

Course Syllabus for Basic Training Course for Pack / Cub Scout Leaders

FIRST DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-----------|-------------|--|---|---|--|
| 0800-0830 | 30 | OPENING CEREMONY | | | |
| 0830-0930 | 60 | 1. DEFINING COURSE OBJECTIVES <ul style="list-style-type: none"> Objectives of the Course Course Overview <ul style="list-style-type: none"> Orientation Course requirements Course Routine | <ul style="list-style-type: none"> Define the Course objectives Explain the framework of the Course State course requirements and routine | Group work Lecturette Lecturette | Feedback on group output Accomplishment of requirements |
| 0930-1000 | 30 | 2. SMARTNESS AND GOOD ORDER <ul style="list-style-type: none"> Pack formation Hand signals Conduct of flag ceremony Cub Scout Leader's Uniform | <ul style="list-style-type: none"> Demonstrate formations, signals & conduct of flag ceremony Wear proper Cub Scout Leader's uniform | Demonstration Modeling | Performance test Observation |
| 1000-1020 | 20 | SNACKS | | | |
| 1020-1100 | 40 | 3. HISTORY OF CUB SCOUTING <ul style="list-style-type: none"> International Local | <ul style="list-style-type: none"> Relate the history of Cub Scouting | Lecture with teaching aid | Quiz |
| 1100-1200 | (100) 60 | 4. THE BOY OF CUB SCOUT AGE <ul style="list-style-type: none"> Developmental stages & characteristics, needs and aspirations of Cub Scouts | <ul style="list-style-type: none"> Outline the stages of development of young people of Cub Scout age Discuss the needs & aspirations of Cub Scouts | Lecture with listening teams/ Cooperative learning Group discussion | Quiz Feedback on output |
| 1200-1300 | 60 | LUNCH | | | |
| 1300-1340 | 40 | <ul style="list-style-type: none"> Educational objectives of Cub Scouting | <ul style="list-style-type: none"> Discuss the educational objectives of Scouting | Group discussion / Cooperative learning | Feedback on output |
| 1340-1500 | 80 | 5. THE CUB SCOUT IDEALS <ul style="list-style-type: none"> Cub Scout Motto Cub Scout Slogan Scout Sign, Salute, Handshake The Scout Badge The Cub Scout Uniform | <ul style="list-style-type: none"> Explain the Cub Scout Ideals | Lecturette with teaching aids Demonstration Game Modeling | Performance test |
| 1500-1520 | 20 | SNACKS | | | |
| 1520-1700 | 100 | <ul style="list-style-type: none"> The Cub Scout Promise & Law | <ul style="list-style-type: none"> Interpret the Cub Scout Promise & Law to the young people in ways appropriate to their age, understanding, & abilities as well as to varying situations | Demonstration | Feedback |

SECOND DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-----------|------|--|---|---|---|
| 0800-0830 | 30 | Opening / Recap | | | |
| 0830-0900 | 30 | 6. PACK ORGANIZATION & STRUCTURE <ul style="list-style-type: none"> Organizational structure of Cub Scouting | <ul style="list-style-type: none"> Illustrate the organizational Structure of Cub Scouting Explain the operation of the Six system in the Pack | Simulation Lecturette with visual aid | Quiz |
| 0900-1000 | 60 | 7. CUB SCOUT ACTIVITIES <ul style="list-style-type: none"> World Program Policy <ul style="list-style-type: none"> Youth involvement Safe from Harm Gender NSO & Council policies Cub Scout Activities | <ul style="list-style-type: none"> State the policies in the conduct of activities Discuss NSO & Council policies in the administration of Pack activities Discuss relevant aspects related to child protection List down activities suitable for Cub Scouts | Interactive lecture / Cooperative Learning Group discussion Brainstorming | Quiz Evaluation of output |
| 1000-1020 | 20 | SNACKS | | | |
| 1020-1200 | 100 | <ul style="list-style-type: none"> Special Skills <ul style="list-style-type: none"> Songs & Yells Storytelling Handicrafts Stunts & Skits | <ul style="list-style-type: none"> Demonstrate skills important in Cub Scouting | Base method: Demonstration | Observation Performance test |
| 1200-1300 | 60 | LUNCH | | | |
| 1300-1500 | 120 | <ul style="list-style-type: none"> Outdoor activities/Scouting skills <ul style="list-style-type: none"> Ropework Compass & map reading Campfire First aid | <ul style="list-style-type: none"> State the benefits of outdoor activities as part of the Cub Scout program Identify the parts of a rope Demonstrate at least six knots Demonstrate how to read maps & to use a compass Demonstrate how to lay fire for a Pack campfire Apply first aid to the following: <ul style="list-style-type: none"> Insect bites Burn 3 types of wounds & burns/ scalds Sprain Constipation Cramps Exhaustion Fainting | Lecturette Base method: demonstration | Performance test Return demonstration Self-assessment |
| 1500-1520 | 20 | SNACKS | | | |
| 1520-1620 | 60 | 8. PACK PROGRESSIVE SCHEME & BADGE SYSTEM <ul style="list-style-type: none"> The Progressive Scheme & Badge System | Explain the purpose of the progressive scheme & badge system <ul style="list-style-type: none"> Describe the progressive scheme & badge system | Lecturette Simulation | Quiz Observation |
| 1620-1700 | 40 | <ul style="list-style-type: none"> Ceremonies in Cub Scouting | <ul style="list-style-type: none"> Explain the different ceremonies in Cub Scouting | Lecturette / Cooperative learning | Unfinished sentences |

FOURTH DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-----------|------|--|--|---|-----------------------|
| 0800-0830 | 30 | Opening / Recap | | | |
| 0830-0930 | 60 | 10. PACK MANAGEMENT <ul style="list-style-type: none"> • Recruitment Strategies | <ul style="list-style-type: none"> • Demonstrate recruitment strategies for Cub Scouts | Role play | Feedback |
| 0930-1000 | 30 | <ul style="list-style-type: none"> • Resource Generation | <ul style="list-style-type: none"> • Identify ways of generating resources | Brainstorming | Evaluation of output |
| 1000-1020 | 20 | SNACKS | | | |
| 1020-1200 | 100 | <ul style="list-style-type: none"> • Records & Reports | <ul style="list-style-type: none"> • Identify essential administrative records for a Pack • Fill up essential forms, e.g., Pack registration form | Exhibit Practicum | Check Forms |
| 1200-1300 | 60 | LUNCH | | | |
| 1300-1430 | 90 | 11. LEADERSHIP <ul style="list-style-type: none"> • Importance of adult supervision <ul style="list-style-type: none"> ◦ Responsibilities of Pack Leaders ◦ Responsibilities of parents | <ul style="list-style-type: none"> • Explain the roles & responsibilities of Pack Leaders • Explain the responsibilities of parents in Cub Scouting | Cooperative learning | Observation checklist |
| 1430-1500 | 30 | <ul style="list-style-type: none"> ◦ Relationship with other sections | <ul style="list-style-type: none"> • Explain how the Cub Scout Leader sees himself/ herself as a group member | Group discussion | Observation checklist |
| 1500-1520 | 20 | SNACKS | | | |
| 1520-1620 | 60 | 12. TRAINING OF LEADERS <ul style="list-style-type: none"> • Adult Resources Policy | <ul style="list-style-type: none"> • Explain the key elements of the Adult Resources Policy • Identify the different types of training available to Pack Leaders • Discuss further Wood Badge Training Program • Identify support mechanisms available to Leaders • Plan his/her own further training | Panel discussion Action planning | Self-assessment |
| 1620-1700 | 40 | CLOSING CEREMONIES | | | |

Course Syllabus for the Advanced Training Course for Pack / Cub Scout Leaders

FIRST DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-----------|------|--|---|--|--------------------|
| 0800-0900 | 60 | Flag Ceremony | | | |
| 0900-1000 | 60 | 1. DEFINING COURSE OBJECTIVES <ul style="list-style-type: none"> • Objectives of the Course • Course Overview • Orientation <ul style="list-style-type: none"> ◦ Course requirements | <ul style="list-style-type: none"> • Formulate objectives of the Course • Describe the framework of the course • Explain course requirements | Group sharing & discussion Lecturette | Feedback on output |
| 1000-1030 | 30 | SNACKS | | | |
| 1030-1130 | 60 | <ul style="list-style-type: none"> ◦ Course routine: Inspection Flag ceremony | <ul style="list-style-type: none"> • Demonstrate course routine | Demonstration | Performance test |
| 1130-1200 | 30 | 2. SMARTNESS & GOOD ORDER <ul style="list-style-type: none"> • Pack formation • Hand signals | <ul style="list-style-type: none"> • Demonstrate Pack formation & signals | Demonstration Games | Performance test |
| 1200-1400 | 120 | LUNCH & SETTLING IN/ DRAWING OF KITS | | | |
| 1400-1500 | 60 | 3. THE BOY OF CUB SCOUT AGE <ul style="list-style-type: none"> • Developmental stages & expectations of young people of Cub Scout age • Areas of personal growth | <ul style="list-style-type: none"> • Relate the developmental stages with Cub Scout age • Link stages of development for children in age group to activities • Analyze the expectations of young people of Cub Scout age • Illustrate areas of personal growth of Cub Scouts from the following perspectives: social, physical, intellectual, emotional, spiritual, & character development | Group work | Feedback on output |
| 1500-1530 | 30 | SNACKS | | | |
| 1530-1630 | 60 | <ul style="list-style-type: none"> • Cub Scouting & Scout Methods | <ul style="list-style-type: none"> • Explain how the methods used in Scouting are appropriate to the characteristics of the young people, can satisfy their needs, & cater to their interests | Group discussion | Feedback on output |
| 1630-1730 | 60 | <ul style="list-style-type: none"> • Extension Scouting | <ul style="list-style-type: none"> • Explain how Scouting can be extended to young people with special needs, including those at risk | Research | Sharing of output |
| 1730-1930 | 120 | DINNER | | | |
| 1930-2100 | 90 | <ul style="list-style-type: none"> • Team Building | | | |

SECOND DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-------------|-------------|---|--|-------------------------------|------------------------|
| 0800-0900 | 60 | Flag Ceremony Inspection Games | | | |
| 0900-1000 | 60 | 4. THE CUB SCOUT IDEALS <ul style="list-style-type: none"> The Ideals | <ul style="list-style-type: none"> Integrate the Cub Scout Ideals into Pack activities in a natural way | Group work Demonstration | Feedback on output |
| 1000-1030 | 30 | SNACKS | | | |
| 1030-1200 | 90 | <ul style="list-style-type: none"> The Promise & Law | <ul style="list-style-type: none"> Recommend solutions to problems faced by leaders in helping the Cub Scout understand & live by the Cub Scout Promise & Law | Brainwriting Role play | Feedback on output |
| 1200-1330 | 90 | LUNCH | | | |
| 1330-1415 | 45 | 5. PACK ORGANIZATION & STRUCTURE <ul style="list-style-type: none"> Organizational structure of Cub Scouting | <ul style="list-style-type: none"> Analyze the organizational structure of Cub Scouting | Group discussion | Feedback on output |
| 1415-1500 | 45 | 6. CUB SCOUT ACTIVITIES <ul style="list-style-type: none"> Benefits of outdoor activities World Program Policy, NSO, Council policies on activities | <ul style="list-style-type: none"> Discuss the benefits of outdoor activities, e.g., trailing & camping as part of the Pack program Discuss policies in the planning & implementation of Pack activities Discuss relevant aspects related to child protection | Panel discussion | Learning log |
| 1500-1530 | 30 | SNACKS | | | |
| 1530-1730 | 120 | <ul style="list-style-type: none"> Scouting skills <ul style="list-style-type: none"> Reading maps & using a compass Knot tying Giving first aid | <ul style="list-style-type: none"> Demonstrate how to read maps & use a compass Demonstrate the tying of at least six knots Explain the functions of the circulatory, respiratory, & nervous systems in relation to first aid Demonstrate how to apply CPR Apply first aid for bleeding, poisoning, shock Pack a first aid kit | Base method: demonstration | Performance assessment |
| 1730-1930 | 120 | DINNER | | | |
| 1930-2100 | 90 | <ul style="list-style-type: none"> Spiritual Activity / Elective | | | Learning log |

THIRD DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-----------|------|--|---|---|---|
| 0800-0900 | 60 | Flag Ceremony Inspection Games | | | |
| 0900-1000 | 60 | <ul style="list-style-type: none"> • Outdoor activities <ul style="list-style-type: none"> ◦ Tent pitching ◦ Gadgetry ◦ Camp kit & tools ◦ Constructing tripod & flagstaff | <ul style="list-style-type: none"> • Demonstrate how to pitch & strike a tent; care & storage of tent • Make at least 3 practical gadgets • Inspect the kit following Guidelines • Demonstrate the safe use of camp axe, lantern, & stove • Demonstrate care & storage of Pack equipment • Construct a tripod & flagstaff | Practicum Base method & demonstration | Performance assessment & exhibit of output |
| 1000-1030 | 30 | SNACKS | | | |
| 1030-1200 | 90 | <ul style="list-style-type: none"> • Trailing • Goodwill project | <ul style="list-style-type: none"> • Participate in trailing • Discuss what a Cub Scout can learn about his/her community, locally, nationally, & internationally • Identify ways by which Cub Scouts can contribute to the development of their communities • Participate in a goodwill project | Trailing & if possible, culminating in a goodwill project | Observation Feed back on activity |
| 1200-1330 | 90 | LUNCH | | | |
| 1330-1500 | 90 | <ul style="list-style-type: none"> • Special skills in Cub Scouting | <ul style="list-style-type: none"> • Share skills & talents important in Cub Scouting, e.g., <ul style="list-style-type: none"> ◦ Songs & yells ◦ Storytelling ◦ Stunts & skits ◦ Handicrafts | Demonstration | Performance assessment |
| 1500-1530 | 30 | SNACKS | | | |
| 1530-1700 | 90 | <ul style="list-style-type: none"> • Cub Camp & Pack Holiday | <ul style="list-style-type: none"> • Differentiate between Cub Camp & Pack Holiday • Discuss what to look for when selecting a campsite • Plan a program for either a Cub Camp or a Pack Holiday | Lecturette with video presentation/ training aid Group work | Quiz Checklist Feedback on output |
| 1700-1740 | 40 | <ul style="list-style-type: none"> • Campfire | <ul style="list-style-type: none"> • Demonstrate suitable fire for Cub Campfire & how to light it | Demonstration | Performance assessment |
| 1740-1940 | 120 | DINNER | | | |
| 1940-2100 | 80 | <ul style="list-style-type: none"> • Elements of a campfire program • Characteristics of an effective campfire leader | <ul style="list-style-type: none"> • Explain the elements of a Campfire program • Identify the characteristics of an effective campfire leader • Conduct a campfire • Lead a campfire yarn or song | Demonstration Discovery learning | Feedback sheet Performance assessment |

FOURTH DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-----------|------|---|--|------------------|--|
| 0800-0900 | 60 | Flag Ceremony Inspection Games | | | |
| 0900-1000 | 60 | 7. PACK PROGRESSIVE SCHEME & BADGE SYSTEM <ul style="list-style-type: none"> The Progressive Scheme & Badge System | <ul style="list-style-type: none"> Relate educational objectives to aspects of the Award scheme Explain why it is important to assess the personal development of Cub Scouts Discuss benefits of the personal progressive scheme Discuss ways to support Cub Scouts in their personal progressive scheme | Group discussion | Feedback on output Learning log |
| 1000-1030 | 30 | SNACKS | | | |
| 1030-1200 | 90 | <ul style="list-style-type: none"> Practical skills in the Progressive Scheme & Badge System | <ul style="list-style-type: none"> Demonstrate practical skills involved in the Progressive Scheme & Badge System for Cub Scouts | Base Method | Performance assessment |
| 1200-1330 | 90 | SNACKS | | | |
| 1330-1500 | 90 | <ul style="list-style-type: none"> Ceremonies in Cub Scouting <ul style="list-style-type: none"> Advancement Graduation | <ul style="list-style-type: none"> Demonstrate an Advancement & a Graduation ceremony | Demonstration | Performance assessment |
| 1500-1530 | 30 | SNACKS | | | |

FIFTH DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-----------|------|---|---|---|----------------------------------|
| 0800-0900 | 60 | Flag Ceremony Inspection Games | | | |
| 0900-1000 | 60 | 8. PACK PROGRAM cont'd. <ul style="list-style-type: none"> • Program implementation <ul style="list-style-type: none"> ○ Six meeting ○ Pack meeting ○ Group events | <ul style="list-style-type: none"> • Implement the program planned • Explain the purpose of Pack & Six Meetings • Demonstrate the essential ingredients of meetings & group events in Cub Scouting to encourage the voluntary development of self-discipline & learning • Explain the importance of supporting all District / Area / Regional activities relevant to Cub Scouting | Lecturette with buzz session Demonstration | Performance assessment Checklist |
| 1000-1030 | 30 | SNACKS | | | |
| 1030-1200 | 90 | Program Implementation cont'd. | | | |
| 1200-1330 | 90 | LUNCH | | | |
| 1330-1500 | 90 | <ul style="list-style-type: none"> • Program evaluation | <ul style="list-style-type: none"> • Evaluate the program planned with appropriate evaluation tools • Describe how to create a mechanism to receive positive support & feedback from District staff after running the program in the Pack | Workshop | Evaluation instrument applied |
| 1500-1530 | 30 | SNACKS | | | |
| 1530-1730 | 120 | 10. PACK MANAGEMENT <ul style="list-style-type: none"> • Recruitment strategies • Reports & Records | <ul style="list-style-type: none"> • Suggest ways of recruiting other Pack leaders • Discuss How to maintain Pack reports & records in relation to membership, finance, equipment, advancement, & activities | Brainstorming Role play Exhibit Workshop | Performance assessment |
| 1730-1930 | 120 | DINNER | | | |
| 1930-2030 | 60 | <ul style="list-style-type: none"> • Performance Evaluation | <ul style="list-style-type: none"> • Show how to evaluate Pack performance | Simulation | Checklist |
| 2030-2130 | 60 | Last Campfire / Commitment Campfire | | | |

SIXTH DAY

| Time | Mins | Session / Activity | Objectives | Strategy | Evaluation |
|-----------|------|---|---|---|--|
| 0800-0900 | 60 | Flag Ceremony Inspection Games | | | |
| 0900-1000 | 60 | <ul style="list-style-type: none"> Resource generation | <ul style="list-style-type: none"> State policies regarding fund raising Discuss ways of generating resources | Lecturette Group discussion | Feedback |
| 1000-1030 | 30 | SNACKS | | | |
| 1030-1200 | 90 | 11. TRAINING OF LEADERS (ADULT RESOURCES POLICY) <ul style="list-style-type: none"> Training needs assessment Formal training Personal support training Non-formal & informal training | <ul style="list-style-type: none"> Identify own further training needs & the resources & support available to meet them Demonstrate how to persuade the Pack Leaders & Committee members to attend training Demonstrate how to provide Personal support training to other Pack leaders Participate in District / Council/ Regional / National training events, roundtables, seminars, workshops, etc. | Structured Learning Experience (SLE): Coat of arms Role play Simulation Action planning | Interview Performance assessment Self-assessment Feedback |
| 1200-1330 | 90 | TESTIMONIAL BANQUET | | | |
| 1330-1500 | 90 | Course Evaluation Closing Ceremonies Flag down | | | |

NOTE:

Portfolio Evaluation will be used for both basic & advanced courses so that all input / projects /assessments /work done by the leader (artifacts) can be compiled in a folder or album for the leaders' reference after the courses.

Training Studies for Pack/Cub Scout Leaders

These are sample questions that can be included as Training Studies. Remember that the Training Studies can be given before the Course and that the answers should be written by the individual participant. They can then be discussed with the Counselor or Trainer during the Course.

Limit your Training Studies to not more than 10 questions.

1. Why should objectives be defined before undertaking any Pack/Six activity?
2. Select one specific activity scheduled for your Pack/Six and formulate the objectives for the activity.
3. How can you encourage the Cub Scouts to live up to to the Ideals of Cub Scouting in the Pack/Six? At home? In the neighborhood?
4. What percentage of your Pack program of activities should be devoted to the outdoors?
5. Explain how you can have a balanced program of interesting and challenging activities for the CUB Scouts in your Pack.
6. Give practical guidelines in planning activities for the year for your Pack.
7. How would you encourage the CUB Scouts in your Pack to advance?
Give specific examples and describe the steps you will follow.
8. Name instances when you can utilize storytelling effectively in running your Pack.
9. How can you make spiritual training an integrated and on-going aspect of your Pack activities? Describe specific ways of doing this.
10. How can record keeping be a tool for effective Pack administration?
11. How will you tap resources to meet the financial needs of your Pack?
12. How can you make the following ceremonies meaningful to your CUB Scouts?
- **Advancement Ceremony**
- **Reaching-Up Ceremony**
13. What is the significance of the CUB Scout Campfire to the boy?
14. In what ways can parents help in the CUB Scout Advancement program of your Pack?

Training assignments

Training Assignments are practical activities that you can do in your Pack to prove that you have achieved the objectives of the Course.

Review the objectives of the Course (Basic and Advanced). Choose 10 practical objectives and show proof (artifacts) that you have attained them.

1. Plan a Pack Meeting on a specific theme for a month.
2. Plan a program for a Pack Holiday or CUB Scout Camp.

Put your artifacts in a native container. Evaluate your work using rubrics.