

Course Syllabus for Basic Training Course for Senior Scout Leaders

FIRST DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0830	30	OPENING CEREMONY			
0830-0930	60	DEFINING COURSE OBJECTIVES <ul style="list-style-type: none"> • Objectives of the Course • Course Overview • Orientation <ul style="list-style-type: none"> ○ 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	SMARTNESS AND GOOD ORDER <ul style="list-style-type: none"> • Parades • Conduct of flag ceremony • Senior Scout Leader's Uniform 	<ul style="list-style-type: none"> • Demonstrate parade formations & conduct of flag ceremony • Wear proper Senior Scout Leader's uniform 	Demonstration Modeling	Performance test Observation
1000-1020	20	SNACKS			
1020-1100	40	1. HISTORY OF SCOUTING <ul style="list-style-type: none"> • International • Local • Senior Scouting 	<ul style="list-style-type: none"> • Relate the history of Scouting and Senior Scouting 	Lecture with teaching aid	Quiz
1100-1200	60	2. YOUNG PEOPLE OF SENIOR SCOUT AGE <ul style="list-style-type: none"> • Developmental stages & characteristics, needs, aspirations, & expectations of Senior Scouts 	<ul style="list-style-type: none"> • Outline the stages of development of young people of Senior Scout age • Discuss the characteristics and needs of young people of Senior Scout age 	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 Senior Scouting 	<ul style="list-style-type: none"> • Discuss the educational objectives of Senior Scouting 	Group discussion / Cooperative learning	Feedback on output
1340-1500	80	3. THE SENIOR SCOUT IDEALS <ul style="list-style-type: none"> • Senior Scout Motto • Senior Scout Slogan • Scout Sign, Salute, Handshake • The Scout Badge • The Senior Scout Uniform 	<ul style="list-style-type: none"> • Explain the Senior Scout Ideals • Set an example as a role model by abiding with the principles, policies and Ideals of Scouting 	Lecturette with teaching aids Demonstration Game Modeling	Performance test
1500-1520	20	SNACKS			
1520-1700	100	<ul style="list-style-type: none"> • The Promise & Law for Senior Scouts 	<ul style="list-style-type: none"> • Interpret the Senior Scout Promise & Law to the young people in ways appropriate to their age, understanding and abilities, as well as to varying situations 	Group discussion Role play Game	Feedback

SECOND DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0830	30	Opening / Recap			
0830-0900	30	4. UNIT ORGANIZATION & STRUCTURE <ul style="list-style-type: none"> Organizational structure of Senior Scouting 	<ul style="list-style-type: none"> Illustrate the organizational structure of Senior Scouting Discuss roles of adult leaders and resource personnel 	Simulation Lecturette with visual aid	Quiz
900-1020	80	<ul style="list-style-type: none"> Responsibilities of Unit Council members and leaders Responsibilities of Unit Leaders Responsibilities of parents 	<ul style="list-style-type: none"> Discuss the importance of the Unit Council Establish the operation of the Unit Council within the Unit. Discuss roles of members of the Unit Council and the responsibilities of designated positions Demonstrate how to explain the principles of the Association and the reason behind the programs to parents Explain the responsibilities of parents in Senior Scouting 	Cooperative learning Demonstration	Observation checklist
1020- 1040	20	SNACKS			
1040- 1110	30	<ul style="list-style-type: none"> Responsibilities of Adult leaders 	<ul style="list-style-type: none"> Discuss the roles of adult leaders and their interface with the Unit Council 	Group discussion	Observation checklist
1110-1140	30	<ul style="list-style-type: none"> Relationship with other sections and publics 	<ul style="list-style-type: none"> Explain how the Senior Scout Leader sees himself/ herself as a group member Discuss participation in relevant activities of the sponsoring institution Describe how to coordinate with the other Sections in all matters pertaining to youth leaders & graduation of Scouts into the Senior Scout Unit and Senior Scouts into Rovers Demonstrate ways of communicating effectively with others. 	Group discussion Exercise	Observation checklist Group exercise
1140- 1200	20	Program Implementation Unit Council meetings	<ul style="list-style-type: none"> Discuss how to implement the Unit program in cooperation with all Unit leaders, parents, and young people Demonstrate the conduct of meetings of Senior Scouts Illustrate Unit Council elections Explain the importance of supporting Senior Scouts to take their place in the Unit Council 	Demonstration	Performance Assessment
1200-1300	60	LUNCH			

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
1300-1500	120	5. SENIOR SCOUT PROGRAM PLANNING <ul style="list-style-type: none"> Developing varied activities 	<ul style="list-style-type: none"> Explain the principles and elements of program planning. Identify the steps in planning, organizing, implementing, and evaluating a program Describe the basic criteria vital to a successful program in the unit Explain the phases of the program cycle Demonstrate balanced fixed & variable activities in planning a program 	Lecture Simulation workshop	Observation
1500-1520	20	SNACKS			
1520-1700	100	<ul style="list-style-type: none"> Integration of NSO thrusts Effective use of resources Program Evaluation 	<ul style="list-style-type: none"> Plan a sound year-round program with the Unit having regard for other leaders, the parents, and young people. Use the resources available in the community that can contribute to effective programming Explain the evaluation process Evaluate the Unit program with appropriate participation of other Leaders, parents, and Senior Scouts to contribute to their personal growth 	Workshop	Feedback on program developed Observation & Participation Checklist Checklist of community resources

THIRD DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0830	30	Opening / Recap	Note This day could be done at a specialized activity area		
0830-0930	60	6. SENIOR SCOUT PROGRAM ACTIVITIES <ul style="list-style-type: none"> World Program Policy Managing risks 	<ul style="list-style-type: none"> State the NSO & Council policies in the administration and conduct of Unit activities Explain how to minimize risks, including aspects of child protection List activities suitable for Senior Scouts 	Interactive lecture / Cooperative Learning Group discussion Brainstorming	Quiz Evaluation of output
0930-1100	90	(Note: Time includes snacks) <ul style="list-style-type: none"> Special Skills <ul style="list-style-type: none"> First Aid 	<ul style="list-style-type: none"> Identify at least 3 types of wounds and burns/scalds Apply first aid to insect bites, burn, sprain, shock, constipation, cramps, exhaustion, fainting 	Base method: Demonstration	Observation Performance test
1100-1400	120 (60 – Lunch)	<ul style="list-style-type: none"> Outdoor activities appropriate for Senior Scouts (Note: This should be an extension of Scout section activities; include lunch as may be done offsite)	<ul style="list-style-type: none"> State the benefits of outdoor activities as part of the Senior Scouting program Identify some skills important in Senior Scouting activities Demonstrate a basic skill in this area 	Base method: Demonstration	Observation Performance test
1400-1430	30	<ul style="list-style-type: none"> Outdoor activity review 	<ul style="list-style-type: none"> State the benefits of the selected activity Identify its links with the Senior Scout objectives Identify potential risks and how to minimize these 	Group discussion	Demonstration Self-assessment Exercise
1430-1500	30	<ul style="list-style-type: none"> Goodwill Project/ Community Service 	<ul style="list-style-type: none"> Identify goodwill/ community projects that the Unit can do 	Group discussion	Observation
1500-1520	20	SNACKS			
1520-1550	30	<ul style="list-style-type: none"> Meeting of Unit Council 	<ul style="list-style-type: none"> Demonstrate a Unit Council Meeting 	Demonstration	Observation
1550-1650	60	<ul style="list-style-type: none"> Campfire 	<ul style="list-style-type: none"> Explain the importance of the campfire Describe the elements of a campfire program Participate in a campfire 	Demonstration	Observation
1650- 1700	10	Closure for day or undertake Overnight activity planned by unit Council			Self-assessment of day

FOURTH DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0815	15	Opening / Recap			
0815-0915	60	7. UNIT PROGRESSIVE SCHEME & BADGE SYSTEM <ul style="list-style-type: none"> The Progressive Scheme & Badge System 	<ul style="list-style-type: none"> Describe the Progressive Scheme & Badge System Explain the purpose of the Progressive Scheme & Badge System 	Lecturette Simulation	Quiz Observation
0915-1115	100	<ul style="list-style-type: none"> Practical skills (includes snacks) 	<ul style="list-style-type: none"> Demonstrate practical skills involved in the Progressive Scheme & Badge System 	Activity-based	Observation
1115-1215	60	<ul style="list-style-type: none"> Ceremonies in Senior Scouting 	<ul style="list-style-type: none"> Explain the different ceremonies in Senior Scouting Demonstrate an Investiture and Linking Ceremony 	Lecturette / Cooperative learning	Demonstration Dramatization
1215-1315	60	LUNCH	<ul style="list-style-type: none"> Review overnight activity plan undertaken by the Unit Council 	Group involvement	
1315-1415	60	8. UNIT ADMINISTRATION <ul style="list-style-type: none"> Recruitment / Strategies 	<ul style="list-style-type: none"> Demonstrate effective recruitment and registration strategies for Senior Scouts 	Role play	Feedback
1415-1445	30	<ul style="list-style-type: none"> Equipment, Reports & Records 	<ul style="list-style-type: none"> Link with groups that are possible sources of members Identify the essential administrative records for a Unit Formulate appropriate administrative procedures 	Exhibit Practicum	Exercise
1445-1500	15	SNACK			
1500-1530	30	<ul style="list-style-type: none"> Resource Generation 	<ul style="list-style-type: none"> Identify ways of generating resources 	Brainstorming	Evaluation of output
1530-1630	60	9. TRAINING OF LEADERS (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 Unit leaders Discuss further Wood Badge Training Program Unit Leaders can access Identify support mechanisms available to Unit Leaders Plan one's own further training 	Panel discussion Action planning	Self-assessment
1630-1700	30	CLOSING CEREMONIES			

Course Syllabus for Advanced Training Course for Scout Leaders

FIRST DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0900	60	Flag Ceremony Inspection, Games Grouping into Patrols, Troop Council	<ul style="list-style-type: none"> Demonstrate specific routines required of Leaders and Scouts. 	Demonstration	Observation & exhibit of output
0900-1000	60	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 Select when appropriate to use Patrol and Troop 	Group sharing & discussion Lecturette	Feedback on output
1000-1030	30	SNACKS			
1030-1200	90	1. RE-EXAMINE THE MISSION OF SCOUTING/ APPLICATION OF THE SCOUT METHOD	<ul style="list-style-type: none"> Explain the Mission of Scouting Provide evidence of its application in the Youth Programme Relate the Mission of Scouting to aspects of the Scout Method Discuss the Scout Method in terms of the development of Scouts. Discuss Strategic Plan at national and world levels Relate its relevance to leaders and their development of the Youth Programme 	Patrol sharing Group discussion	Sharing of output Questioning Evidence submitted in Leader's portfolio
1200-1230	30	PATROL TIME	<ul style="list-style-type: none"> Work as effective member of Patrol Complete specific activities as required by Course Leader 	Patrol sharing Group work	Examining personal contribution
1230-1400	90	LUNCH			
1400-1530	90	9. SHORT AND LONG TERM PLANNING	<ul style="list-style-type: none"> Examine an annual or long-term plan Consider the place of themes in short and long-term planning Develop a plan of activities over a period of 12 months 	Group work	Demonstration Completed group project Evidence submitted in Leader's portfolio
1530-1600	30	SNACKS			

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
1600-1730	90	3. CAMPCRAFT	<ul style="list-style-type: none"> • Describe a person's unique and essential role in cooperating with nature • Discuss ways of motivating and working together with Scouts in planning and carrying out suitable conservation projects • Plan and implement an Outdoor Challenge activity for introduction into the Troop Program (This could be a Patrol putting up a campsite) • Evaluate the Outdoor Challenge activity 	Discussions Group work	Participation Question and Answer
1730-1930	120	DINNER			
1930-2100	90	17. COUNSELING SKILLS	<ul style="list-style-type: none"> • Describe the basic principles of counseling • Explain why counseling is an important tool for Leaders • Identify a range of support resources to assist in a counseling situation 	Role play Discussion	Discussion Personal reflection Questioning

SECOND DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0815	15	Flag Ceremony Inspection	<ul style="list-style-type: none"> • Demonstrate specific routines required of Leaders and Scouts 	Demonstration	Observation & exhibit of output
0815-1000	105	8. UNIT MEETING 2A	<ul style="list-style-type: none"> • Explain guidelines for planning and preparing stimulating Troop programs • Demonstrate various methods of instruction on a variety of training topics • Evaluate a Troop Meeting 	Group discussion Demonstration	Group evaluation Personal reflection
1000-1030	30	SNACKS			
1030-1200	90	16. ROLES AND RESPONSIBILITIES OF THE SCOUT LEADER	<ul style="list-style-type: none"> • Identify the tasks involved in leading a Unit • Discuss the roles and responsibilities of the Scout Leader 	Group discussion Team sharing	Question and Answer Exercise
1200-1400	120	LUNCH			
1400-1500	60	13. ASSESSING PERSONAL DEVELOPMENT	<ul style="list-style-type: none"> • Explain why it is important to assess the personal development of young people • Discuss benefits of the personal progressive scheme • Identify links between the educational objectives and the progressive Scheme • Describe how the Scout Award Scheme can be used for the personal development of each Scout • Describe ways of incorporating the Award Scheme into the Troop program by identifying and programming for the particular needs of individual members • Describe the preparation Cub Scouts need for entry into the Scout Section • Describe the preparation Scouts need to facilitate their entry into the Senior Scout Section and Unit life. 	Group discussion Presentation	Exercise Performance Test Evidence submitted in Leader's portfolio

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
1500-1530	30	PATROL TIME- 4 <ul style="list-style-type: none"> • PIONEERING <ul style="list-style-type: none"> ◦ Select and arrange a pioneering activity 	<ul style="list-style-type: none"> • As a Patrol, select a suitable pioneering challenge to complete in the next session • Arrange to run this activity 	Group sharing Base method; demonstration	Observation and reflection
1530-1600	30	SNACKS			
1600-1730	90	4. PIONEERING 2	<ul style="list-style-type: none"> • Explain the care and safety requirements for rope work • Demonstrate at least four advanced knots • Identify ways in which individual and Patrol development can be encouraged and stimulated through pioneering activities. 	Group sharing Group work	Exhibition of group work
1730-1930	120	DINNER			
1930-2100	90	18. ELECTIVE-CONFLICT MANAGEMENT / Spiritual Activity	<ul style="list-style-type: none"> • State instances when conflict may occur • Identify three strategies that could be used to divert or resolve conflict • Apply basic skills of managing conflict through a role play. 	Lecture Role play	Feedback sheet

THIRD DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0815	15	Flag Ceremony Inspection Games	<ul style="list-style-type: none"> Evaluate specific routines required of Leaders and Scouts 	Demonstration	Observation & exhibit of output
0815-1000	105	8. UNIT MEETING 2B	<ul style="list-style-type: none"> Plan a basic program outline Plan, run and evaluate a condensed program suitable for the Unit 	Group discussion Participation	Feedback on activities Exhibit of output Evidence submitted in Leader portfolio
1000-1030	30	SNACKS			
1030-1100	30	10. STAGES OF DEVELOPMENT AND AGE SECTION	<ul style="list-style-type: none"> Explain how the Scout Section method aims to meet the needs of young people Explain the individual philosophies and the methods used in the Scout and Senior Scout Sections 	Group discussion Patrol sharing	Exercise Evidence submitted in Leader's portfolio
1100-1130	30	11. CHILD PROTECTION	<ul style="list-style-type: none"> List ways to incorporate child-safe activities into the program State responsibilities of a leader in keeping youth members safe 	Group discussion	Participation in discussion
1200-1230	30	12. NEEDS AND ASPIRATIONS OF YOUNG PEOPLE	<ul style="list-style-type: none"> Discuss the needs and characteristics of young people in the Section Plan a basic program based around the characteristics and needs of individual Scouts. 	Group sharing lecture	Exercise Oral feedback
1230-1400	90	LUNCH			
1400-1530	90	14. DEVELOPING EDUCATIONAL OBJECTIVES	<ul style="list-style-type: none"> Discuss the personal growth areas that Leaders aim to achieve with their members and their links to the educational outcomes of the Scout Section Give examples of different activities related to the educational objectives Relate educational objectives to aspects of the Award Scheme. 	Lecture with buzz sessions	Exercise done as Patrol Evidence submitted in Leader's portfolio
1500-1530	30	SNACKS			

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
1530-1730	120	5. ORIENTEERING	<ul style="list-style-type: none"> • Use a compass to move accurately in an outdoor setting • Read and plot a map with accuracy • Plan and set a simple orienteering course for Scouts • Discuss strategies for incorporating map and compass in Patrol activities 	Game Activity	Demonstration
		6. CAMPFIRES	<ul style="list-style-type: none"> • Explain the need to develop the natural skills of young people through campfires • Discuss ways of encouraging cheerfulness, sociability and the right spirit amongst young people • Identify times and occasions when campfires can be very special • Discuss methods of control during a campfire 	Group work Demonstration	Sharing of output Exercise
1730-1930	120	DINNER			
1930-2100	90	19. PR SKILLS	<ul style="list-style-type: none"> • Identify basic skills that can be used to promote the Scout section • Apply these to specific situations 	Discussion Exercise	Observation and feedback

FOURTH DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0815	15	Flag Ceremony Inspection Games	<ul style="list-style-type: none"> Evaluate specific routines required of Leaders and Scouts 	Demonstration	Observation & exhibit of output
0815-1000	105	22. SITUATIONAL LEADERSHIP	<ul style="list-style-type: none"> Discuss the principles of situational leadership Demonstrate effective leadership skills Discuss the problems associated with resistance to change and how to minimize it 	Buzz groups Lecturette	Checklist Question and Answer
1000-1030	30	SNACKS			
1030-1200	90	25. COMMUNITY SERVICE AND DEVELOPMENT	<ul style="list-style-type: none"> Identify ways in which Scouts can contribute to the development of their communities: <ul style="list-style-type: none"> by developing themselves; by learning about the communities in which they live and learning to understand their responsibilities as citizens; by participating individually and collectively in improving the community. 	Lecture Group work	Feedback on discussion Exercise
1200-1330	90	LUNCH			
1330-1500	90	15. MANAGING THE PROGRAM CYCLE	<ul style="list-style-type: none"> State how to set sectional educational objectives State how the educational objectives contribute to the outcome for a youth Demonstrate the 4 phases of the programme cycle. 	Lecture Group discussion	Feedback on activity
1500-1530	30	PATROL TIME	<ul style="list-style-type: none"> Complete activities required by the Course Leader Participate as an effective member of a Patrol 	Discovery learning Practicum	Feedback on output Peer review
1530-1600	30	SNACKS			
1600-1730	90	7. FIRST AID	<ul style="list-style-type: none"> Demonstrate first aid at advanced level Discuss emergency situations Take part in an incident 	Group work Activity	Feedback on participation
1730-2000	150	DINNER (GUEST NIGHT) B-P & Wood Badge	<ul style="list-style-type: none"> Relate how BP introduced the Wood Badge 	Lecture Discussion	General questions and answers Participation
2000-2100	60	24. MANAGING CHANGE	<ul style="list-style-type: none"> Demonstrate effective strategies for managing change. 	Group work Discussion	Exercise

FIFTH DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
0800-0815	15	Flag Ceremony Inspection Games	<ul style="list-style-type: none"> Give advice on specific routine required of Leaders and Scouts 	Demonstration	Observation & exhibit of output
0815-0915	60	21. PROBLEM SOLVING AND DECISION MAKING	<ul style="list-style-type: none"> Demonstrate problem solving and decision-making skills 	Buzz group Application	Exercise Role play
0915-1000	45	20. EVALUATION TECHNIQUES	<ul style="list-style-type: none"> Demonstrate different evaluation techniques 	Group sharing Discussion	Exercise Evidence submitted in Leader's portfolio
1000-1030	30	SNACKS			
1030-1200	90	22. MOTIVATION THEORIES AND STRATEGIES	<ul style="list-style-type: none"> Explain the basis of a motivation theory Demonstrate strategies to motivate Scouts 	Lecture Role-play	Exhibit of output
1200-1330	90	LUNCH			
1330-2100	450	UNDERTAKE OVERNIGHT HIKE	<ul style="list-style-type: none"> Plan, participate and evaluate an overnight activity subject to conditions specified by the Leader 	Group sharing Demonstration	Personal reflection Feedback on activities
			<ul style="list-style-type: none"> Incorporate specific activities in the hike: <ul style="list-style-type: none"> - Navigation task, first aid, cooking evening meal and breakfast. Last Campfire / Commitment Campfire 	Group sharing Demonstration	Personal reflection Feedback on activities

SIXTH DAY

Time	Mins	Session / Activity	Objectives	Strategy	Evaluation
		RETURN FROM HIKE		Demonstration	Observation & exhibit of output
1000-1030	30	SNACK			
1030-1200	90	EVALUATION, PROJECT COMPLETION	<ul style="list-style-type: none"> Evaluate the Course Complete Personal Learning 	Group discussion Personal work	Exercise Activity
1200-1330	90	TESTIMONIAL BANQUET	<ul style="list-style-type: none"> Celebrate the completion of the Course and the Scouting camaraderie 	Group discussion	Feedback sheet Participation
1330-1500	90	Course Evaluation Closing Ceremonies Flag down		Demonstration	Observation & exhibit of output

NOTE:

This uses the model of the Unit Council being constituted from participants.

They operate as a Unit Council from the beginning of the Course but may rotate Executive members.

They must plan and arrange, undertake and review a simple overnight activity suited to Senior Scouts.

Part of the evaluation requires the submission of evidence in a portfolio compiled before or immediately after the Course which demonstrates the participants' active involvement in developing relevant skills, knowledge and attitudes in their own Unit.

Training Studies for Senior 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 Unit activity?
2. Select one specific activity scheduled for your Unit and formulate the objectives for the activity.
3. How can you encourage the Senior Scouts to live up to the Ideals of Senior Scouting in the Unit? At home? In the neighborhood?
4. What percentage of your Unit program of activity should be devoted to the outdoors?
5. Explain how you can have a balanced program of varied, interesting and challenging activities for the Senior Scouts in your Unit that would promote their physical, intellectual, social, spiritual, emotional, and career development.
6. Indicate four different ways of supporting the Unit to have a balanced program when selecting activities for the year. Explain steps that could be followed to attain this.
7. How would you encourage the Senior Scouts in your Unit to advance?
Give specific examples, describe the steps and indicate how you would seek the support of others to assist.
8. Name instances when you may have to offer counseling support to ensure the effective operation of your Unit.
9. Describe specific ways of supporting young people to integrate spiritual training and make it an on-going aspect of the Unit programme.
10. Explain how record keeping could be an effective tool in Unit administration and what a Leader's role is in supporting this.
11. How can your Unit tap resources to meet its total resource needs?
12. How can you ensure that the following ceremonies are meaningful to your Senior Scouts and what are the roles and responsibilities of others who should be involved:
 - **Advancement Ceremony**
 - **Graduation Ceremony**
13. Explain the different ways of involving young people in decision making in Unit operations and activities.
14. In what ways can parents assist in the Senior Scout Program of the Unit and District?

Training Assignments

Training Assignments are practical activities that you can do in your Unit 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 evidence (artifacts for your portfolio) that your Unit has attained them.

Provide programs and notes of at least four Unit activities that occurred within a month. Provide your reflections about each of these activities, commenting on the level of involvement of young people, the Unit's involvement in decision making and what you have learned personally about working with young people of Senior Scout age.

Prepare a program for an overnight Senior Scout activity, including the educational objectives of this event.

Present the artifacts for your portfolio in a suitable manner. Evaluate your work using an appropriate assessment tool, e.g., rubric or checklist.