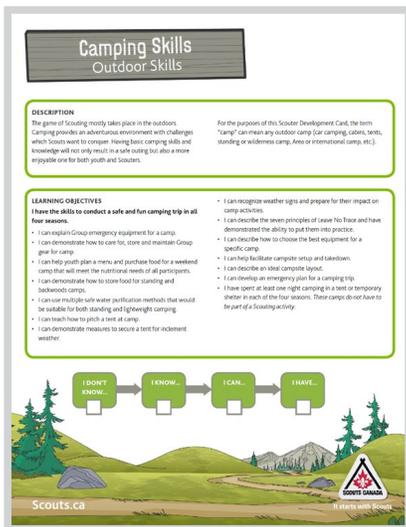
- The Wood Badge—two wooden beads on a leather thong
- The Gilwell neckerchief
- The leather Wood Badge woggle
- The Wood Badge certificate

WOOD BADGE IN CANADA

Scouts Canada divides Wood Badge into two parts: Wood Badge I and Wood Badge II. Wood Badge I focuses on helping Scouters acquire basic program facilitation knowledge and is typically completed in the form of eLearning. Scouters are formally recognized with Wood Badge woggles upon completion of their Wood Badge I. Scouters with Wood Badge I can count towards Scouter-youth ratio in their Sections.

Wood Badge II focuses on the practical application of the concepts learned in Wood Badge I and introduces basic outdoor and Volunteer-support skills. Scouters are formally recognized with the Wood Badge beads, Gilwell neckerchief and Wood Badge certificate upon completion of the Wood Badge II program.





Scouter Development Card

SCOUTER DEVELOPMENT CARDS

Wood Badge II is broken down into modular components called Scouter Development Cards. Each Scouter Development Card is a resource that outlines the development of a specific skill needed for Scouting. A Scouter is required to complete all Scouter Development Cards in the set to complete the Wood Badge II program. Individual Scouter Development Cards can be used outside of the Wood Badge program as a Scouter Support tool.

ANATOMY OF A SCOUTER DEVELOPMENT CARD

Description: An explanation of the skill that needs to be learned.

Learning Objectives: Statements that describe what the Scouter needs to know or demonstrate in order to successfully complete the Scouter Development Card

Plan-Do-Review: Guidelines to help the Scouter build his or her learning plan

Safety Note: Safety and risk management is part of everything we do in Scouting. Each Scouter Development Card describes how to demonstrate the associated skill in a way that keeps everyone involved safe from physical and emotional harm.

Online Resources: Suggested tools that can help Scouters develop their skills

Tips and Tricks: Section-specific ideas that can reduce the learning curve for the skill in question

The set of Scouter Development Cards for the Wood Badge II program are:

Outdoor Skills

1. Camping Skills
2. Facilitating Winter Adventures
3. Outdoor Safety Skills
4. Scoutcraft

Program Facilitation

1. Assessing Program Quality
2. Engaging Parents
3. Facilitating Adventures
4. Facilitating a Balanced Program
5. Facilitating for Diverse Youth
6. Facilitating Personal Progression
7. Facilitating Section Meetings
8. Facilitating SPICES Development
9. Facilitating STEM Adventures
10. Facilitating the Outdoor Adventure Skills Program
11. Fundraising
12. Incorporating Spirituality
13. Incorporating the Badge Program
14. Planning for Youth-led Scouting
15. Using the Patrol (Team) System
16. Working With Your Section Leadership Team
17. Youth-led Camping

Volunteer Support

1. Conducting Crucial Conversations
2. Developing Effective Scouter Teams
3. Growing the Movement
4. Recruiting Volunteers
5. Volunteer Support

HOW DOES A SCOUTER EARN HIS OR HER WOOD BADGE II?

Step 1

Choose someone to be your Wood Badge II Support Scouter.

This person will be your coach and guide as you complete your Wood Badge II. Your Support Scouter can be any Volunteer member of Scouts Canada who has completed Wood Badge I for The Canadian Path and with whom you have a good working relationship. Section Contact Scouters, Group Commissioners and Area Support Scouters all make great Wood Badge II Support Scouters.

Step 2

Review the Scouter Development Cards for Wood Badge II and conduct a self-assessment. It is recommended that this is done with your Support Scouter.

Step 3

Select any number of Scouter Development Cards to work on over the next program cycle (season). These can be for skills that are completely new to you or skills that you have already developed over the years; the choice is yours. You can select one, two or several Scouter Development Cards to work on, as long as you think that they can be accomplished over the next program cycle.

Step 4

With your Support Scouter, review the learning objectives of the Scouter Development Cards that you have chosen.

Create a plan for how you are going to accomplish these learning objectives over the next program cycle. Make sure that you are setting SMART goals (specific, measurable, achievable, relevant and timely).

Step 5

Implement your plan from step 4 over the next program cycle. This could include practising these skills in your Section, shadowing a Scouter from another Section or Group, learning from a subject matter expert, or attending workshops or courses.

Step 6

Review your progress with your Support Scouter at the end of the program cycle. Which Scouter Development Cards have you completed? Which require more practice? Which Scouter Development Cards are you going to pursue in the next program cycle?

Step 7

Repeat steps 4 to 6 until you have accomplished all of the Scouter Development Cards. Conduct a final review with your Wood Badge II Support Scouter. What was your most significant achievement? What are your goals in Scouting for the next year? How can you apply what you have learned in your personal life?

Step 8

Submit your Wood Badge II application to your Council.

This should be signed by yourself and your Support Scouter in good faith. After your application has been processed, you will be presented with your Gilwell neckerchief and beads, the internationally recognized symbol of Wood Badge.



HOW CAN SCOUTERS ASSESS THEIR OWN DEVELOPMENT?

Scouter development should help the Scouter get to a point where he or she can demonstrate a skill with minimal or infrequent support. Scouters progress through four stages as they become competent in a skill. The goal of Wood Badge II should be to progress to Stage 3: I Can.

Stage 4: I Have...

Scouters have repeatedly demonstrated the skill with little to no support. They reflexively demonstrate the skill without necessarily thinking through it step by step.

I Have...

Stage 3: I Can...

Scouters can demonstrate the skill the majority of the time with minimal support. They think through the skill as they demonstrate it, and can describe it step by step.

I Can...

Stage 2: I Know...

Scouters can describe the skill and can demonstrate it with major support. They understand what they need to learn to personally progress.

I Know...

Stage 1: I Don't Know...

Scouters may have a vague awareness of the skill, but do not understand its scope or what they need to learn.

I Don't Know...

HANDS-ON EXPERIENCE

WHAT IS A WOOD BADGE II SUPPORT SCOUTER?

Wood Badge II Support Scouters will serve as coaches, mentors and facilitators for Scouters who pursue the Wood Badge II program. This is done with the same skill set and methodology that is used for facilitating the Scouting program.

An important distinction to make is that Wood Badge II Support Scouters are not necessarily responsible for training Scouters. Rather, Support Scouters should focus on connecting Scouters with the resources that they need to progress in the Wood Badge II program.

WHO CAN BE A WOOD BADGE II SUPPORT SCOUTER?

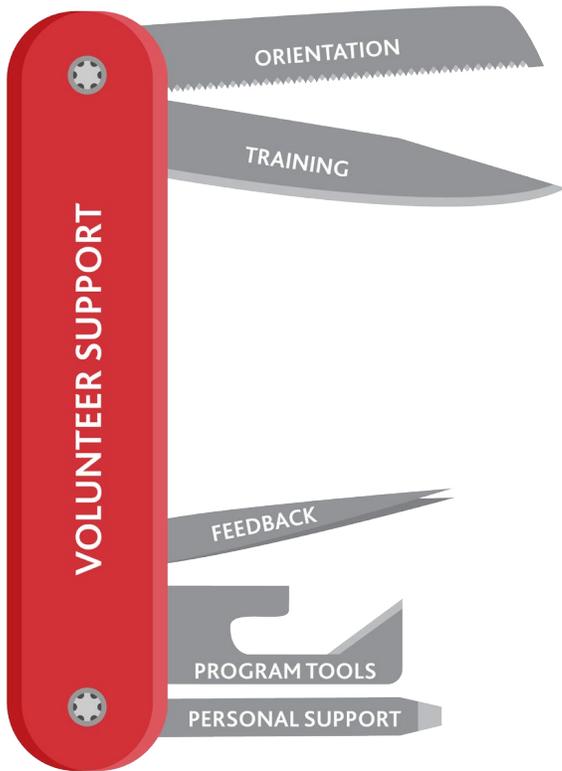
Commissioners, Area Support Scouters, Section Contact Scouters and Trainers all make great Wood Badge II Support Scouters, but almost every Scouter can serve in this function.

WB2 Support Scouters must:

- Meet Scouts Canada's Volunteer screening requirements for Scouters.
- Complete Wood Badge I for The Canadian Path.

WB2 Support Scouters should:

- Have a good working relationship with the Scouter.
- Have the time to facilitate the Wood Badge II program.



HOW DO SUPPORT SCOUTERS HELP DRIVE SCOUTER DEVELOPMENT?

Training isn't the only tool available to help Scouters develop the skills that they need to be successful. The Five Pillars of Volunteers Support can be used like a Swiss army knife to help develop Scouters. A Support Scouter will use situational leadership to carefully choose which Volunteer Support Pillar to use to support each individual learner.

HOW DOES A SUPPORT SCOUTER KNOW WHICH PILLAR IS THE RIGHT TOOL TO USE?

The Five Pillars of Volunteer Support roughly align with the four stages of Scouter Development.

Orientation: A brief introduction for how we apply this skill in Scouting and best practices for safety. Orientations are ideal for Scouters who are new to applying a skill in a Scouting context.

Training: Best used with Scouters that can only demonstrate the skill with major support. Training doesn't have to be done in a formal classroom setting; hands-on training can often be more appropriate for the learner.

Program Tools: For Scouters that can demonstrate the skill with some support. Infographics and worksheets are great examples of program tools that a Scouter can use to hone a skill.

Personal Support: Coaching or mentoring works best when a Scouter can demonstrate a skill with infrequent support.

Feedback & Recognition: Validation and encouragement for Scouters who have reached personal goals in skill development.



The "right pillar" is the one that is best for the learner—not the Support Scouter.

Camping Skills

Outdoor Skills

DESCRIPTION

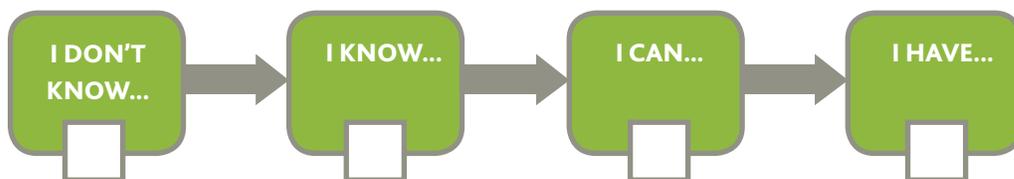
The game of Scouting mostly takes place in the outdoors. Camping provides an adventurous environment with challenges which Scouts want to conquer. Having basic camping skills and knowledge will not only result in a safe outing but also a more enjoyable one for both youth and Scouters.

For the purposes of this Scouter Development Card, the term “camp” can mean any outdoor camp (car camping, cabins, tents, standing or wilderness camp, Area or international camp, etc.).

LEARNING OBJECTIVES

I have the skills to conduct a safe and fun camping trip in all four seasons.

- I can explain Group emergency equipment for a camp.
 - I can demonstrate how to care for, store and maintain Group gear for camp.
 - I can help youth plan a menu and purchase food for a weekend camp that will meet the nutritional needs of all participants.
 - I can demonstrate how to store food for standing and backwoods camps.
 - I can use multiple safe water purification methods that would be suitable for both standing and lightweight camping.
 - I can teach how to pitch a tent at camp.
 - I can demonstrate measures to secure a tent for inclement weather.
- I can recognize weather signs and prepare for their impact on camp activities.
 - I can describe the seven principles of Leave No Trace and have demonstrated the ability to put them into practice.
 - I can describe how to choose the best equipment for a specific camp.
 - I can help facilitate campsite setup and takedown.
 - I can describe an ideal campsite layout.
 - I can develop an emergency plan for a camping trip.
 - I have spent at least one night camping in a tent or temporary shelter in each of the four seasons. *These camps do not have to be part of a Scouting activity.*



Camping Skills

Outdoor Skills

PLAN

- What training does your team require for a fun and safe camping trip?
- What personal equipment will you need for your trip? Check the weather prior to leaving for camp.
- What Group gear will be used at camp? Is it in good working order? Think about cooking equipment, lighting, heating (if required), shelter, first aid kit, and transportation (trailers, canoes, etc.).
- Are there any special dietary or nutritional requirements that need to be considered?
- How will you obtain safe drinking water when at camp?
- How will the time of the year change the type of equipment you will bring to camp?

DO

- Prior to camp, demonstrate that you can safely refuel, light and extinguish the stove, lanterns and any other equipment that you may need to use during the camp.
- Inspect the equipment you will be using at camp to ensure that it is in good working order.
- Demonstrate the seven principles of Leave No Trace camping.

REVIEW

- What would you do differently on your next trip?
- Did any equipment breakdown? How was this resolved or handled? Did it impact the trip? Could it have been prevented?
- Would your emergency plan have worked for the camp you attended?

SAFETY NOTE

- Take into account the skill level of everyone attending camp. Ensure that enough time is given for planning. This may require starting the planning process months in advance (depending on the activity).
- Look up! It is easy to miss the hazard of dead trees or major limbs over your tent.
- Does your Scouter Team have the right training for this camp? Consider finding an expert to attend the camp instead of taking risks beyond your skill level.

ONLINE RESOURCES

- [Emergency Plan](#)
- [Adventure Standards](#)
- [Risk Management](#)
- [The Happy Camper](#)
- [Leave No Trace Canada](#)

Facilitating Winter Adventures

Outdoor Skills

DESCRIPTION

Scouters support age-appropriate, youth-led winter adventures.

LEARNING OBJECTIVES

I have the skills to conduct fun and safe cold-weather adventures.

- I can describe the additional risks associated with outdoor activities in cold weather and can develop safety plans that account for these risks when facilitating youth camping in winter.
- I know the principle of layering when dressing for winter activities and apply it to different weather conditions, and can explain it to Scouting youth.
- I can keep my feet dry while I am outside in the winter, and I can instruct youth on how to do the same. I have worked with youth on these skills while at camp.
- I have completed one winter hike, snowshoe trek or cross-country ski outing of at least 2 km.
- I understand the additional nutritional and hydration needs of all program participants when involved in an active outdoor activity in cold weather. I am able to guide Scouting youth in their nutritional and hydration needs.
- I can demonstrate how to prevent, recognize and treat cold-related injuries such as hypothermia, frostbite and snow blindness.
- I have attended one overnight winter camp or sleepover with the youth.

TIPS AND TRICKS

Encourage youth to enjoy winter adventures and develop their Winter Outdoor Adventure Skills competencies. Be prepared for changes in the weather.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Facilitating Winter Adventures

Outdoor Skills

PLAN

- What risks are associated with outdoor activities during cold weather?
- How can you use the principle of dressing in layers when preparing for cold-weather activities?
- How can you keep your feet dry while you are outside during cold weather?
- What are some emergency situations that can occur when participating in cold-weather activities?
- How can you make sure youth and Scouters stay hydrated?
- How can you keep water from freezing?

DO

- Review sections 10000 (Camping and Outdoors) and 13000 (Risk Management) in *BPEP*.
- Review dressing in layers for different weather conditions.

- Review how to keep feet dry during all types of weather.
- Identify age-appropriate nutritional requirements for cold-weather outings.
- Shadow another Scouter during a winter camp of at least one night.

REVIEW

- How is cold-weather camping different from warm-weather camping?
- Why is it important to identify risks associated with cold-weather activities?
- Why is it important to be aware of how to dress for cold-weather activities and how to keep your feet dry?
- Why is it important to be aware of nutritional and hydration requirements when participating in cold-weather activities?

ONLINE RESOURCES

- **Adventure Standards**
- **Risk Management**
- **Safety Tip—Winter Safety**
- **Book: *SAS Survival Guide***
- **AdventureSmart: Winter Camping**
- **AdventureSmart: Winter Safety**

SAFETY NOTE

- When Scouters think of cold-weather activities, they often envision activities during the winter months when there may be snow on the ground. However, Scouters must be prepared to deal with the risks associated with cold weather during all four seasons.
- Be prepared to call it a day sometimes when the weather takes a turn.
- Winter is not for everyone. Do not force people to go on a winter adventure that they do not feel comfortable with.
- Beaver Scouts and Cub Scouts get cold much faster than adults. Conduct spot checks on youth every five to ten minutes.
- Recognize the limits of your expertise. Having the skills to facilitate a day of winter adventure is not the same as having the skills to facilitate a multi-day backcountry adventure in winter.

Outdoor Safety Skills

Outdoor Skills

DESCRIPTION

Being outdoors is one of the greatest, but also riskiest aspects of Scouting. Taking steps to reduce the risks of accidents and injuries is an important aspect of planning for camps and other outdoor adventures.

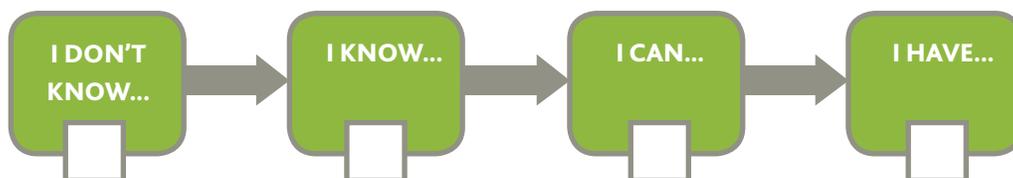
ONLINE RESOURCES

- Adventure Standards
- Risk Management
- Hug-a-Tree Program
- St. John Ambulance
- Canadian Red Cross

LEARNING OBJECTIVES

I can demonstrate skills and describe equipment needed for safe outdoor adventures appropriate for my Section.

- I can describe the equipment that needs to be in a first aid kit for an activity of at least one weekend in the wilderness.
- I have successfully completed a Standard First Aid with CPR (Level C) course or have equivalent experience.
- I can identify common poisonous plants in my area and treat for exposure.
- I can identify signs of dangerous animals in my area and can describe strategies to manage contact.
- I can identify local hazards (e.g. industrial, seasonal, tidal, geographical) and develop safety plans that take these into account.
- I can create a trip plan with detailed risk management strategies for an activity with my Section.
- I can explain what to do if I become lost in the wilderness.
- I can demonstrate food safety routines and can put them into practice while at camp.



Outdoor Safety Skills

Outdoor Skills

PLAN

- What risks or hazards might be encountered on this outdoor adventure?
- Are Scouters and youth in the right place, at the right time, with the right people and with the right equipment?
- Can Scouters and youth develop skills prior to the camp and thus reduce the amount of risk?

DO

- Successfully complete a Standard First Aid with CPR (Level C) course or equivalent experience.
- During a meeting leading up to an outdoor activity, discuss the risks that may occur at camp. How can they be minimized or avoided? What steps can you take if something does happen?

- Review your personal or Section's first aid kit. Identify any special requirements for additional supplies for specific outdoor activities.

REVIEW

- During your most recent camping trip, what risks were identified? Did any of the risks happen? If so what was done to resolve the risk? Could the risk have been avoided? If so, how?
- How can you help youth think about risk and safety in an age-appropriate way?

SAFETY NOTE

- Ultimately, Scouters are responsible for the safety and wellbeing of the youth in their care. If the youth missed something during the meetings at which risks were discussed, bring it to their attention.
- If you are not comfortable with the skill level required for the camp and cannot get additional assistance, consider cancelling or postponing the camp until you do have the required level of skill.
- Ensure all adults present know the emergency plan. Be prepared for the worst-case scenario.

Scoutcraft

Outdoor Skills

DESCRIPTION

Scoutcraft refers to a variety of skills and knowledge in the use of the tools required to have adventures in the outdoors. This includes lighting fires; cooking meals in the backcountry; building structures or tools using rope and spars (pioneering); and the safe use of knives, axes and saws. Basic competency in all of these skills is essential for fun and safe outdoor experiences.

LEARNING OBJECTIVES

I can demonstrate the safe and effective use of tools required to have adventures in the outdoors.

- I can lay and start a fire with only matches and materials found in the forest.
- I can identify four trees by direct observation in a wild field, bush or forest.
- I can demonstrate safe practices around fires and cooking equipment to minimize the risks of burns, scalds and other injuries.

- I can demonstrate to others how to use a variety of cooking stoves at camp and explain to others when each type is most effective.
- I can demonstrate how to use a pocket knife or camp knife safely (opening, closing, passing, cleaning, caring for, sharpening, cutting).
- I can demonstrate how to use a camp axe and camp folding or bow saw safely (opening, closing, passing, cleaning, caring for, sharpening, cutting).
- I have put together a personal outdoor survival kit.
- I can tie a reef knot, half hitch, clove hitch, trucker's hitch, sheet bend and bowline.
- I can make a personal shelter out of plastic sheeting (such as tarp) and rope.
- I have built a small structure or Scoutcraft project using rope and spars.
- As part of a team, I have participated in a large pioneering project using ropes and spars (e.g. tower, bridge, gate).

TIPS AND TRICKS

Beaver Scouts can learn Scoutcraft skills when facilitated in a safe and age-appropriate way. Be sure to adjust the activity to account for their developing fine motor skills.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Scoutcraft

Outdoor Skills

PLAN

- What Scoutcraft skills are you already familiar with? Which are you unfamiliar with?
- Who in your local community can help you learn and practise these skills?
- Does your Section or Group own outdoor and camping equipment? If so, is it in good working condition? If not, where can you source them?

DO

- Find a mentor or resource person to help you learn Scoutcraft skills that you are unfamiliar with.
- Demonstrate safe practices around fires and camping equipment, minimizing the risk of burns, scalds and injuries.

- Demonstrate knowledge of the use of camping tools such as axes, saws, different types of camp stoves and knives (opening, closing, passing, cleaning, caring for, sharpening, cutting).
- Review how much water you should carry on a hike.
- Assemble an outdoor survival kit.

REVIEW

- Why is it important to know how to start a fire with only matches and natural materials found in the forest?
- What did you put in your outdoor survival kit? Why did you choose these items?
- Which knots or pioneering projects would you be most likely to use at camp?

SAFETY NOTE

Ensure that all of your equipment is in good working order every time before use. You don't want to find out that your stove is leaking after you've already lit it!

ONLINE RESOURCES

- **Adventure Standard**
- **Risk Management**
- **Book: *Fun with knots***
- **Book: *Scout Pioneering***
- **Book: *SAS Survival Guide***

Assessing Program Quality Program Facilitation

DESCRIPTION

Scouts Canada has established a process to assist youth and their Scouters as they seek to plan, do and review safe and adventurous Scouting programs. The program quality framework includes objective criteria to aid in the planning process, and to serve as a set of self-assessment tools to assist youth and Scouters in the evaluation and improvement of their programs.

Our Scouting Year can be divided into four program cycles, aligned with the seasons. With each new season, we can imagine great new adventures. Each Section has a series of assessment questions to help evaluate its program.

LEARNING OBJECTIVES

I can facilitate a Program Quality Assessment with a Patrol (Team) in my Section.

- I can employ the Four Elements when planning and executing Scouting activities.
- I can describe how the Program Quality Assessment process helps improve the Scouting experience for youth.
- I have reviewed the outcomes of a seasonal Program Quality Assessment with my Group Commissioner or Group Committee.
- I have facilitated a Program Quality Assessment with a Patrol (Team) in my Section.
- I have created an environment where youth are fully engaged in planning, doing and reviewing their program cycles.

SECTION-SPECIFIC NOTES

- Each Section has its own Program Quality goals which are determined and assessed using age-appropriate questions.
- There are recommended goals for your Section. If your Section Leadership Team wants to alter those goals in a way that will still allow for a balanced program, that's okay!

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Assessing Program Quality

Program Facilitation

PLAN

- What do you think a quality Scouting program looks like?
- What do you think youth are looking for in a quality Scouting program?
- How well did your Section incorporate the Four Elements of The Canadian Path over the past program cycle (season)?

DO

- Review the Program Quality guide with your Scouter Team and/or Section Leadership Team.
- Conduct a Scouters' assessment with your Scouter Team.
- Facilitate a review of your Section in Patrols (Teams).

- Review the findings with your Section Leadership Team and a member of your Group Committee.
- Use the findings of your Program Quality Assessment to help plan for the next program cycle.

REVIEW

- How did the Scouters' assessment compare to the youth's assessment?
- Why is reviewing important?
- How can you engage parents in reviewing your program?

SAFETY NOTE

Remember to respect the Two-Scouter Rule while facilitating the Program Quality Assessments in Patrols (Teams). Engage parents to support your Scouter Team.

ONLINE RESOURCES

- **The *Scouter Manual* (pages 17–47)**
- eLearning course: How to Use the Program Quality guide
- **Program Quality guide**
- **Program Quality FAQ**
- **Canadian Path Navigator**

Engaging Parents Program Facilitation

DESCRIPTION

There are many benefits to engaging parents in your program. Engaged parents are able to see the value that their children are getting from the program and do their best to help make it successful. Children of parents who are engaged in their Scouting program are much more likely to return to Scouts year after year. Engaged parents are more likely to volunteer as Scouters because they see how much fun Volunteers like you are having!

The bottom line is that an engaged group of parents will make your role as a Scouter much easier.

Note: We know that every family is unique. Duty of care for young people sometimes falls to other adults such as grandparents, aunts and uncles, or foster parents. For the purpose of this Scouter Development Card, we use the term "parents" to refer to anyone who has legal custody of a young person in Scouting.

LEARNING OBJECTIVES

I understand why an engaged team of parents is important and can implement parent-engagement strategies.

- I can describe the key drivers of parent engagement.
- I can facilitate an orientation night for parents.
- I have facilitated at least two parent meetings.
- I understand the importance of involving parents in the seasonal review process.
- I have conducted a program review with parents.
- I have facilitated opportunities for youth to showcase personal progression and skill development to parents.
- I understand the importance of regular communication with parents and its effect on program quality.

TIPS AND TRICKS

- Your Section's Program Quality guide contains a suggested number of activities with parent participation per year.
- Invite your Beaver Scouts, Cub Scouts and Scouts to visit the Canadian Path website to discover exciting resources, like Trail Cards. These online resources will help your youth to plan their parent night.
- Remember to be inclusive! Define Scouting terms that may confuse parents.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Engaging Parents Program Facilitation

PLAN

- How would you rate the level of parent engagement at this moment?
- What steps can be taken to improve the overall level of parental support and engagement? What do you need to do to achieve this in the next six to twelve months?
- Where can you get support and advice?

DO

- Contact parents regularly for one-on-one conversations regarding youth's personal progress; involve them in goal setting and supporting their child's progress towards those goals. Ask them if they are still enjoying it; has anything changed since your last conversation?

- Hold seasonal parent information meetings to highlight all the Section's best features. Remember to get youth to help with this by sharing their stories!
- Become more familiar with parents; learn about their skills, what time they have available, their interests and motivations, and their previous Scouting experience.
- Debrief Scouters after one-on-one conversations and parent-engagement activities to share feedback on what happened and where to improve in the future.

REVIEW

- What insight did you gain and how did you apply it?
- What have you learned about parent engagement that helps you in your role?

SAFETY NOTE

- Familiarize all parents who are involved in Section activities with expectations and with the Code of Conduct. Remember to explain their role to youth, and remember that parents must work with two Scouters at all times.
- Any parent helping for the first time who intends to stay overnight must complete Safe Scouting for Parents Training, available through his or her **Myscouts.ca** account. This takes time, so make sure parents get enough notice of upcoming overnight outings.

ONLINE RESOURCES

- eLearning course: How to Engage Parents (DHLC ID 6530)
- **Scouts Canada Parent Engagement Resources**
- **Scouts Canada Code of Conduct**
- **Volunteer Screening Policy**
- **Orientation Guide for Parents**

Facilitating Adventures

Program Facilitation

DESCRIPTION

Adventure is about exploring new things, sharing new ideas, learning new skills and creating new paths. It's about unique opportunities to explore one's self and the world. It is part of every activity, enticing youth to take part in what Scouts do best: learning through the outdoors and seeking personal challenges.

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. This is the cycle of learning on The Canadian Path.

LEARNING OBJECTIVES

I can demonstrate my role as a facilitator to enable a youth-led adventure that uses the Plan-Do-Review process.

- I can define Adventure and describe how it takes place in each of the six Program Areas.
- I can demonstrate the Plan-Do-Review cycle for every adventure.
- I can demonstrate how to facilitate the review of an adventure using age-appropriate questions that incorporate the SPICES.
- I can demonstrate the Scout Method and apply it to facilitate adventures.
- I have facilitated an adventure that was led by youth from start to finish.

TIPS AND TRICKS

Adventure is one of the Four Elements of The Canadian Path. Each Section will plan, do and review adventures differently, and will be able to pursue adventures in a manner suitable for its ages and abilities. Beaver Scouts may be able to pursue adventures that are short in duration; Scouts may be able to pursue adventures that occur over the course of a week or more.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Facilitating Adventures

Program Facilitation

PLAN

- What can you do to prepare effectively for the adventures your Section will be pursuing? What can you do to encourage the youth in your Section to prepare for their next adventure?
- To whom can you reach out if the Scouters in your Section do not have the skills required to facilitate an adventure?
- How can you ensure that an adventure is youth-led?

DO

- Complete the eLearning course “How to Facilitate Adventure”.
- Read the Adventure-specific pages in the *Scouter Manual* (pages 30–31, 36–41).
- Shadow another Section as it completes the Plan-Do-Review process for an adventure. Closely observe the Patrols (Teams) and the Section Leadership Team to learn more about their roles in this process.
- Incorporate a discussion about Adventure into your next review session with your Section. When did your Section most recently experience an adventure? Keep in mind that an adventure does not need to be a physical challenge.

- Review the Program Areas with your Section Leadership Team. Are you pursuing adventures in all six areas? How can you incorporate Adventure to create a more balanced program?
- Facilitate an adventure from start to finish involving the youth in every part.

REVIEW

- How may the youth in your Section experience an adventure differently from their peers?
- Why is it important to be aware of Adventure in your Section’s programming?
- Why is the word “adventure” not synonymous with “challenge”? When is an adventure challenging? When is an adventure not a challenge for a youth?
- What is the difference between an activity and an adventure?

SAFETY NOTE

- Develop risk assessment practices to ensure the wellbeing of everyone participating in an adventure with your Section. Include youth in the risk assessment process, and allow them to take on increasing ownership in the safety of their programs as they progress through the Sections.
- Be prepared. Always ensure you can supply or arrange for the appropriate safety equipment for an adventure.
- Recognize your limits and stay within them. Reach out to find the right resources for the adventure your Section is planning if those resources aren’t available within your Group. This can include both the equipment to complete the adventure safely, and the people to train the youth and monitor their progress throughout the adventure.

ONLINE RESOURCES

- The *Scouter Manual* **pages 30–31, 36–41**
- eLearning course: Canadian Path Principles—How to Facilitate Adventure
- Canadian Path Overview—**Adventure**
- **MythSlayer: An Adventure is always a challenge**

Facilitating a Balanced Program

Program Facilitation

DESCRIPTION

The Canadian Path delivers a balanced program to all youth members. During their journey in Scouting, youth members regularly participate in adventures relating to each of the six Program Areas: Environment & Outdoors, Leadership, Active & Healthy Living, Citizenship, Creative Expression and Beliefs & Values.

LEARNING OBJECTIVES

I can incorporate the six Program Areas over the course of the year's adventures to ensure that the youth have the opportunity to develop in all of the SPICES.

- I can explain how activities sometimes fit into more than one Program Area and how to prioritize them.

- I can describe the six Program Areas to youth and explain how each dimension applies to personal growth.
- I can explain the Program Quality guide and how to use it when assisting the youth in planning a balanced program.
- I have facilitated one complete program cycle (season) of Scouting that includes at least one adventure in each of the six Program Areas.
- I have facilitated an adventure for each of the six Program Areas.

TIPS AND TRICKS

The six Program Areas apply to each Section, but how you facilitate the incorporation of the Plan-Do-Review process will be specific to the needs of each age group. Ensure that you are incorporating the six Program Areas into your Section in an age-appropriate way.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Facilitating a Balanced Program

Program Facilitation

PLAN

- How can you ensure that the youth share adventures in all of the six Program Areas?
- How can you increase awareness of the six Program Areas during program planning?
- How can you incorporate the six Program Areas into personal progression reviews?

DO

- Read “The Six Program Areas of the Canadian Path” in the *Scouter Manual* (pages 36–41), as well as “What Does a Balanced Program Look Like for Each Section?” (pages 42–44).
- Shadow a program planning session with another Scouter to observe how a well-balanced program incorporates the six Program Areas.

- Shadow a program review with another Scouter to hear examples of age-appropriate review questions and how youth respond to those questions.

REVIEW

- Why is it important to be aware of the six Program Areas in your Section’s program?
- Why is it important to include the six Program Areas as part of personal progression reviews?
- What will you do differently going forward to incorporate the six Program Areas into the planning and review process of your Section’s program?

SAFETY NOTE

- Always consider risk management issues when helping the youth incorporate the six Program Areas into your Section’s plans for the year.
- As a mentor to the youth in your Section, you should always provide guidance that is positive and constructive.
- When conducting a personal progression review, ensure that the questions are age-appropriate.

ONLINE RESOURCES

- The *Scouter Manual* **pages 36–41** and **42–44**
- eLearning course: Canadian Path Principles: How to Facilitate a Balanced Program
- **Scouters’ Tip: How do I Plan for a Program Cycle?—Beavers**
- **Scouters’ Tip: How do I Plan for a Program Cycle?—Cubs**
- **Scouters’ Tip: How do I Plan for a Program Cycle—Troop**
- **Program Quality Guide**

Facilitating for Diverse Youth Program Facilitation

DESCRIPTION

On The Canadian Path, we are aware of each individual's personal progression, as well as his or her background. Scouting is a journey, which means that youth make the program their own according to their own interests, goals and abilities.

This approach to Scouting is sometimes referred to as "age-appropriate facilitation"; however, the program may be adapted not only according to age, but according to other factors, such as gender, sexual orientation and religion. Scouters must appreciate the diversity within their Sections and adjust the way that they facilitate the program accordingly.

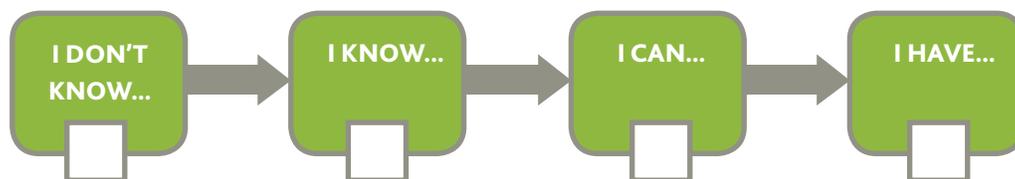
LEARNING OBJECTIVES

I can describe the differences in age-appropriate program facilitation between my Section and an older or younger Section.

- I have a good understanding of the diversity within my Section.
- I can gather information on the disabilities youth in my Section have.
- I have cultivated a good relationship with the parents and guardians in my Section.
- I can demonstrate how to modify program activities to accommodate all youth in my Section.

TIPS AND TRICKS

- There are lots of resources on the internet, but one of your best resources is the youth's parents.
- There is a tremendous difference between rules and guidelines as they apply to Scouts Canada. The Two-Scouter Rule is a good example of a rule that we all follow. Guidelines (such as the procedure for an Opening Ceremony) are more flexible.
- Ask first; don't assume! In our efforts to support people with disabilities, we sometimes want to offer more help than is needed.



Facilitating for Diverse Youth

Program Facilitation

PLAN

- What is Scouts Canada's Diversity Policy?
- What do you know about the disabilities that youth in your Section have?
- What do you know about the religions, cultures and sexual orientations that are in your Section?
- Where will you go for information? Who has relevant information?
- What kinds of questions do you need to ask the youth to promote inclusion?
- What do you believe about inclusion?

DO

- Be aware of the diversity in your Section. Note any specific challenges or accommodations and discuss them with your Scouter Team and your Section Leadership Team (if appropriate).

- Review your Section's Code of Conduct to see if diversity is considered.
- Provide an opportunity for a youth or a Scouter to share an aspect of his or her unique makeup with the group.
- Ensure that parents in your community are informed about Scouts Canada's No One Left Behind (NOLB) program.

REVIEW

- What did you learn about Scouts Canada's Diversity Policy?
- How can you review SPICES development in an age-appropriate way?
- What can you do to continue to promote inclusion with the youth in your Section?

SAFETY NOTE

- Walking over to a youth and tapping him or her on the shoulder is an appropriate response to misbehaviour; shouting is not. Demonstrate respect for the dignity of the youth.
- Scouters are ultimately responsible for creating a safe, respectful framework in which youth take on increasing leadership and responsibility in age-appropriate ways, as suitable for the individual youth.

ONLINE RESOURCES

- *The Scouter Manual*—**Chapter 5: Diversity**
- eLearning course: Respect in Sport for Activity Leaders
- eLearning course: How You Can Help Scouting Reach More Young People
- **Diversity and Inclusion Policy**
- **No One Left Behind**
- **Canadian Heritage**

Facilitating Personal Progression Program Facilitation

DESCRIPTION

Each youth is encouraged to participate in a wide range of adventures in order to progress on The Canadian Path. The motivation comes from within the youth, rather than from an external set of standards to be achieved. Each youth has a unique set of skills and abilities. Youth work together on the adventures they opt to undertake, based on their skills and interests; they also pursue badges of their choosing.

LEARNING OBJECTIVES

I can explain how Scouting develops well-rounded youth, better prepared for success in the world.

- I can describe how a youth develops on The Canadian Path through personal progression.
- I can guide youth through regular reviews of their personal progression.
- I can describe the different badge programs available through Scouting.
- I have conducted at least one personal progression review with youth in my Section.

TIPS AND TRICKS

- Beaver Scouts and young Cub Scouts may not have developed the vocabulary to understand some of the abstract concepts involved in personal progression. Be sure to use age-appropriate review questions.
- Venturer and Rover Scouts should facilitate personal progression reviews with their peers.

ONLINE RESOURCES

- **The Scouter Manual: Chapter 1—Welcome to The Canadian Path**
- eLearning course: Canadian Path Principles: Understanding Personal Progression
- **World Organization of The Scouting Movement**

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Facilitating Personal Progression

Program Facilitation

PLAN

- How can you encourage youth to plan and participate in a well-balanced program?
- How can you facilitate personal progression reviews?

DO

- Review personal progression on The Canadian Path in the *Scouter Manual* (pages 47–62).
- Review the list of personal badge programs for each Section in the *Scouter Manual*.
- Shadow a personal progression review with another Scouter to hear examples of age-appropriate review questions and how youth respond to those questions.

REVIEW

- Why is it important to encourage youth to participate in a balanced program?
- Why is it important to review personal progression?
- What do you know now about personal progression that you did not know before?

SAFETY NOTE

- Being a Scouter is about being a mentor to the youth in your Section. Guidance should always be provided in a positive, constructive manner, and goals should be challenging, but age-appropriate and achievable.
- The Two-Scouter Rule must always be followed when conducting a personal progression review.

Facilitating Section Meetings

Program Facilitation

DESCRIPTION

During their journey in Scouting, youth members regularly participate in meetings where they learn in a youth-led, non-formal educational experience of play and discovery. Youth gain formal and informal leadership skills during these experiences.

LEARNING OBJECTIVES

I can facilitate a fun, safe and constructive Section meeting.

- I can explain how to complete a risk assessment before every meeting.
- I can describe how to facilitate a youth-led meeting.
- I can facilitate an Opening and Closing Ceremony appropriate for my Section.

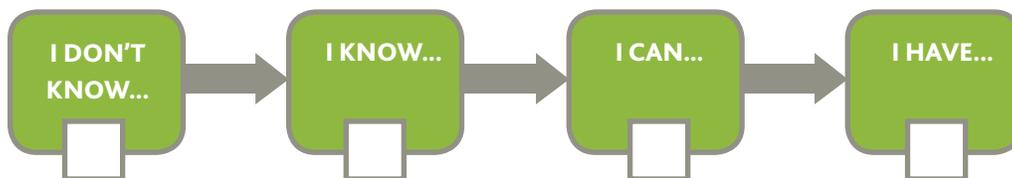
- I understand the Two-Scouter Rule and Scouter-youth ratio of 1:8 (and ensure that it is always maintained during Section meetings).
- I can use the Scout Sign to regain control of a room.
- I can recognize when a Section is operating effectively and know how to get the meeting back on track when it is not operating effectively.
- I have supported Section Leadership Teams when planning meetings.
- I meet with the Scouter Team after a Section meeting to debrief and review.

TIPS AND TRICKS

- Beaver Scouts and Cub Scouts have unique Opening and Closing Ceremonies. Senior Sections open and close their meetings with a flag break and lowering, when possible.
- No one should speak when someone is making the Scout Sign, including yourself! When using the Scout Sign to quiet the room,

wait until everyone is paying attention before lowering the Scout Sign and delivering your message.

- When speaking to Beaver and Cub Scout-age youth, be sure to get down to their eye level.



Facilitating Section Meetings

Program Facilitation

PLAN

- How can you ensure that the meeting is led by youth?
- How can you regain control of the meeting if it is not going smoothly?
- How do you support the Section Leadership Team during Section meetings?
- How do you do a risk assessment before each meeting?
- How do you lead a review of the Section meeting?

DO

- Conduct a risk assessment before each meeting.
- Review Opening and Closing Ceremonies for your Section.
- Shadow a Scouter facilitating a youth-led Section meeting.
- Shadow a post-Section-meeting review with another Scouter to observe how to conduct a review with the Section Leadership Team and other Scouters.

REVIEW

- Why is it important to perform an Opening Ceremony and Closing Ceremony at each meeting?
- Why is it important that meetings are youth-led?
- Why is it important to conduct a risk management assessment before each meeting?
- Why is it important to regain control of the meeting if it is not operating effectively?
- Why is it important to defer to the Section Leadership Team when planning meetings?
- Why is it important to conduct a post-Section-meeting review with the Section Leadership Team?

SAFETY NOTE

- Being a Scouter is about being a mentor to the youth in your Section. Guidance should always be provided in a positive, constructive manner, and goals should be challenging, but age-appropriate and achievable. Always follow the Two-Scouter Rule when providing feedback.
- Use the Scout Sign to regain control of the room after a game or activity.
- **Footwear not Sockwear:** Youth and Scouters should always wear appropriate indoor footwear when in your meeting place.
- Conduct a hazard assessment before each Section meeting.

ONLINE RESOURCES

- **The Scouter Manual page 97–99**
- **The Scouter Manual**—Section-specific Opening and Closing Ceremonies
- eLearning course: Facilitate a Program—Section-specific: How to Facilitate a Meeting
- eLearning course: Scouters Working Together: How do I Work with Section Leadership Teams?
- **Emergency Plan**

Facilitating SPICES Development

Program Facilitation

DESCRIPTION

Through The Canadian Path, youth have the opportunity to develop in all aspects of their lives. In their personal progression through the adventures on The Canadian Path, youth work on all of the following dimensions of personal growth: social, physical, intellectual, character, emotional and spiritual. The acronym for these six dimensions is "SPICES". They give shape to our Scouts Canada programming. For young people to reach their full potential, they need to explore each of these six dimensions of development.

LEARNING OBJECTIVES

I can describe the SPICES to youth members, and explain how each dimension applies to personal growth.

- I can demonstrate awareness of the SPICES opportunities available in each adventure the Section plans.
- I can demonstrate how to incorporate the SPICES over the course of the year's adventures to ensure that youth have the opportunity to develop in all of the SPICES.
- I can identify specific SPICES where each youth in my Section might need encouragement to grow.
- I can demonstrate how to use the SPICES as a guide during program review, and understand how to ask age-appropriate SPICES review questions.

TIPS AND TRICKS

The SPICES apply to each Section, but the Plan-Do-Review process will be specific to the needs of each age group. Ensure that you are incorporating the SPICES into your Section in an age-appropriate way. For example, guide the youth through review questions that are challenging, but also suitable for their age and capabilities.

SAFETY NOTE

- Being a Scouter means being a mentor to the youth in your Section. Encouragement should always be provided in a positive, constructive manner, and goals should be challenging but achievable. Keep this in mind when encouraging growth in each of the SPICES.
- Are there any SPICES questions in your review to which youth may be sensitive? Be aware of the needs of each youth in your Section when incorporating the SPICES into a program review.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Facilitating SPICES Development

Program Facilitation

PLAN

- How can you incorporate the SPICES into your Section's review process?
- How can you ensure that the youth in your Section develop in all of the SPICES over the course of the year?
- How can you increase your awareness of the SPICES during program planning?
- Recognize the opportunities to incorporate SPICES in your activities whenever you can.

DO

- Complete the eLearning course "How to Facilitate the SPICES".
- Read the SPICES-specific pages in the *Scouter Manual* (pages 32–33 and 45), as well as the chapter specific to your Section.
- Shadow a program planning session with another Section to observe how a well-balanced program fosters growth in all of the SPICES.

- Shadow a review session with another Section to hear examples of age-appropriate SPICES review questions and how the youth respond to those questions.
- Spend time getting to know the youth in your Section in order to identify which SPICES they may need encouragement to grow. Determine small steps each youth can take in order to grow.

REVIEW

- Why is it important to be aware of the SPICES in your Section's program?
- Why is it important to review the SPICES with the youth in your Section?
- What will you do differently going forward to incorporate the SPICES into the review process for your Section?

ONLINE RESOURCES

- The *Scouter Manual* **page 32–33, 45**
- eLearning course: Canadian Path Principles: How to Facilitate the SPICES?
- **Intro to the SPICES**
- **How do I Review for the SPICES?**
- **Start your Path with SPICES!**

- **Scouters' Tip #11: Questions to ask the Youth as the Activities are Reviewed (Cub Scouts)**
- **Scouters' Tip #12: Questions to ask the Youth as the Activities are Reviewed (Scouts)**
- **Scouters' Tip #13: Questions to ask the Youth as the Activities are Reviewed (Venturer Scouts)**
- **Scouters' Tip #14: Questions to ask the Youth as the Activities are Reviewed (Rover Scouts)**

Facilitating STEM Adventures

Program Facilitation

DESCRIPTION

It is Scouts Canada's mission to help youth develop into well-rounded individuals better prepared for success in the world. In today's world, more than ever before, this requires some basic literacy, self-confidence and curiosity in the STEM fields (Science, Technology, Engineering and Math). More importantly, STEM can be used as a powerful tool to help youth gain necessary 21st century skills such as critical thinking, problem solving, environmental and technology literacy, and collaboration.

To this end, we have a diverse and hands-on STEM program that aims to foster curiosity, nurture interest, increase self-confidence and break stereotypes around STEM and provide youth with exciting learning opportunities.

LEARNING OBJECTIVES

I can facilitate a youth-led STEM activity that allows youth to take charge in the design and implementation of the product, process or the experiment.

- I can explain how STEM fits into The Canadian Path.
- I can explain how the Plan-Do-Review cycle parallels the design and inquiry processes in STEM.
- I have facilitated two STEM activities with my Section.
- I have completed the eLearning course "What is STEM?" or participated in a Scouts Canada STEM presentation or workshop.
- I can describe the resources that are available through the Scouts Canada STEM program.
- I can identify STEM organizations in my area that I can use to complement the program.

TIPS AND TRICKS

- You can find STEM activities for Beaver Scouts, Cub Scouts, Scouts and Venturer Scouts on the Activity Finder.
- Rover Scouts can create their own STEM adventures or help implement STEM activities with other Sections.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Facilitating STEM Adventures

Program Facilitation

PLAN

- How can you incorporate STEM adventures that align with youth's interests?
- How can you use STEM to complement and improve your Scouting program?
- How can you use Scouts Canada's STEM resources to better integrate STEM into The Canadian Path?

DO

- Complete the eLearning course "What is STEM?".
- Attend a STEM workshop in your area. If you cannot find any, gather some Scouters and send a request to stem@scouts.ca.

- Review some of the **STEM activities** on the Canadian Path website.
- Invite youth to decide what STEM adventures your Section will do.
- Invite a STEM expert (e.g. a Rover, a parent or another Scouter) to help you with the first activities.

REVIEW

- How can STEM improve youth's Scouting experience on The Canadian Path?
- How have you ensured that STEM adventures are youth-led?

SAFETY NOTE

- Always discuss safety issues with youth and other Scouters before the adventure.
- If you are not sure about something, ask an expert.

ONLINE RESOURCES

- **The Scouter Manual pages 85–88**
- eLearning course: What is STEM?
- **Scouts Canada's STEM website**
- **STEM Scouters' Tip**

Facilitating the OAS Program

Program Facilitation

DESCRIPTION

Young people join Scouts to have adventures. These adventures can be hiking in a local conservation area, sailing a boat across a lake, exploring the local community, or planning and executing a multiday trip across Baffin Island. As part of The Canadian Path, Scouts Canada has developed a comprehensive Outdoor Adventure Skills (OAS) program. Each OAS pathway is divided into nine stages, with a badge awarded for each stage. The purpose of the OAS program is not the badges, however. The Outdoor Adventure Skills should be seen as tools to support the Plan-Do-Review cycle.

LEARNING OBJECTIVES

I can facilitate the Outdoor Adventure Skills program for youth in my Section.

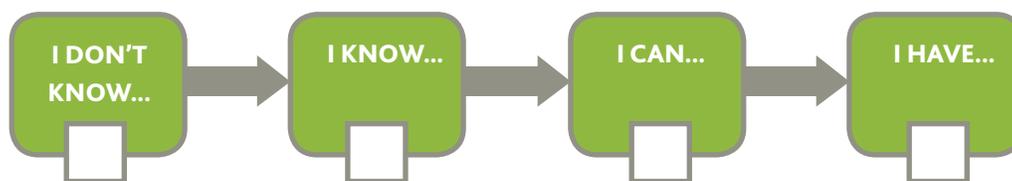
- I understand the role of OAS in marking the youth's personal progression through adventure.
- I understand that there are OAS competencies that I am not qualified to facilitate or instruct.
- I can help youth be aware of safety and risk management while pursuing the OAS program.
- I can find a resource person to help youth in my Section learn Outdoor Adventure Skills that I may not be qualified to facilitate or instruct. This resource person could be a youth or Scouter from another Section, or a third-party resource.

TIPS AND TRICKS

- Each OAS pathway is organized into nine stages. Each stage builds on the previous stage and leads to the next.
- The starting points are not aligned to any Section. A Beaver Scout would naturally start at Stage 1 and move through the stages during his or her time in Scouting; a new Venturer Scout starting at age 15 with no Scouting experience would also be expected to start at Stage 1 and move up. The assumption is that the Venturer Scout would be able to quickly move to an appropriate stage based on his or her ability and experience.

SAFETY NOTE

- Are we doing things the right way in the right place at the right time with the right people and the right equipment with the right training?
- Don't instruct Outdoor Adventure Skills that are beyond your own capability. Part of your role as a facilitator is connecting youth with the resources that they need for adventures.



Facilitating the OAS Program

Program Facilitation

PLAN

- Which Outdoor Adventure Skills are the youth in your Section interested in pursuing?
- Does your Scouter Team have the skills necessary to safely facilitate these adventures? If not, where can you find subject matter experts to help?

DO

- Read “Outdoor Adventure Skills” in the *Scouter Manual* (pages 81–84).
- Review the Outdoor Adventure Skills competencies.
- Shadow another Scouter to observe how he or she facilitates the incorporation of the OAS program into Section programming.

REVIEW

- Why is it important to be aware of safety and risk management when facilitating the OAS?
- Why is it important to be aware that you may not be qualified to facilitate or instruct some of the OAS?
- Why is it important to find a resource person to help youth learn OAS that you are not qualified to facilitate or instruct?

ONLINE RESOURCES

- **The *Scouter Manual* page 81–84**
- eLearning course: Facilitating a Program—Section-specific: How to Facilitate Outdoor Adventure Skills
- **Outdoor Adventure Skills**
- **Intro to OAS**
- **Anatomy of OAS**
- **OAS Frequently Asked Questions**

Fundraising Program Facilitation

DESCRIPTION

Scouters will develop fundraising skills to support the program and ensure access for all youth.

LEARNING OBJECTIVES

I can describe Scouts Canada's three official fundraisers (Scout Popcorn, Scoutrees, Apple Day).

- I can develop a fundraising plan.
- I can define a purpose for the funds raised.
- I can create and share a budget based on funds raised.
- I can communicate the vision for the fundraising to key stakeholders.

TIPS AND TRICKS

- Fundraising is a great opportunity for linking. It's tough to say no to a Beaver Scout selling some delicious Scout Popcorn!
- Planning, doing and reviewing a fundraiser should be done in an age-appropriate way. Older Sections can take on a great deal of responsibility for a fundraiser, but ensure fundraising is youth-led (in an age-appropriate way) for Beaver Scouts and Cub Scouts, too. Fundraising should not be an onerous chore for the youth.

ONLINE RESOURCES

- eLearning course: How to Fund the Program (ID 6529)
- Scout Popcorn
- Scoutrees
- Apple Day
- Scouts Canada National Calendar
- Section and Group Fundraising Policy

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Fundraising

Program Facilitation

PLAN

- How much money do you want to raise? Can you create a budget to identify what funds are required? Who needs to approve or accept the budget?
- Are there any timing restrictions? (Scout Popcorn season is September to October.) What are the deadlines for applications (if required)?
- How can you ensure that fundraising is youth-led?
- How do you want to track funds raised? (Do you want everyone to participate equally, or will you track funds by individuals?)

DO

- Let key stakeholders know you are doing a fundraising activity.
- Ensure the fundraising plan is communicated to parents detailing involvement required and timelines.
- Ensure that fundraising is conducted safely.

REVIEW

- Did you meet your target? Was the amount of time and effort worth the funds raised?
- Would the participants want to do the activity again? If so, what should be changed?

SAFETY NOTE

- Remember to maintain the Two-Scouter Rule when conducting door-to-door fundraising.
- Ensure that any proposed fundraiser aligns with Scouts Canada's mission, principles and values.
- Discuss how fundraising can be conducted safely with youth.
- Always fundraise in an area that you know.
- Don't fundraise in front of stores or malls without permission.

Incorporating Spirituality Program Facilitation

DESCRIPTION

In Scouts, spirituality means recognizing you are part of a larger reality, something bigger than yourself. For some, that means taking part in a faith community and its system of belief in a higher power. For others, spirituality is connecting with nature or community. What form that exploration takes is left to the individual, but is respected by everyone involved in Scouting.

LEARNING OBJECTIVES

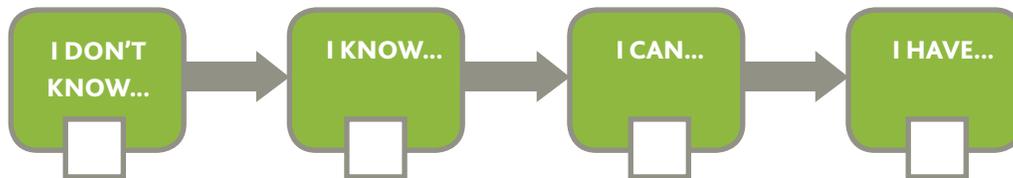
I can incorporate spirituality, as part of the SPICES, into the Canadian Path program.

- I can explain to youth and parents how spirituality is used within Scouts Canada.
- I can incorporate spirituality in an age-appropriate way.

- I can explain the Internal Compass model for spirituality to youth and parents.
- I can lead a review of an adventure using the Internal Compass model.
- I can use the Internal Compass to reflect upon my own Scouting experiences as a Scouter.
- I can facilitate common Scouting ceremonies such as Scouts' Owns and formal campfires.

ONLINE RESOURCES

- The *Scouter Manual*: "Beliefs & Values" p. 41, "Spirituality" pp. 93–95 and "Ceremonies" pp. 97–100
- eLearning course: How to Incorporate Spirituality (ID: 6533)
- Religion-in-Life Program (scroll down to "Religion in Life" heading within "Scouter Support" tab)
- Scouting and Spiritual Development ("The Internal Compass", Scouts Australia)
- Messengers of Peace
- Book: *Let's Celebrate—Spirituality in Canadian Scouting*
- Book: *The Campfire Book*



Incorporating Spirituality Program Facilitation

PLAN

- What spiritual expressions (faith groups) are represented within your Section and your community?
- What is your familiarity with each of these spiritual expressions or faith groups? Consider festivals, holy days and other practices (such as dietary restrictions) which could play a part in the planning of Scouting adventures for your Section.
- Review the Scout Law (*Scouter Manual*, p. 171). How do you make the seven aspects of the Scout Law part of your daily living?
- Review the SPICES (*Scouter Manual*, p. 32). How does Spirituality add to and interact with the other SPICES?

DO

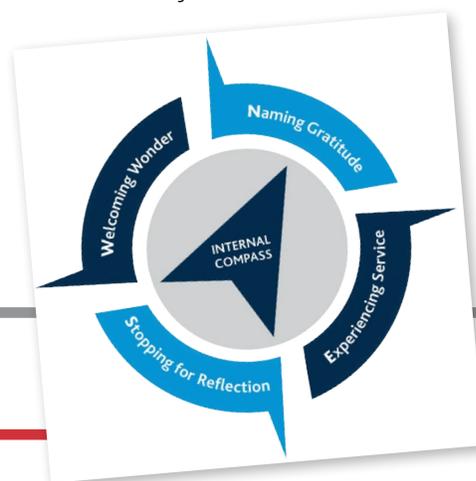
Read the chapter on Spirituality in the Canadian Path *Scouter Manual*, pages 93–95, as well as “Beliefs & Values” on page 41. Then choose or adapt two or three of the following to further your skills in incorporating Spirituality in the Canadian Path program.

- Work with a youth Patrol (Team) to plan a formal campfire that includes a spiritual component, such as a Scouts’ Own (see *Scouter Manual*, p. 95) or a reflective moment (*Scouter Manual*, p. 94).

- Brainstorm a list of possible adventures for the Beliefs & Values Program Area, including adventures appropriate for the age range in each of the Sections. Look at the Trail Cards provided for each Section. Share the list with the other Section Scouters.
- Practise explaining the Scouts Canada approach to Duty to God and spirituality to another person.

REVIEW

- Use the Internal Compass to reflect upon your experiences while working on this Scouter Development Card.
- What do you know now about spirituality in Scouting that you did not know before?
- What surprised you? What intrigued you?
- How will you incorporate what you have learned in Beliefs & Values adventures in your Section?



SAFETY NOTE

- Consider your assumptions about and attitudes toward various faith groups and spiritual expressions, especially ones represented within your community or your Section. Be honest with yourself! We all need to pay attention to how our words and attitudes affect others. Sometimes we don't even notice that sayings we use or jokes we tell are disrespectful of other people. How will you model and encourage respect for the spiritual choices of others?

- As a Scouter, you are not to promote your own or any specific faith tradition, unless you are part of a Group specifically set up within a particular faith group. How might your own spiritual expression or faith practice affect your role as Scouter? What will you need to consider in order to practise the Scouts Canada principles of Duty to God and respect for all faith traditions, spiritual expressions or personal value systems that align with the Scout Law?

Incorporating the Badge Program Program Facilitation

DESCRIPTION

The badges of The Canadian Path are used to celebrate the personal journey of youth in Scouting. In a tangible way, they mark the milestones of the journey and celebrate youth achievements. One of the goals of The Canadian Path is to disassociate badges from personal progression, as the two have become synonymous over the years. Think of how a 10-year-old has grown since joining Cub Scouts two years earlier; while badges are souvenirs of this journey, the personal progression that each youth experiences is the journey itself.

LEARNING OBJECTIVES

I understand the role of badges and can facilitate the use of badge programs appropriately.

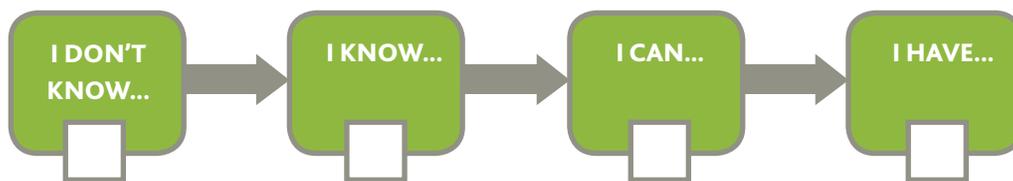
- I can explain and understand how to facilitate the different badge programs available for youth in Scouting (Personal Progression, Personal Achievement, Outdoor Adventure Skills, Top Section Awards, Canadian Path Link badges, etc.).
- I can support the pursuit of Personal Achievement badges using self-set goals (Colony, Pack, Troop).
- I can facilitate the opportunity for youth to achieve the Top Section Award in my Section.
- Company and Crew Scouters: I can facilitate personal development goal setting.

TIPS AND TRICKS

The Personal Achievement badges are similar throughout Beavers, Cubs and Scouts., One requirement is added for each Section as the youth move through the program. These requirements, unlike the Outdoor Adventure Skills, are not cumulative. Youth can work on their Section's Personal Achievement badges until they move up to the next Section.

ONLINE RESOURCES

- **The Scouter Manual, pages 47–62, "Personal Progression"**
- eLearning course: How to Incorporate Badges (ID 6522)
- **Self-set Badge Requirements**
- **Personal Progression**
- **PAB Portal**
- **Scouters' Tip #28: How do I Support Personal Achievement Badges?**



Incorporating the Badge Program

Program Facilitation

PLAN

- How can you present the badge programs to youth so they understand the role they have in creating their own program?
- How can you ensure the youth do not plan an overwhelming badge program for themselves?

DO

- Complete the course “How to Incorporate Badges”.
- Read the “Personal Progression” pages in the *Scouter Manual* (pages 47-62).
- Shadow a Section that is exploring one of the badge programs so that you can observe how other Scouters engage their youth.

- Know the goals of the youth in your Section and understand that not all of your youth will want to pursue badges.

REVIEW

- Why is it important for you to understand the roles youth have in creating their program?
- Why is it important to have personal progression reviews with each youth?
- What will you do to ensure all youth are aware of the badge opportunities available to them in your Section?

SAFETY NOTE

- The badge programs are not a curriculum for the youth to complete at a set rate. As a Scouter, you should be aware of the youth who are participating in each badge program so that you can support them appropriately; ensure youth set achievable goals so that they do not feel overwhelmed.
- Youth have many demands on their time (such as school and other extra-curricular activities). Keep this in mind; appreciate the difference between encouragement and pressure when promoting a badge program.

Planning for Youth-led Scouting Program Facilitation

DESCRIPTION

On The Canadian Path, the youth are the leaders. Scouters support and mentor the youth by encouraging leadership in age-appropriate ways. There are leadership roles and opportunities for youth built into the program to support the youth-led approach. The expectation is that the amount of leadership required of the youth increases as they move from Section to Section and develop themselves as leaders.

LEARNING OBJECTIVES

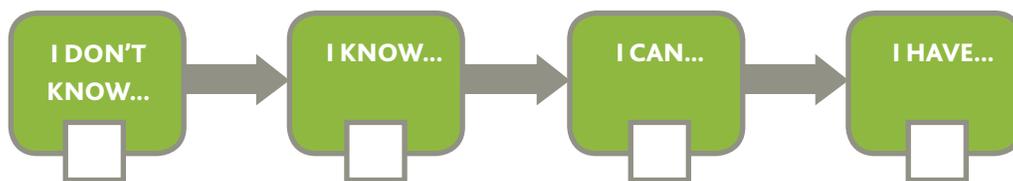
I can facilitate the planning of a safe program that encourages youth leadership in age-appropriate ways.

- I can facilitate youth-led planning.
- I can recognize and employ opportunities for linking with other Sections.
- I can involve youth in the budgeting process in an age-appropriate way.
- I can explain how to use the Program Quality guide to facilitate youth-led planning in an age-appropriate way.

TIPS AND TRICKS

The Section and the experience of the youth will affect your level of involvement in the planning process. Beaver Scouts and Cub Scouts will require more guidance when planning, but that doesn't mean that they can't be involved. Try asking Lodges and Lairs to draw murals of all the adventures that they want to have in the coming Scouting Year.

Venturer Scouts and Rover Scouts don't always have the skills necessary to plan a twelve-month program without Scouter support. Your role is to apply the right amount of situational leadership to ensure that youth have a robust and balanced Scouting experience.



Planning for Youth-led Scouting Program Facilitation

PLAN

- How can you facilitate youth-led planning in an age-appropriate way?
- How can you facilitate planning to employ linking activities with other Sections in youth-led planning?
- How can you involve the youth in the budgeting process in an age-appropriate way?
- How can you incorporate risk management in an age-appropriate way during youth-led planning?
- How can you incorporate the Program Quality guide in an age-appropriate way during youth-led planning?

DO

- Review the eLearning course “How to Plan for Youth-led”.
- Read the Section-specific linking activities in the *Scouter Manual*.

- Review “Risk Management”, section 13000, *BP&P*.
- Shadow a youth-led planning meeting with another Scouter to observe how he or she facilitates youth-led planning.
- Complete one cycle of youth-led planning with your Section.

REVIEW

- Why is youth-led planning important?
- Why should youth be involved in the budget-planning process?
- Why are linking activities important?
- Why is the Program Quality guide important when facilitating youth-led planning?
- Why is it important to include risk management when facilitating youth-led planning?

SAFETY NOTE

With youth-led programming, Scouters are responsible for risk management. However, it is important to involve the youth (in all Sections) in assessing risk.

ONLINE RESOURCES

- eLearning course: How to Plan for Youth-led
- **The *Scouter Manual* pages 63–64**
- **Program Quality Guide**
- **Beaver Scout Planning Template**
- **Cub Scout Planning Template**
- **Scout Planning Template**
- **Venturer Scout Planning Template**
- **Rover Scout Personal Development Plan**
- **Myth Slayer: Beavers can't do Youth-led**
- **Myth Slayer: Youth-led means Scouters don't plan**
- **Instructional Video: Program Cycles**

Using the Patrol (Team) System Program Facilitation

DESCRIPTION

The Patrol (Team) System is the recognition that everyone has something to offer the team. Everyone must be included and no one can be left behind as the team takes on its chosen adventures. Everyone has a say in what the group chooses to do. By working together in a mutually supportive spirit, the team can accomplish more than any one member could accomplish alone. Responsibilities and leadership are shared among the group, with the support and mentorship of the Scouters, who create a safe and respectful atmosphere in which the team can work.

Note: The Patrol System is a special term that refers to the way small teams are used in the Scout Method. In this Scouter Development Card, the word "Patrol" is used in place of Section-specific small teams such as Lodges (Beaver Scouts) and Lairs (Cub Scouts).

LEARNING OBJECTIVES

I can facilitate a Scouting program that functions primarily in Patrols.

- I can describe how a Patrol functions within my Section.
- I can describe the function of the Section Leadership Team, and its role in relation to the Patrols.
- I can demonstrate how to form Patrols, and I know when the youth in my Section should gather in their Patrols.
- I can demonstrate how to encourage youth leadership in a Patrol setting and help the youth in my Section set a positive example for others.
- I have facilitated at least three Patrol-based adventures using the Plan-Do-Review process.

TIPS AND TRICKS

- The role of a Scouter in relation to Patrols will vary across each Section. Beaver and Cub Scouts will need more help and guidance in their Lodges and Lairs, and Scouters will need to play a bigger role in facilitating adventures using the Patrol System.
- In Scouts, Venturers and Rovers, Scouters are mentors. They are available to provide advice and feedback to empower the youth as they plan, do and review adventures in their Patrols.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Using the Patrol (Team) System

Program Facilitation

PLAN

- Why is it beneficial for youth to gather in Patrols?
- What do Patrols provide youth that they don't experience in a larger group?
- What should be considered while forming Patrols?

DO

- Review the eLearning course "How to Use the Patrol System".
- Shadow another Section's youth and Scouters while they plan, do and review an adventure using the Patrol System.
- If your Section is not currently using the Patrol System, work with the other Scouters and youth to form Patrols and a Section Leadership Team.

- Help facilitate at least two Patrol-based adventures with your Section using the Plan-Do-Review process.

REVIEW

- Why does Scouting primarily function in small teams? How does this foster leadership development and personal progression?
- What is the difference between a Patrol and an ad hoc team? When is it beneficial to have ad hoc teams instead of Patrols?

SAFETY NOTE

Your role as a Scouter is to provide a safe and respectful space for youth to try new things, learn by doing and develop their leadership style. Keep this in mind as you encourage the youth in your Section to develop their own ideas while simultaneously contributing to a respectful and inclusive environment for their peers.

ONLINE RESOURCES

- The *Scouter Manual* pages 16–17 and 19
- eLearning course: Facilitating the Program: How to Use the Patrol System
- **The Team System**
- **Scouters' Tip #23: How can your Colony have successful Lodges? (Beaver Scouts)**
- **Scouters' Tip #19: How can your Pack have successful Lairs? (Cub Scouts)**
- **Scouters' Tip #25: How can your Troop have successful Patrols? (Scouts)**
- **Scouters' Tip #21: How can your Company make the most of its Expedition Teams? (Venturer Scouts)**

Working With Your Section Leadership Team Program Facilitation

DESCRIPTION

Section Leadership Teams (SLT's) are an essential component of The Canadian Path. Each Section is led by a small group of senior youth members who work together as a team, supported by their Scouters. A Beaver Colony is led by its White Tail Council, and a Cub Pack is led by its Howler Council. In other Sections, the Section Leadership Teams are named for the Section's unit name: Troop Leadership Team, Company Leadership Team, and Crew Leadership Team. Responsibilities and leadership are shared among the group with the support and mentorship of the Scouters who create a safe and respectful atmosphere in which the team can thrive.

LEARNING OBJECTIVES

I can apply the youth-leadership structure appropriate to my Section.

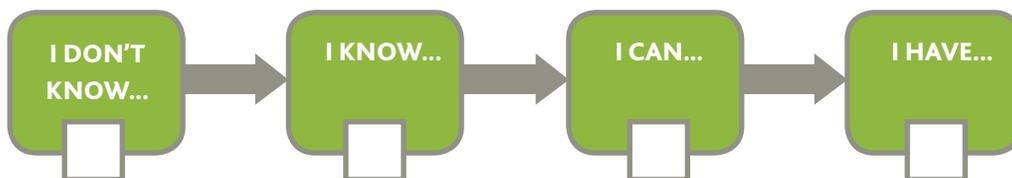
- I understand how the shared leadership model applies to my Scouter Team, the Section Leadership Team and the Patrol (Team) System.
- I understand my role as a Section Scouter is to be a mentor, facilitator and guide of youth.
- I have helped facilitate two Section Leadership Team meetings.
- My Section maintains an active Section Leadership Team.
- I have participated in at least two Scouter meetings.

TIPS AND TRICKS

- In Colonies and Packs, Section Leadership Teams are made up of the oldest youth in the Section.
- In Troops, Companies and Crews, Section Leadership Teams are chosen by their peers and are led by a Troop Leader, Company Leader or Crew Leader.
- You can help a new Section Leadership Team get started by planning a simple event such as a night hike or Halloween party.

SAFETY NOTE

The Two-Scouter Rule is a requirement for two Scouters to be with youth at all times; two Scouters must be within the visual field and within earshot of one another when with youth.



Working With Your Section Leadership Team Program Facilitation

PLAN

- How can you facilitate the development of a Section Leadership Team?
- How can you mentor and facilitate the Section Leadership Team to plan effective, safe adventures?

DO

- Review the course “How do I work with Section Leadership Teams?”.
- Help facilitate a Section Leadership Team meeting. Observe how the Section Leadership Team is incorporated into program planning in an age-appropriate way.

- Review the Program Areas with your Section Leadership Team. Are you pursuing adventures in all six Program Areas? How can you emphasize Adventure to create a more balanced program?
- Facilitate an adventure from start to finish involving the youth in every part.

REVIEW

- Why is it important to develop the Section Leadership Team?
- How can you provide age-appropriate leadership opportunities for your Section Leadership Team?

ONLINE RESOURCES

- **The Scouter Manual**
- eLearning course: Scouters Working Together: How Do I Work with Section Leadership Teams
- **Scouters' Tip #27: How can your Colony have a successful White Tails' Council?**
- **Scouters' Tip #22: How can your Pack have a successful Howlers' Council?**
- **Scouters' Tip #26: How can your Scouts have an effective Troop Leadership Team?**
- **Scouters' Tip #20: How can your Venturers have an effective Company Leadership Team?**
- **Scouters' Tip #28: How can your Rovers have an effective Crew Leadership Team?**

Youth-led Camping Program Facilitation

DESCRIPTION

Nature is an ideal setting for personal development and recreation. Youth join Scouting for the opportunity to participate in camping and outdoor adventures that they have been involved in planning. These activities must be fun and engaging for members, and comply with recognized health and safety practices. As Scouts, we have a responsibility to live in harmony with the natural environment and ensure that our outdoor adventures leave no trace.

LEARNING OBJECTIVES

I can facilitate an age-appropriate, youth-led weekend camp with my Section.

- I can facilitate budgeting for a camp with my Section.
- I can help youth in my Section select equipment for camp.

- I can facilitate an age-appropriate adventure (the right place, at the right time, with the right people and with the right equipment).
- I can help youth select a safe and age-appropriate location for a camping trip.
- I can facilitate the completion of an **Camping and Outdoor Activity Application** and **Emergency Plan**.
- I can ensure that youth plan a menu that meets the dietary requirements of the group and the activity.
- I can facilitate a hazard assessment with youth.
- I can develop a contingency plan.
- I can describe the seven principles of Leave No Trace.

TIPS AND TRICKS

- Beaver Scouts can go camping too! Check out the **Beaver Scout Camping guide**.
- Camping is an activity that all Sections should be given an opportunity to participate in. The activity should be developed with youth participation.
- Scouters must regularly ask themselves if all participants are in **the right place; at the right time; with the right training, the right people and the right equipment**.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Youth-led Camping Program Facilitation

PLAN

- How can youth be involved (in an age-appropriate way) in planning a camp?
- Are the location and activities appropriate for the skills and ages of the participants?
- Has your Section submitted the required applications and received approval to conduct this outdoor activity?
- Has your Section developed an emergency plan?
- Does your Section have the proper equipment for the camp conditions?
- Who is the designated first aider?
- What food storage and preparation arrangements do you need to consider (bear awareness, temperature requirements, allergies and dietary restrictions, hygiene, etc.)?

DO

- Facilitate a safety and risk assessment for the camp (include a **Adventure Application Form** and **Emergency Plan - Junior Sections , Emergency Plan - Senior Sections**).
- Check that equipment is in working order before the trip.

- Conduct hazard assessments with your Section when entering a new location.
- Help the Section Leadership Team ensure that the trip is safe, fun and engaging.

REVIEW

- Did the camp go as planned?
- Were the youth active participants in planning the camp (relative to their skills)?
- Do you need to file any incident reports and record any near misses?
- Did the youth achieve their desired objectives for the camp?
- What can be done on future activities to enhance the experience?
- Was the budget appropriate for the event?
- Have the participants increased their competencies in the **Camping Outdoor Adventure Skills**?

SAFETY NOTE

- Is the planned activity “in the right place, at the right time, with the right people and with the right equipment”?
- Do you have all the required safety equipment (first aid kit, specialized activity equipment, etc.)?
- Have you taken the weather forecasts into account and planned for adverse conditions?
- All activities should have a contingency plan in case conditions change and the original objective is no longer safe or viable.
- When possible, the proposed site should be visited for an in-person assessment by members of the group. If this is not possible, appropriate research is required to ensure it is safe for the activity and age group.

ONLINE RESOURCES

- **Scouter Manual (pages 63–72 & 81–84)**
- eLearning Course: How to Facilitate Outdoor Adventure Skills
- **Adventure Standard**
- **Outdoor Council of Canada**
- **AdventureSmart**
- **Leave No Trace Canada—Outdoor Ethics**

Conducting Crucial Conversations

Volunteer Support

DESCRIPTION

Shared leadership is an important part of volunteering in Scouting. Scouters need to learn what it means to be part of a team within Scouts Canada and develop communication skills to be effective in this role. Part of this responsibility is addressing behavioural issues in a timely, constructive and respectful manner before they jeopardize program quality.

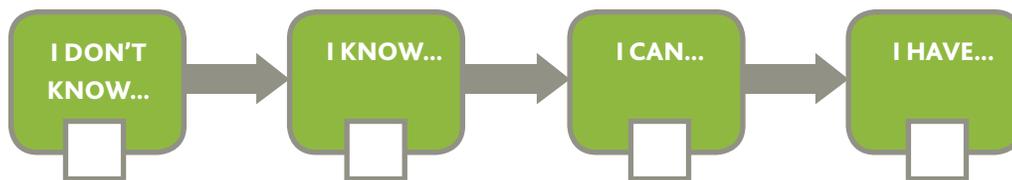
LEARNING OBJECTIVES

I can conduct a crucial conversation that results in a timely, constructive and respectful outcome.

- I can use the AID (Action, Impact, Do) model to provide developmental feedback.
- I can identify when a situation requires a crucial conversation.
- I can explain how crucial conversations can prevent conflict escalation.
- I can use the EASE (Engage, Absorb, Share, End) model to structure crucial conversations.

SAFETY NOTE

- Being a Scouter is about being a mentor to the youth in your Section as well as the other Scouters with whom you volunteer. Crucial conversations should always occur in a constructive, respectful manner.
- Are you the right person to have this crucial conversation? Always consult with your Group Commissioner to obtain a dispassionate point of view.
- For youth safety questions or other non-urgent matters, please email safety@scouts.ca. For urgent youth safety issues that require immediate attention, please call 1-800-339-6643. This number is monitored after hours and will be responded to rapidly.



Conducting Crucial Conversations

Volunteer Support

PLAN

- How do you use the AID model to provide developmental feedback?
- How do you identify when a situation requires a crucial conversation?
- How do you explain how crucial conversations can prevent conflict escalation?
- How do you use the EASE model to structure crucial conversations?

DO

- Review the eLearning course “Conducting Crucial Conversations”.
- Shadow another Scouter to observe how a crucial conversation is conducted using the AID and EASE models.

REVIEW

- Why is it important to conduct a crucial conversation?
- How can conducting crucial conversations positively influence behaviour?

ONLINE RESOURCES

- Scouts Canada eLearning Course: Supporting the Program—Conducting Crucial Conversations (ID: 6420)
- **Feedback Tips—AID Model**
- **Crucial Conversations—EASE Model**
- Safe Scouting—safety@scouts.ca

Developing Effective Scouter Teams Volunteer Support

DESCRIPTION

Shared youth leadership is central to the Scout Method, and the practice of shared leadership is modeled by Scouters. Working effectively as a team of Scouters to support youth members is imperative to facilitating high-quality programs on The Canadian Path.

One Volunteer is designated as the Contact Scouter within each Section. The Contact Scouter has the responsibilities of reporting to the Group Committee; coordinating with other Sections; and ensuring that planning, completion of Outdoor Activity Forms and other aspects of Group life are running smoothly. All Scouters support the youth when planning adventures. Responsibilities are shared among the Scouters and do not fall to any one Scouter.

LEARNING OBJECTIVES

I can demonstrate the shared leadership model as it applies to a team of Scouters.

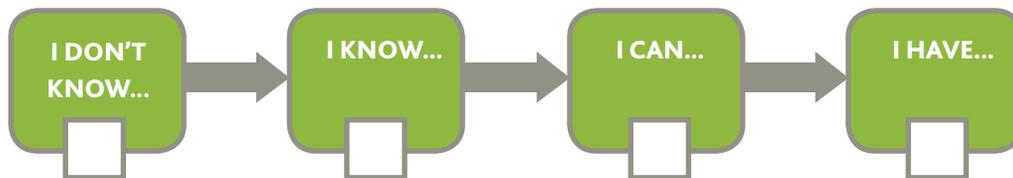
- I can describe how my team contributes to Scouts Canada's five strategic priorities.
- I can describe the support systems available to my team at a Section, Group and Area level.
- I can describe my role and responsibilities within my team, as well as the roles and responsibilities of my team members.
- I can demonstrate how my Scouter Team facilitates youth leadership.
- I can demonstrate how to solve problems within my team.
- I can demonstrate effective communication with my team.
- I can demonstrate how to provide recognition to my team members.

TIPS AND TRICKS

The needs of a Section vary depending on its age range and the abilities of its members. Beaver Scouts need more hands-on adult support, whereas Venturer and Rover Scouts need their Scouters to provide advice and feedback. The roles of the Scouters on your team will vary depending on what Section you support, and your team will be customized to your Section. Be mindful of the youth in your Section when your team is dividing roles and responsibilities among the Scouters.

SAFETY NOTE

Your role as a Scouter is to provide a safe and respectful space for youth to try new things, learn by doing, and develop their leadership styles. Follow this same practice to create a safe, respectful and inclusive space for your Scouter Team.



Developing Effective Scouter Teams

Volunteer Support

PLAN

- To what teams do you belong as a Scouter? Do your roles vary in different teams?
- How are you positively contributing to your Scouter Team?
- How would you like to see your Scouter Team develop?

DO

- Complete the eLearning course "Working as a Team".
- Read Chapter 4 ("Being a Scouter") of the *Scouter Manual*. What is your role in the shared leadership model for your team of Scouters?
- Shadow another Scouter Team during a Scouter meeting. How are roles and responsibilities divided? How do they communicate effectively with one another? How do they make decisions within their team?
- Identify roles and responsibilities within your team. Are you and the other members of your team clear on who is Responsible, Accountable, Consulted and Informed (RACI) during the decision-making process?

- Develop a problem-solving strategy with your team. When a problem arises within your Scouter Team, what procedure will you follow to address the issue?
- Reach out to your Group Committee to learn more about its role in supporting your Section. Find out what other support systems are in place for your Scouter Team.
- Facilitate a team-building exercise for your Scouter Team.
- Thank a Scouter on your team that has demonstrated dedication to the Scouting Movement and gone above and beyond for your Section or Group; use the **Thanks** website.

REVIEW

- Why is the shared leadership model important to a Scouter Team? What does the shared leadership model provide your team that you would not benefit from if you operated as individuals instead of team members?
- How does the shared leadership model for Scouters compare with the Patrol (Team) System for youth members? How does your Scouter Team help to facilitate the Patrol (Team) System within your Section?

ONLINE RESOURCES

- **The Scouter Manual page 69**
- eLearning course: Supporting the Program: Working as a Team
- **Thank a Scouter**
- **Scouts Canada's 5 Priorities for Success**
- **Using the Stages of Team Development**
- **RACI Chart**
- **Problem Solving**
- **16 Quick and Easy Team Building Activities**

Growing the Movement

Volunteer Support

DESCRIPTION

Scouts Canada aims to help develop well-rounded youth, better prepared for success in the world. In order to achieve our mission, we need your help in bringing great, safe Scouting adventures to more Canadian youth.

Growth isn't something to be left to chance. It requires forethought and commitment to carry out a strategy. In Scouting, growth happens when year-to-year youth retention is high and there are good youth recruitment practices in place.

LEARNING OBJECTIVES

I can explain how providing a Scouting experience to more young people helps accomplish Scouts Canada's mission.

- I can describe the benefits of Scouting to an individual not familiar with the movement.
- I can demonstrate how to develop a recruitment plan with the other Scouters in my Section.
- I can demonstrate how to facilitate a recruitment event for youth.
- I can demonstrate how to facilitate a Bring-A-Friend event in my Section.
- I can demonstrate how to facilitate a linking activity in my Section.
- I can demonstrate how to develop a retention plan with the other Scouters in my Section.

TIPS AND TRICKS

- Tailor your recruitment strategy to the age group you wish to reach. Beaver-aged youth may enjoy building a bean greenhouse at a community event, and Scout-aged youth may enjoy lighting a fire for the first time.
- When participating in activities and events with members of the community who have no Scouting background, remember to keep activities and conversations related to Scouting without being specific to Scouting.
- Be prepared with a sign-in sheet for new parents, and information on events and camps your Section is participating in this year. Reach out to your Group Committee if you will need more Scouters to meet ratio that evening.

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Growing the Movement

Volunteer Support

PLAN

- How does your Section need to grow? Do the youth in your Section represent an even distribution of ages? If you plan to recruit more youth, do you also need to recruit more Scouters?
- Where do youth members come from in your community? Where in your community are youth most concentrated?
- How effectively does your Section retain youth members?

DO

- Determine a growth goal for this Scouting Year. How many new youth do you plan to recruit to your Section?
- Develop a **growth plan** with the other Scouters in your Section and your Group Committee.

- Allow youth to take the lead on your Section's recruitment events and related brainstorming sessions.
- Facilitate a Bring-A-Friend event for your Section.
- Identify retention strategies for your Section with the other Scouters on your team.

REVIEW

- How can your Section be more visible in your community?
- How successful were your recruitment events? What would you change for next time?

SAFETY NOTE

- It is important to maintain a safe, inclusive environment at all times when participating in a Scouting activity—whether it is a regular weekly meeting, a camp or a recruitment activity. Always follow the Two-Scouter Rule when youth members are present, and be prepared with the proper safety equipment for any planned activities.
- Be mindful of new youth joining your Section. Are there new allergies that need to be taken into consideration? Are there new medications that need to be administered? Are there any accommodations your Section can make to provide a more inclusive environment?

ONLINE RESOURCES

- eLearning course: Scouting Fundamentals: How you can help Scouting reach more young people
- **Scouts Canada Brand Centre**
- **Scouts Canada's Strategic Plan**

Recruiting Volunteers

Volunteer Support

DESCRIPTION

One of the most important elements of Scouts Canada is the Volunteer base upon which the organization is built. Without Volunteers, Scouting would not exist. For this reason, recruitment of Volunteers is crucial to providing an excellent program, growing the organization, and the strength of the organization as a whole. Volunteers affect each and every aspect of Scouts Canada; recruiting Volunteers who will help improve the quality of our program and the experiences of the youth is key to the success of Canadian Scouting.

LEARNING OBJECTIVES

I can identify and recruit Volunteers to help facilitate the Scouting program.

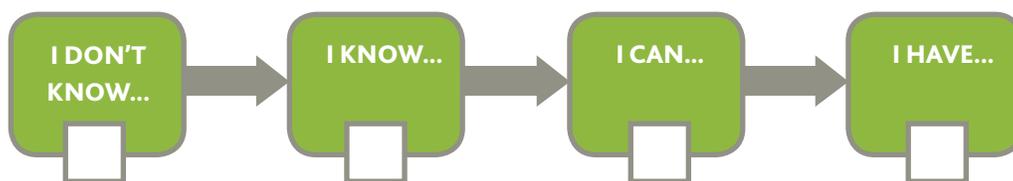
- I can describe the benefits of volunteering with Scouts Canada.
- I can describe the selective recruitment process.
- I can explain how to engage prospective Volunteers.
- I can identify and use Volunteer recruitment pools.
- I have recruited a Volunteer for Scouts Canada or another volunteer organization.

TIPS AND TRICKS

- Recruit for short-term projects rather than a position without an end date.
- When recruiting Volunteers, it is important to make sure they are suited to the roles for which they are volunteering.
- Someone who is interested in volunteering because his or her child is a member may choose the same Section as his or her child, but decide he or she is not suited for that role. Try offering the new Volunteer a role in a different Section or at the Group Committee level.

ONLINE RESOURCES

- **Scouts Canada's Strategic Direction**
- **Volunteer Power**
- **Volunteer Canada**



Recruiting Volunteers

Volunteer Support

PLAN

- How will you identify a potential Volunteer?
- How will you engage potential Volunteers without overwhelming them?
- How will you keep potential Volunteers engaged once you have confirmed their initial interest?
- How can you ensure the potential Volunteers have the best support possible?

DO

- Understand and be able to describe the benefits of being a Volunteer with Scouts Canada.
- Use the selective recruitment process to engage a prospective Volunteer.
- Know and make use of the recruitment pools in and around your Section.

- Recruit a new volunteer for a volunteer organization (Scouts Canada or otherwise).
- Provide support for the new Volunteer throughout the process.

REVIEW

- Why is Volunteer recruitment such an important part of Scouts Canada's mission?
- What are the similarities between the way you were recruited for Scouting and the way you will recruit new Volunteers? What are the differences?
- Why is supporting new Volunteers essential to their success and the success of the program?
- Why were you successful (or unsuccessful) in your recruitment campaign?

SAFETY NOTE

- Prospective Volunteers need to comply with Scouts Canada's mission statement and principles. Keep in mind when recruiting that the safety and wellbeing of the youth in your care is more important than anything else.
- When recruiting Volunteers (whether they are new to the organization or parent helpers) be clear about the expectations and responsibilities they will be taking on as Scouters. It is important for all new recruits to understand that as soon as they become Scouters, they represent Scouts Canada to anyone who associates them with the organization.

Volunteer Support

Volunteer Support

DESCRIPTION

The primary role of all Scouters is to facilitate youth-led, high-quality programs. This requires focus on appointing the right people to the right roles, ensuring that Scouters receive clear and meaningful orientation, seeing to it that experienced Scouters are in place and willing to provide regular coaching to others and meaningful recognition for work well done.

LEARNING OBJECTIVES

I can describe the five pillars of Volunteer Support (orientation, formal training, program tools, in-person support, feedback and recognition).

- I can explain the screening process for new Scouters.
- I have assisted with the orientation of new Scouters.
- I can demonstrate to a new Scouter how to access the David Huestis Learning Centre.
- I can provide feedback using the AID (Action, Impact, and Desired outcome) model.
- I have thanked a Scouter for his or her outstanding service using [Scouts.ca/thanks](https://scouts.ca/thanks).

ONLINE RESOURCES

- eLearning course: Group Committee Wood Badge I—Module 3
- **Volunteer Support Playbook**
- *Scouter Manual* Chapter 4—Being a Scouter
- [Scouts.ca/thanks](https://scouts.ca/thanks)
- **Recognition Guide**

I DON'T
KNOW...

I KNOW...

I CAN...

I HAVE...

Volunteer Support

Volunteer Support

PLAN

- How would you describe the five pillars of Volunteer Support?
- How would you explain the screening process to a new Scouter?
- How would you assist with the orientation of a new Scouter?
- How would you increase your understanding of the David Huestis Learning Centre and demonstrate it to a new Scouter?
- How would you thank a Scouter for his or her outstanding service?

DO

- Review the five pillars of Volunteer Support in Scouts Canada's Volunteer Support Toolkit (VSTK) at **Scouts.ca**.
- Review the Scouts Canada New Scouter Welcome Kit (NSWK).

- Review use of David Huestis Learning Centre in **MyScouts.ca**.
- Complete the eLearning course "It's our Duty".
- Shadow a Scouter orientating and screening a new Scouter.
- Log into **Scouts.ca/thanks** and thank two Scouters.

REVIEW

- How do the five pillars of Volunteer Support result in engaged and effective Scouters?
- What does a new Scouter need to know in his or her first 90 days of service?
- Why is it important to thank Scouters for their outstanding service?

SAFETY NOTE

There are often two ways to do something: the easy way and the right way. Volunteer Support often takes the form of demonstrating safety leadership and helping other Scouters make good choices even when they are difficult.