

900. TRAINING MODULES

This section contains specific modules highlighting the core topics on the following:

Section 901 Training modules on adult in Scouting seminar / workshop to assist NSO in implementing the World Adult Resources Policy (WARP) are presented in this segment.

The subjects are divided into 6 modules as follows:

Module 1 (4 Hours): Objectives of the seminar and Overview of the World Adult Resources Policy

Module 2 (3 Hours): SWOT Analysis on Adult Resources of NSO.

Module 3 (4 Hours): Phase 1: Seeking and Recruiting Leaders.

Module 4 (4 Hours): Phase 2: Training and Support.

Module 5 (4 Hours): Phase 3: Performance Appraisal and Decision for the Future.

Module 6 (4 Hours): Motivating Leaders and the Next Step for implementation.

Section 902 Training modules on Unit leader at initial, basic and advanced Levels are presented in this segment.

The subjects are divided into 5 modules as follows:

Module 1: Scouting Knowledge

Module 2: Scouting Skills

Module 3: Youth Programme

Module 4: Leadership

Module 5: Scouting and the Organisational environment

Section 903 Training modules for Assistant Leader trainers and Leader trainers are presented in this segment.

The subjects are divided into 5 modules as follows:

Module 1: Scouting Knowledge

Module 2: Training Skills

Module 3: Adult Learning Skills

Module 4: Leadership

Module 5: Personal Development Skills

Section 904 Training modules for Leaders of Adults / Commissioners are presented in this segment

The subjects are divided into 4 modules as follows:

Module 1: Scouting Knowledge

Module 2: Leadership and Organisational Management Skills

Module 3: Learning Skills

Module 4: Scouting and the Organisational environment

The above modules and their related core topics serve as guidelines. However, while allowing flexibility to suit local needs, we strongly recommend that the core topics be covered in your training courses.

Suggested session guides are also provided to help you with the presentations.

901 SUGGESTED APPROACH - AIS SEMINAR/WORKSHOP

Aim

To assist NSO in implementing the World Adult Resources Policy (WARP)

Objectives

1. Explain the principles of the Adult in Scouting strategy
2. Explain the concept of WARP.
3. Describe the 3 phases of WARP.
4. Explore the challenges facing implementation of the policy.
5. Identify the changes and steps required to implement the policy.

Subject Matters

The subjects are divided into 6 modules as follows:

Module 1 (4 Hours) : Objectives of the seminar and Overview of the World Adult Resources Policy

Module 2 (3 Hours): SWOT Analysis on Adult Resources of NSO.

Module 3 (4 Hours): Phase 1: Seeking and Recruiting Leaders.

Module 4 (4 Hours): Phase 2: Training and Support.

Module 5 (4 Hours): Phase 3: Performance Appraisal and Decision for the Future.

Module 6 (4 Hours): Motivating Leaders and the Next Step for Implementation.

Methodology

The primary method used will call on the experience and active involvement of the participants. They will alternate between plenary presentations, discussions and working in groups.

Participants

Key leaders and commissioners at all levels should be represented for the purpose of building commitment and ownership.

The number of participants will vary with the organisational resources available. Ideally, the number should be limited to 40 participants for the effective transfer of learning.

The outline of this workshop has been prepared on the basis of 32 participants who would form 4 groups of 8 participants for group discussion work.

Duration

Each module can be organised over a half day period.

Venue

The venue should be reasonably conducive, complete with a plenary hall and several rooms or areas for small discussion groups.

SESSION GUIDES

MODULE 1 – 4 hours

TOPIC/MODULE: Objectives of the seminar/Workshop and the World Adult Resources Policy (WARP): Historical Development of WARP

OBJECTIVE: Explain the purpose of the seminar.
 Identify why people fail to perform satisfactorily to expectations.
 Explain the concept and components of WARP.

METHODOLGY: Group and plenary discussions.

Sub-Topic	Approach	Reference	Time
Seminar Objectives	<p>Explain the aim and objectives of the seminar/workshop.</p> <p>Obtain views from participants on what they expect or want to know and learn from this event. This could be done in groups and sharing in plenary.</p>		1 hour
Why do People fail to perform to Expectations or perform poorly?	<p>In groups, discuss and list down the reasons for non-performance.</p> <p>Present the list for sharing in plenary.</p> <p>From the list, identify and catergorise the reasons under the "can't do" and "Won't do" reasons.</p> <p>Discuss and explain that in many cases, the reasons for non or poor performance are due to the "won't do" issues, such as lack of trust, office politics, unclear goals and objectives, etc. Training can solve the "can't do" issue such as lack of Knowledge or skills but the "won't do" issues are primarily due to motivational factors.</p> <p>Lead the discussion by introducing the WARP in that the policy is formulated to address the concern of both the "can't do" and "won't do" problems in managing the performance of leaders.</p>		1.5 hour
The World Adult Resources Policy (WARP)	<ul style="list-style-type: none"> Trace the historical development of WARP, when in 1988, the World Scout Conference in Melbourne, identified poor leadership as one of the key issues. This leads to the development of the WARP and its adoption in 1993 at the world conference in Bangkok conference.(section 103) Explain the concepts of the WARP: A systematic approach for managing leaders, where 	Adult Resources Handbook: Section 100, 200 & 300:WOSM (2005)	1.5 hour

	<p>appointments are made based on needs and there is mutual discussions on the what, why and how the job is to be done within the specified period (section 106).</p> <ul style="list-style-type: none"> • Explain Life cycle of AIS (section 109). • Explain the components of the WARP (section 204) and structures (section 302) 		
--	---	--	--

MODULE 2 – 3 hours

TOPIC/MODULE: SWOT Analysis on the present status of Adult Resources situation in NSO.

OBJECTIVE/S: Briefly describe the use SWOT as a tool for analysis.
Identify the present status of Adult Resources in the NSO in terms of its strength, weakness, opportunities and threats.

METHODOLGY: Group and Plenary discussions.

Sub-Topic	Approach	Reference	Time
The What and Why and How of SWOT Analysis	<p>Explain the what and purpose of SWOT analysis.</p> <p>Explain the elements of the SWOT analysis and how to do it.</p>	Strategic Planning Kit: WOSM (2004)	0.5 hour
Identify the SWOT	<p>Divide into 4 groups. Each group to identify a particular area of an adult Resources system e.g.recruitment, job description, training, support provided, award system, appraisal system etc and identify their SWOT OR each group assigned to analyse one element of the SWOT.</p> <p>Each group to present its analysis in plenary for comments and discussion and together with the rest come out with the final SWOT lists after incorporating the various feedback.</p>		<p>1.5 hour</p> <p>1 hour</p>

MODULE 3 – 4 hours

TOPIC/MODULE: Phase 1: Seeking and Recruiting Leaders

OBJECTIVE/S: Explain the importance of recruiting “appropriate” Adults in Scouting.
Explain the reasons why job positions and appointments should be made based on organisational needs.
Describe the job analysis process.

Discuss the advantages and disadvantages of the various recruitment strategies.

Explain the purpose of using interviews in the selection process.

Explain the concept and purpose of mutual agreement.

METHODOLOGY: Group and plenary discussions.

Sub-Topic	Approach	Reference	Time
How Appointment is made in NSO?	<p>Discuss the Adult functions in Scouting (section 107 & 303) as:</p> <ul style="list-style-type: none"> - Unit Leaders - Commissioners(Leaders of Adult) -Administrators <p>In group, discuss for 15 minutes on how are job positions and appointments are made in NSO. Give examples to illustrate reasons.</p> <p>Present in plenary, explore the various reasons given, for example, based on friendship, restructuring, organisational goals, tasks to be performed, etc.</p> <p>Reinforce that all positions should be created and appointments made based on the needs of the organisations. (section 402)</p> <p>Explain the need to recruit appropriate adults who subscribe to the fundamental principles of Scouting and who understand the need to protect young people from physical and emotional abuse.</p>	<p>Adult Resources Handbook: Section 100, 300 & 400: WOSM (2005)</p> <p>Management Handbook: Section 702-Creating adult resources.:WOSM</p> <p>Document on Volunteers in Scouting: WOSM (2005)</p> <p>35th World Scout Conference policy document on "Keeping Scouts Safe from Harm"</p>	1 hour
Job Analysis	<p>Describe the main purpose of job analysis, that is to develop or review job descriptions (JD) and job specifications(JS) or profiles.</p> <p>Explain how to write JD & JS.</p> <p>In group, using the sample format found in section 402.1of the Adult resources handbook, develop the JD and JS of key positions in NSO, such Chief commissioner, chairman on National council, Adult resource commissioner, programme commissioners, etc. Each group to develop JD & JS of one position.</p> <p>Share JD & JS in plenary.</p>	<p>WOSM Management Handbook: Section 702-Creating adult resources.</p> <p>Adult Resources Handbook: Section 400. WOSM (2005)</p>	1 hour
Recruitment and	Discuss the various means of	Adult resources	1.5 hour

<p>Selection process</p>	<p>recruiting leaders as well as their advantages and disadvantages.</p> <p>Discuss the various methods, which are frequently used in the selection process, eg, interview, referral check, test, etc. (section 403).</p> <p>Describe how to conduct a good interview. (section 402.5-402.7)</p> <p>What to include in the interview?</p> <p style="padding-left: 40px;">The following should be included:</p> <p style="padding-left: 40px;">Discussion on the JD, the training required and provided for, expectations, time frame, etc.</p>	<p>Handbook: Section 400: WOSM (2005)</p>	
<p>Mutual Agreement</p>	<p>Explain the purpose of mutual agreement.</p> <p>Discuss the area covered in the mutual agreement (section 404.1)</p>		<p>0.5 hour</p>

MODULE 4 – 4 hours

TOPIC/MODULE: Phase 2: Training and Support

OBJECTIVE/S: Explain the importance of training.
 Examine the current training scheme for leaders.
 Describe the various methods of conducting training needs analysis.
 Identify and establish effective support systems.

METHODOLGY: Group and plenary discussions.

Sub-Topic	Approach	Reference	Time
-----------	----------	-----------	------

<p>Purpose of training</p>	<p>Explain the importance of training in acquiring knowledge and skills.</p> <p>Discuss the responsibility of each individual to ensure that training is obtained and the responsibility of the NSO to provide it.</p>	<p>WOSM Management Handbook: Section 703-Providing Training & Support.</p>	<p>0.5 hour</p>
<p>Training systems</p>	<p>In groups, discuss the current training scheme for leaders.</p> <p>In plenary, discuss to what extent the training scheme is progressive flexible and well co-ordinated (section 204.3).</p> <p>Provision of training (section 504): Self-training, Personal support, Informal training, Training courses, training project/assignment, etc.</p> <p>Discuss: Is there a means of monitoring individual training and of providing follow-up training? If yes, is it effective, and if no, how to establish it.</p>	<p>Adult Resources Handbook: Section 200 & 500: WOSM (2005)</p>	<p>0.75 hour</p>
<p>Training Needs analysis (TNA)</p>	<p>Explain the purpose of TNA, as a mean of identifying the developmental needs of the individuals (section 503).</p> <p>How to conduct TNA (section 503).</p>	<p>WOSM Management Handbook: Section 703-Providing Training & Support.</p> <p>Adult resources Handbook: Section 500: WOSM (2005)</p>	<p>0.75 hour</p>
<p>Support Systems</p>	<p>In groups, explore the various ways to support leaders in their jobs and their personal growth. For example, the use of Mentors, establishing networking, etc. and the problems and challenges faced by leaders in getting support (section 505).</p> <p>Share views in plenary on how the on-going support system can be strengthened and improved (section 505).</p> <p>Discuss the integration process to introduce newcomers to the task (section 502).</p> <p>List the available publications, which can be obtained through the Internet and WOSM publications, such as the Adult Resources Handbook, Management Handbook, Strategic planning kit, etc.</p>	<p>WOSM Management Handbook: Section 703-Providing Training & Support.</p> <p>Adult resources Handbook: Section 500: WOSM (2005)</p> <p>Document on Volunteers in Scouting: WOSM (2005)</p>	<p>1.5 hours</p>
<p>Training Records & Challenges</p>	<p>Discuss the importance of keeping individual training records. Explore how to keep effective records and the challenges involved in keeping them up-to-date.</p>		<p>0.5 hour</p>

MODULE 5 – 4 hours

TOPIC/MODULE: Phase 3: Performance Appraisal (PA) & Decision for the Future

OBJECTIVE/S: State the purpose and principles of PA from the developmental perspective.
 Explain the PA process.
 Identify the pitfalls in conducting PA.
 Describe the conditions for making a decision on the future role of the individual.

METHODOLOGY: Group and plenary discussions.

Sub-Topic	Approach	Reference	Time
Purpose & Principles of PA	Discuss the purpose of PA from a business & voluntary organisation perspectives. Principles of PA- focusing on developing the individual (section 600.4)	WOSM Management Handbook: Section 502-Performance Appraisal. Adult resources Handbook: Section 600: WOSM (2005)	0.5 hour
Pitfalls in PA Interviews	In groups, discuss the problems and challenges in carrying out effective PA interviews. In plenary, share views. Some of the pitfalls are: Lack of standards, unclear goals, 'halo effect', fail to focus on behaviour, etc. Discuss how to overcome the pitfalls.	Adult resources Handbook: Section 600: WOSM (2005)	1 hour
PA Process	How to carry out PA: Describe the steps taken before, during & after the PA interview (section 600.3) Type of PA: Personal review; Development review & Achievement evaluation (section 600.5) Frequency of conducting PA. It should be carried out at least once a year.	Adult resources Handbook: Section 600: WOSM (2005) WOSM Management Handbook: Section 503 to 505.	1 hour
Decision for the Future	In groups, discuss the three possibilities for the future. Under what conditions is one of the following decisions taken, when to make the decision and how to make the	Adult resources Handbook: Section 200: WOSM (2005)	1 hour

	<p>decision.</p> <ul style="list-style-type: none"> - Reappointment - Reassignment - Retirement <p>Share views in plenary.</p> <p>For example, an individual who is performing to expectation can be re-appointed or can be re-assigned to do other task based on the needs of the NSO. Alternatively, he or she can retire gracefully if they are unable to perform to expectations for some reason.</p> <p>Emphasise that the individual has a say in determining his or her future role. The decision is a joint responsibility based on mutual agreement.</p>		
<p>Life Cycle of Adults in Scouting</p>	<p>Explain that the life cycle of adults in Scouting (The 3 Phases) repeats itself again once a decision is taken to re-appoint or re-assigned the individual for future role and responsibility (section 202.3 & 404.1)</p> <p>A new letter of appointment and the appropriate JD document should be issued when the individual is re-appointed or re-assigned to another role. Likewise, a letter of thanks should be given to those retiring.</p> <p>A new goals and objectives may be set to reflect future task and responsibility.</p> <p>New competencies can be identified and relevant training provided to help the individual perform better.</p>	<p>Adult resources Handbook: Section 200 & 400: WOSM (2005)</p>	<p>0.5 hour</p>

MODULE 6 – 4 hours

TOPIC/MODULE: Motivating Leaders and The Next Step for Implementation.

OBJECTIVE/S: Develop strategies to motivate adults in Scouting

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
<p>What Motivates You?</p>	<p>Individual exercise: Get participants to complete the motivation exercise in 15 minutes. (See attached worksheet).</p>		<p>1 hour</p>

	<p>In plenary, ask each participant to share his or her top 3 factors, which motivates most at work.</p> <p>Based on the responses, determine which 3 factors top the list among the participants.</p> <p>Research has shown that the following factors are usually among the top list:</p> <ul style="list-style-type: none"> - job itself/job content - personal development -sense of achievement -recognition <p>Discuss the findings with Herzberg's motivational theory (see section 704.3 of the Adult Resources Handbook for explanation on the theory). The theory reinforces the fact that the content of job has a significant motivating impact. Hence, the need to ensure that jobs are designed in ways that give meanings to the person doing the job.</p>	<p>Adult resources Handbook: Section 700: WOSM (2005)</p>	
<p>Job Design</p>	<p>Explain the Job Characteristic Model. (see section 704.2 of the Adult Resources Handbook for detail). The 5 core dimensions presented in the model can be used to design a job.</p> <p>In groups, discuss how to apply the model to motivate leaders at the local and national levels.</p> <p>Share views in plenary.</p> <p>The concept of job design is mainly applicable in the phase 1 of WARP. The nature of job or task (job content) given to the individual can be enlarged and enriched to give a sense of purpose and meaning, to motivate the individual to exceed expectations (section 704.2).</p>	<p>Adult resources Handbook: Section 700: WOSM (2005)</p>	<p>1.5 hour</p>
<p>The Next Steps for Implementation</p>	<p>In groups, discuss what changes and actions are required to implement WARP.</p> <p>Share views in plenary.</p> <p>Some of the actions required may include the following:</p> <ul style="list-style-type: none"> -Formation of Adult resources committee at national level and appointment of person responsible to take the lead. -Need to review or develop policies on appointment, training, reward, appraisal etc. so that they are in line with WARP. 		<p>1 hour</p>

	<ul style="list-style-type: none">-Produce brochure, literature, materials to promote WARP-Conduct seminar and workshop on WARP at local level.		
AIS Survey Form	<p>Discuss the content of the survey form. It can serve as a checklist to evaluate the effective implementation of WARP. (see form on the following page).</p> <p>From time to time, this form is send to all NSOs together with the Annual Census Form.</p> <p>The responses from the survey will be analysed and findings shared with all NSOs in due course.</p>	Adult Resources Handbook Section 801: WOSM (2005)	0.5 hour

WORKSHEET

MOTIVATION EXERCISE

The exercise below allows people to reflect on what factors really motivate them at work. Following which, a plenary session could then be held to share views, using the various motivational theories explained in the segment as the basis for discussion.

WHAT MOTIVATES YOU AT WORK

Many factors can influence our level of motivation to perform well at work. How would you rank the following: (1 = low to 12 = high)

FACTOR DESCRIPTION	RANKING
RECOGNITION- Receiving recognition from peers, supervisor, subordinates for good work performance.	
SENSE OF ACHIEVEMENT- The feelings associated with successful completion of a job, finding solutions to different problems, or seeing the result of your work.	
ADVANCEMENT- The opportunity for advancement or promotion based on your ability.	
STATUS- Earning position-based "perks" such as a convenient parking space, office with windows, etc.	
PAY- Receiving a wage that not only covers normal living expenses but also provides additional funds for luxury items.	
SUPERVISION- Working for a supervisor or Boss who is competent in doing his or her job and who looks out for the welfare of subordinates.	
JOB ITSELF- Having a job that is interesting, challenging and provides for substantial variety and autonomy.	
JOB SECURITY- Feeling good about your security within the company.	
COWORKERS- Having friendly and helpful coworkers.	
PERSONAL DEVELOPMENT- Having the opportunity in your job to develop and refine new skills and abilities.	
FRINGE BENEFITS- Having a substantial fringe benefit package.	
WORKING CONDITIONS- Working in a safe and attractive environment.	

SURVEY QUESTIONNAIRE ON ADULTS IN SCOUTING FOR THE YEAR _____

NSO:

NAME: _____ DESIGNATION: _____

The purpose of this survey is to gather updated data on the implementation status of the World Adult Resources Policy (WARP) in your NSO. The data collected will be analysed to provide better service to the NSOs.

ESSENTIAL RESOURCES AND EXPERTISE

a) Does your association have the following documents/literature that can be downloaded from the WOSM web site: www.scout.org ?		
Adults in Scouting Booklet	Yes	No
World Adult Resources Handbook	Yes	No

b) Does your association have job descriptions? (tick appropriately)

For all positions

For some positions

Not at all

Others _____

c) If so, how often is the job description reviewed and updated to accurately reflect the nature of the appointment/job?

Annually

Bi-Annually

Tri-Annually

Not at all

Others _____

d) Does your association have the following?		
Person responsible for Adult Resources at national level	Yes	No
Adult Resources Committee at national level	Yes	No
Adult Resources Committees at local levels	Yes	No

e) How often does the Adult Resources Committee meet at national level? (Tick appropriate box)

Monthly

Quarterly

Half yearly

Annually

Rarely meets

Not at all (only applicable if all answers to (d) are 'No')

Others _____

f) Has your association conducted Adults In Scouting(AIS) seminars, workshops, or included AIS topics in adult training courses, management courses, etc over the last 2 years at national level	Yes	No
If answer to the above is no, please tick the reason/s below		
<input type="checkbox"/> Lack of expertise		
<input type="checkbox"/> Lack of time		
<input type="checkbox"/> Lack of relevant materials		

<input type="checkbox"/> Lack of financial support <input type="checkbox"/> Lack of participants' response Others: _____
--

The scale below is used to accurately describe the degree of implementation of the WARP.						
1 not at all	2 to a small extent	3 to a moderate extent	4 to a large extent	5 to a very large extent	6 don't know	7 not applicable

Please circle the appropriate response for each of the following statements indicated below using the above response scale.

1. ACQUISITION OF MANPOWER (ADULT RESOURCES)							
1.1 Recruitment							
1.1.1 Appointments/Job Positions are created based on needs							
At national level	1	2	3	4	5	6	7
At local levels	1	2	3	4	5	6	7
1.1.2 Appointment/job positions are advertised							
At national level	1	2	3	4	5	6	7
At local levels	1	2	3	4	5	6	7
1.2 Selection							
1.2.1 Interview is conducted prior to the appointment	1	2	3	4	5	6	7
1.2.2 Selection of the individual is based on:							
Relevant experiences	1	2	3	4	5	6	7
Relevant competencies	1	2	3	4	5	6	7
High Profile of the individual (person with connection)	1	2	3	4	5	6	7
Keen interest of the individual to do the task	1	2	3	4	5	6	7
Individual's potential	1	2	3	4	5	6	7
Others _____	1	2	3	4	5	6	7
1.3 Mutual Agreement and Appointment							
1.3.1 Prior to the appointment, there is discussion on:							
Job description or the task to be performed	1	2	3	4	5	6	7
Mutual agreement on the goals and expectations	1	2	3	4	5	6	7
Training and support required and provided for	1	2	3	4	5	6	7
Time frame of appointment	1	2	3	4	5	6	7
Issuance of appointment letter	1	2	3	4	5	6	7
Others _____	1	2	3	4	5	6	7
2 TRAINING AND SUPPORT							
2.1 Training needs analysis is conducted for all individuals	1	2	3	4	5	6	7
2.2 Training system is co-ordinated at all levels	1	2	3	4	5	6	7
2.3 Initial training or orientation is provided	1	2	3	4	5	6	7
2.4 Personal training adviser (or equivalent) is assigned to coach and mentor all individuals who are new to the job	1	2	3	4	5	6	7
2.5 Relevant training literature, manuals, etc are easily accessible	1	2	3	4	5	6	7

2.6 Essential new information is promptly disseminated/shared	1	2	3	4	5	6	7
2.7 Follow up/on-going training is provided for all individuals	1	2	3	4	5	6	7
2.8 Certificate of attendance/achievement is issued	1	2	3	4	5	6	7
2.9 Individual training record is maintained for all (personal logbook)	1	2	3	4	5	6	7
2.10 Others _____	1	2	3	4	5	6	7

3 MANAGEMENT OF ADULT RESOURCES (REVIEW AND DECISION FOR THE FUTURE)

3.1 Review

3.1.1 Performance review is conducted at all levels:

Rarely
 Monthly
 Quarterly
 Half yearly
 Annually
 Others _____

3.1.2 Review is primarily based on the mutually agreed goals and tasks with the aim of developing the individual	1	2	3	4	5	6	7
3.1.3 The individual's strengths and developmental needs are identified and discussed	1	2	3	4	5	6	7
3.1.4 Others _____	1	2	3	4	5	6	7

3.2 Decision for the future(renewal, reassignment, retirement)

3.2.1 The individual has a say in his/her future responsibilities	1	2	3	4	5	6	7
3.2.2 Decision to renew, reassign, or retire the appointment is based on mutual agreement between the individual and the organisational needs	1	2	3	4	5	6	7
3.2.3 Agreed decision and follow-up actions are documented and kept in the individual's file	1	2	3	4	5	6	7
3.2.4 Others _____	1	2	3	4	5	6	7

What is the next or future plan of your Association with regard to the promotion, implementation or evaluation of AIS?

What support does your Association require, if any, from the World Scout Bureau?

Other comments, if any

902 TRAINING FOR UNIT LEADER

902.1 PURPOSE OF UNIT LEADER TRAINING

The overall purpose of Unit Leader Training is to develop unit leaders who are skilled in working effectively with young people and other adults in Scouting. Unit Leader Training therefore aims to develop in the unit leader:

- An understanding of the background principles, structure and spirit of scouting,
- An understanding of the needs of young people within the specific environment in which the leader and young people will be working,
- The ability to use the Scout method and the skills of Scouting to meet the needs of young people adapted to various age ranges,
- The ability to apply the team system enabling youth involvement and youth empowerment.
- The personal leadership skills to work positively and constructively with young people and other adults,
- The personal management skills to plan for, implement, administer and evaluate the Sectional Youth Program that will contribute to the personal growth of young people.

Although formal training (through courses, training studies and both written and practical assignments) is an important part of Unit Leader Training, self-training, personal support and informal training should complement it.

902.2 GUIDELINES FOR BASIC UNIT LEADER TRAINING

AIM

Basics Unit Leader Training is designed to assist a new leader acquire the practical skills required to effectively deliver the Sectional Youth Programme.

OBJECTIVES

At the end of Basic Unit Leader Training, the leader will be able to:

- Describe the educational objectives of the whole movement and describe the method used in the section to achieve the development of the individual member.
- Discuss the Scout Method including the application of the team system.
- Discuss the essential ingredients of the sectional youth programme which includes:
 - Describe the characteristics and developmental needs of young people in the section age range and the methods used to meet their needs,
 - Interpret the fundamental principles of Scouting including the Mission of Scouting, the Promise and Law to young people in ways appropriate to their age, understanding and abilities, as well as to circumstances,
 - Describe the total youth program (e.g. progressive scheme, award scheme, activities etc) for the young people and be able to deliver or demonstrate the practical skills involved,
 - Deliver the purpose and ingredients of meetings and other activities in the particular section, including the use of ceremonies (e.g. opening and advancement ceremonies) in order to give structure and to encourage the voluntary development of self-discipline and learning,
 - Select and use games and other activities as a training method for youth members,
 - Plan, conduct and evaluate meetings with appropriate youth member participation.
- Describe the World Policies that impact on Youth Programme including Safe from Harm, Youth Involvement etc.
- Explain and provide the reasoning behind the role and responsibilities of an adult leader in a particular section.
- Make use of the resources available in the local

community that can contribute to effective programming,

- Identify his/her further training needs or personal development and the resources and support available to meet them.

IMPLEMENTATION

In addition to informal training opportunities such as interviews, with the person who recruits them, contacts with more experienced leaders, evaluation of on-job work with other leaders and the use of introductory materials produced by the Association, a Basic Unit leader Training should also include:

- A formal training course and modules, which equate to a minimum of approximately thirty-six to forty hours training.

An example format for this two-part training:

- **Introductory or Half Day Course**

Comprising a minimum of five to six (5-6) hours training.

Plus

- **A 5 Days Residential Basic Training Course** equivalent to thirty-six to forty (36-40) hours of training

OR done over several weekends as follows:

One Weekend Basic Training Course

One weekend, comprising fourteen to sixteen (14-16) hours training or modules offered at evenings equating to equivalent hours

PLUS

A Three Day Basic Training Course - overnight accommodation is essential

Three days during vacations or a long weekend comprising twenty to twenty-four (20-24) hours training.

Self-training, personal support and informal training should complement the formal courses.

WAYS OF IDENTIFYING COMPETENCE

Within three months of completing Basic Unit Training:

- One or more visits by the trainers or other experienced leaders should be arranged to

observe the performance of the participant in the proper running of meetings and activities or in completion of assignments.

It is intended that these advisers coach leaders in areas requiring improvement.

- ❑ An interview should be arranged with the trainers or other experienced leaders to assess the achievements of the participants.
- ❑ With their own unit, the participant should have planned, implemented and evaluated at least six complete programs on different themes, to the satisfaction of the trainers or other experienced leaders.

902.3 GUIDELINES FOR ADVANCED UNIT LEADER TRAINING

AIM

Advanced Unit leader Training is designed to assist a leader develop insight into the adult leader's role and competence in leading the adult leadership team effectively, by providing him-her with a combination of theoretical knowledge, practical skills, methods, activities and program materials used in the section, so that the objectives of the Association are met.

OBJECTIVES

At the end of Advanced Unit leader Training, the leader will be able to:

- Explain how the leader achieves the educational objectives of the section to assist the development of the young people.
- Explain the Scout Method in particular the Progressive Scheme and Award Scheme of the section and identify how to assist members acquire the skills.
- Explain the essential ingredients of the Section Youth programme.
- Describe how the methods used in the section are appropriate to the characteristics of the youth members and

can satisfy their needs and cater for their interests.

- Develop strategies regarding the application of the fundamental principles of Scouting in ways appropriate to the youth member's age, understanding and abilities.
- Demonstrate methods that signify competence in the delivery of Scouting skills such as Campcraft, Pioneering, Orienteering and Campfires.
- Identify strategies to use in the section, which support the development of the individual youth member in line with the educational objectives.
- Plan, conduct and evaluate a section meeting with appropriate youth participation.
- Carry out effectively the administration and management of a unit.
- Recognise and solve problems faced by leaders in assisting young people to understand and live by the Promise and Law, as it is formulated in the particular section.
- Develop strategies that ensure safety in the section and on all activities.
- Discuss the role and responsibilities of an adult leader in a particular section and identify suitable methods which demonstrate an understanding of the concepts of situational leadership theory, motivation and managing change.
- Demonstrate effective communication skills in particular using active listening and conflict resolution skills.
- Identify his/her further training needs or personal development and the resources and support available to meet them.

IMPLEMENTATION

In addition to informal training opportunities such as contacts with the Group Scout Leaders, Commissioners and other adults in scouting and youth organisations outside scouting Advanced

unit, training should also include a formal training course with a minimum of 40 hours of training. An example format of this course could be one of the following:

- Five-day residential course with overnight camping.
- Three weekend courses with at least two weekends in camp.
- Six to ten evenings and a weekend camp

The formal courses should be complemented by self-training, personal support and informal training

WAYS OF PROVING COMPETENCE

Within six months of completing Advanced Training:

- One or more visits by the trainers or other experienced leaders should be arranged to observe the performance of the participant in the successful management of the unit and the running of the program.
- A project should be completed to demonstrate the adult leader's competence concerning the program and activities of the section.
- The participant should have planned, implemented and evaluated practical projects, to the satisfaction of the trainers or other experienced leaders.

	1.4 RELEVANT POLICIES		World adult resources policy World Programme Policy Youth Involvement Policy Safe from Harm Policy (60 MIN)	
	1.5 WORLD STRATEGY		Strategic priorities (60 MIN)	
	1.6 UNIT LEADER TRAINING SCHEMES	Overview of the Woodbage Training Scheme (45 MIN)	Personal development Training & Support (60 MIN)	
2. SCOUTING SKILLS	2.1 CAMPCRAFT		Campcraft.1 (240 MIN)	Campcraft 2 : (240 MIN)
	2.2 PIONEERING		Pioneering: 1 (240 MIN)	Pioneering 2: (240 MIN)
	2.3 ORIENTEERING		Orienteering 1: (240 MIN)	Orienteering 2: (240 MIN)
	2.4 CAMPFIRE		Campfire 1: (240 MIN)	Campfire 2 (240 MIN)
	2.5 FIRST AID		First Aid (240 MIN)	First Aid (240 MIN)
	2.6 RUNNING UNIT MEETINGS		Unit Meeting 1 (90 MIN)	Unit Meeting 2 (120 MIN)
	2.7 UNIT MANAGEMENT		Unit Admin: Registration; record-keeping, finance, etc (90 MIN)	Short term and long term planning (90 MIN)
3. YOUTH PROGRAMME	3.1 AWARD SCHEME/PROFICIENCIES	Progressive and proficiency award schemes (45 MIN)	Progressive and proficiency award schemes (90 MIN)	
	3.2 WORKING WITH CHILDREN & YOUNG PEOPLE		Stages of Development & Age section Child protection Needs & Aspiration of Young People (60 MIN)	Stages of Development & Age section (30 MIN) Child protection (30 MIN) Needs & Aspiration of Young People (30 MIN) (90 MIN)

	3.3 GUIDING & ASSESSING PERSONAL DEVELOPMENT			Assessing personal development (60 MIN) (60 MIN)
	3.4 EDUCATIONAL ACTIVITIES		Safety & Health (60 MIN) Risk Management (60 MIN) Fixed Activities (60 MIN) Developing Variable Activities (60 MIN) (240 MIN)	Developing Educational Objectives (90 MIN) Managing Programme Cycle (60 MIN) (150 MIN)
	3.5 LEADING A UNIT		Role & Responsibilities of a Unit Leader (60 MIN) Youth involvement (60 MIN) (120 MIN)	Role and Responsibilities of a Unit Leader (90 MIN) (90 MIN)
4.LEADERSHIP	4.1 HUMAN RELATIONS		Principles of effective Communication Listening & Feedback Skills (60 MIN)	Counselling skill (90 MIN) Conflict management skill (90 MIN) PR Skill (90 MIN) (270 MIN)
	4.2 MANAGERIAL SKILLS		Planning Organising Implementation & Monitoring (90 MIN)	Evaluation Techniques (60 MIN) Problem & Decision Making Skills (60 MIN) (120 MIN)
	4.3 LEADERSHIP ISSUES		Group Dynamics (90 MIN)	Situational Leadership concept/theory (90 MIN)
				Motivation Theories & Strategies (90 MIN)
				Managing Change (90 MIN)

5. SCOUTING & THE ORGANISATIONAL ENVIRONMENT	5.1 COMMUNITY ISSUES	Educational Systems in the Country (45 MIN)	Needs of the Society and Scouting role in Society Working with others Youth Movement, NGOs, etc (60 MIN)	
	5.2 COMMUNITY INVOLVEMENT			Community Service & Development (90 MIN)
	TOTAL DURATION	270 MIN (5.5 HOURS)	2250 MIN (37.5 HOURS)	2400 MIN (40 HOURS)

902.5 SESSION GUIDES

902.5.1 INITIAL TRAINING (INTRODUCTORY)

MODULE 1 SCOUTING KNOWLEDGE

TOPIC 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (90 MIN)

OBJECTIVE/S: Discuss the Mission of Scouting
 Discuss the purpose of Scouting including the five area of growth
 Describe the Scout Method

METHODOLGY: Plenary and group

Sub-Topic	Approach	Reference	Time
The Mission and the Purpose of Scouting	Explain the mission of Scouting, how and where it was developed and its purpose	Achieving the Mission of Scouting –WSB Tool box 003- The educational proposal: WOSM (2005) www.scout.org	45 Min
The Scout Method	Briefly, explain the Scout Method: <ul style="list-style-type: none"> <input type="checkbox"/> Promise and Law <input type="checkbox"/> Learning by Doing <input type="checkbox"/> Patrol or Team System <input type="checkbox"/> Symbolic Framework <input type="checkbox"/> Personal progression <input type="checkbox"/> Adult Support <input type="checkbox"/> Nature 	The Essential Characteristics of Scouting: WOSM (1998) www.scout.org Tool box 010- Section Method: WOSM (2005) Tool box 011- Personal progression: WOSM (2005) Tool box 012- Symbolic framework: WOSM (2005) Tool box 013- Understanding the patrol system: WOSM (2005) Tool box 014- Relevance of law and promise to current educational needs: WOSM (2005) www.scout.org	45 Min

TOPIC 1.2 HISTORY OF SCOUTING (60 MIN)

OBJECTIVE/S: Explain What Scouting is?
 Discuss about our founder, Baden Powell and his early publications
 Highlight the key milestone of local Scouting

METHODOLOGY: Discussion

Sub-Topic	Approach	Reference	Time
What Scouting is?	<p>Discuss when Scouts are asked to explain what Scouting means to them, there are many answers, e.g. camps, campfires, games, pleasant things = FUN</p> <p>Another may think of the rugged aspects of Scouting the hikes, the things that take endurance and determination = ADVENTURE</p> <p>Another may think of other members of the Patrol, their friendship +COMRADESHIP</p> <p>It is in these ways that Scouts define their activity – their game, the joy of taking part in fun and activities with friends.</p> <p>The greatest influence on a Scout’s character is the people with whom they associate, During the early years of development the important people are the mother and father or care givers. Later, brothers sisters, friends other adults have an influence.</p> <p>Groups of friends, especially in the Scout age range make an important contribution to personal growth. These groups develop social ability and comradeship. They influence attitudes and behaviour and often establish modes of dress, speech and recreation. A major role of Scouting is to give direction and guidance in a wide variety of social situations.</p>	Sectional Handbooks	15 min
The Founder	<p>Discuss the founder, Lord Baden Powell.</p> <ul style="list-style-type: none"> • Robert Stephenson Smythe Baden Powell (BP) was born on 22 February 1857. BP proved to be an all rounder at his school which was called Charterhouse and from it he graduated in 1876 to join the army in India. • Cover his army career in particular his service in South Africa and the campaign against Dinizulu, the siege of Mafeking and his military textbook Aids to Scouting. • Discuss the establishing of Scouts at the camp on 		15 min

	<p>Brownsea Island in August 1907 and what that means to your Association.</p> <ul style="list-style-type: none"> • Discuss his final message when he died in Kenya in 1941. 		
Publications	<p>Explain the early days of Scouting, the writing of Scouting for Boys in 1908 and how these publications have formed the basis in your Association. BP recognised the merits of working with boys through small friendship groups.</p> <p>In Scouting for Boys, the book which first inspired the Movement, he spoke of the Scout Patrol as being comprised of 6 to 8 members. Scouting attempts to help young boys and girls develop through relationships established between members of the Patrol and the adults with whom they work, and through Patrol activities.</p>	Scouting for Boys NSO Publications	15 min
History of Local Scouting	Discuss the establishment of Scouting in your country, the first training schemes etc.		15 min

TOPIC 1.3 WORLD SCOUTING AND STRUCTURES (45 MIN)

OBJECTIVE/S: Describe the organisation structures at various levels

METHODOLGY: Plenary

Sub-Topic	Approach	Reference	Time
Organisational Structures	<p>Describe the organisational structure:</p> <ul style="list-style-type: none"> • World level & World Conference, Committee, etc • Regional level & committees • World Scout Bureau • World Scout Foundation 	<p>www.scout.org</p> <p>Constitution & By-law of WOSM (1990)</p>	45 min

TOPIC 1.4 RELEVANT POLICIES: COVERED UNDER BASIC LEVEL

TOPIC 1.5 WORLD STRATEGY: COVERED UNDER BASIC LEVEL

TOPIC 1.6 UNIT LEADER TRAINING SCHEMES: OVERVIEW OF WOOD BADGE TRAINING SCHEME (45 MIN)

OBJECTIVE/S: Introduce the Wood Badge Training Program
 Plan specific training in accord with relevant requirements
 Acknowledge recognition of previous learning and current competencies
 Discuss training obligations

METHODOLOGY: Individual and small groups

Sub-Topic	Approach	Reference	Time
Wood Badge Training Program	Trainer indicates as part of the expectations regarding adult membership, the Association offers specific training. It is linked to the Wood Badge training program Provide brief history of the wood badge training. Scheme.	Adult Resources Handbook- Section 103: WOSM	15 min
Major stages of the training scheme	Using flipchart or other resources, outline the various stages of the Wood badge training scheme. (Initial, Basic & Advance Training, etc). Indicate how this is progressive, sequential and relevance of sequences and content	NSO Wood Badge Training Schemes & requirements	15 min
Development of a Training Plan	Trainer outlines the components required to complete the Training and assists participants to map these against a calendar. Identify at this time any aspects which could be credited through a recognition of previous learning, current competencies. Indicate other Adults who can assist in the training process. Note, it is not expected this will be completed at this time but undertaken later with a mentor appointed. Reinforce the importance of completing Wood Badge training and continuing with annual further personal development		15 min

MODULE 2 SCOUTING SKILLS: COVERED UNDER BASIC & ADVANCED LEVELS

MODULE 3 YOUTH PROGRAMME

TOPIC 3.1 AWARD SCHEMES/PROFICIENCIES: PROGRESSIVE BADGE AWARD (45 MIN)

OBJECTIVE/S: Examine the Progressive aspect of the Scout Method and the advancement scheme (test, Award or proficiency system)
 View the Scout method in all its component parts as one progressive system.
 Describe the purpose of a progressive scheme in the context of the Scout Method.

METHODOLGY: Plenary group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Discuss the number of sections your Association has and identify what Award Schemes are in place.		15 min
Progressive scheme	Emphasise that, although the elements of the Scout Method can be identified individually, they form one method. Explain that the advancement scheme (test, proficiency or award system) are means of encouraging the progressive growth and development of youth members. Relate to the Fundamental Principles and the Scout method	Local handbooks on Award Scheme, Scout Method etc Toolbox 011- Personal progression: WOSM (2005)	30 min

MODULE 4 LEADERSHIP: COVERED UNDER BASIC & ADVANCED LEVEL

MODULE 5 SCOUTING & THE ORGANISATION ENVIRONMENT

TOPIC 5.1 EDUCATIONAL SYSTEMS IN THE COUNTRY (45 MIN)

OBJECTIVE/S: Identify the Educational System of the country and how the age ranges relate to the Youth Program age range and the progressive system of the NSO.

METHODOLGY: Plenary group discussion

Sub-Topic	Approach	Reference	Time
Educational System	Discuss the educational system of your country and the age specified for young people to commence the educational system and the age specified to leave the educational system. <ul style="list-style-type: none"> • Kindergarten • Primary School – Junior and Senior ages • Secondary School • Pre-University or college 		20 min
Scouting's Age Range and Sections	Explain that the Scout Progression System e.g. Cub Scouts to Scouts etc should match the educational system? For example, some associations link	Local handbooks on Award Scheme, Scout Method etc	25 min

	<p>the stages of progression to the ages of the participating members, others link them to the school year, or a number of years that a youth member has been in the section.</p> <p>Explain and discuss the educational objectives for each age in the following section of Scouting:</p> <ul style="list-style-type: none">• Pre-cub section (if any)• Cub section• Scout section• Senior scout or Venture scout section• Rover section	<p>Tool box 007- Age Sections: WOSM (2005) www.scout.org</p>	
--	---	---	--

902.5.2 BASIC TRAINING

MODULE 1 SCOUTING KNOWLEDGE

TOPIC 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (90 MIN)

OBJECTIVE/S: Discuss the Mission of Scouting
 Describe the Scout Method
 List some practical ways in which the awareness and practices lead to the enhancement of the fundamental principles.

METHODOLGY: Plenary and group

Sub-Topic	Approach	Reference	Time
The Mission: Key Challenges	Present the mission statement of Scouting. Identify the key challenges and discuss how these challenges can be handled in order to achieve the mission in terms of its: <ul style="list-style-type: none"> • Relevance • Complementary Nature • Membership • Adults • Relationships and Partnerships • Unity 	Achieving the Mission of Scouting – WSB Tool box 003- The Educational proposal: WOSM (2005) www.scout.org	20 Min
The Scout Method	Revisit the elements of the Scout Method <ul style="list-style-type: none"> <input type="checkbox"/> Promise and Law <input type="checkbox"/> Learning by Doing <input type="checkbox"/> Patrol or Team System <input type="checkbox"/> Symbolic Framework <input type="checkbox"/> Personal progression <input type="checkbox"/> Adult Support <input type="checkbox"/> Nature 	The Essential Characteristics of Scouting: WOSM (1998) www.scout.org Tool box 010- Section Method: WOSM (2005) Tool box 011- Personal progression: WOSM (2005) Tool box 012- Symbolic framework: WOSM (2005) Tool box 013- Understanding the patrol system: WOSM (2005) Tool box 014- Relevance of law and promise to current educational needs: WOSM	20 Min

		(2005) www.scout.org	
Areas of Personal Growth	<p>One of the purposes of Scouting is the holistic development of young people.</p> <p>In group, discuss these areas of personal growth from the following perspectives: Social, physical, intellectual, emotional, spiritual and character development</p>	<p>Tool box 004- Area of personal growth: WOSM (2005)</p> <p>Tool box 015: Explore the invisible-spiritual development WOSM (2005)</p> <p>www.scout.org</p>	50 min

1.2 TOPIC/MODULE: HISTORY OF SCOUTING (NOT COVERED UNDER BASIC AS IT IS BEEN COVERED IN INITIAL TRAINING)

1.3 TOPIC/MODULE: WORLD SCOUTING AND STRUCTURE (30 MIN)

OBJECTIVE/S: Updates on organisational structures at various levels

METHODOLOGY: Plenary and discussion

Sub-Topic	Approach	Reference	Time
Organisational Structure at World and Regional levels	Updates on the latest changes in the structures, committees, etc	www.scout.org	15 min
Organisational Structure at National level	<p>Explain the set-up at national and state or province levels</p> <p>Identify the key portfolios and describe their structural relationships</p>	National POR, Manual, etc	15 min

1.4 TOPIC/MODULE: RELEVANT POLICIES (60 MIN)

OBJECTIVE/S: State the relevant policies of WOSM

METHODOLOGY: Plenary

Sub-Topic	Approach	Reference	Time
Relevant and current policies	<p>Briefly explain the key elements of the following policies:</p> <ul style="list-style-type: none"> World Programme Policy 	<p>www.scout.org</p> <p>Tool box 001- World programme policy: WOSM (2005)</p>	60 min

	<ul style="list-style-type: none"> • Adult resources policy (refer to section 204) • Youth Involvement policy • Safe from Harm policy • Gender policy 	<p>Adult resources handbook</p> <p>Youth Involvement Reference Guide: WOSM (2003)</p> <p>Resolution: 6/02 adopted at the 36th World Scout Conference on YI in decision-making</p> <p>35th World Scout Conference policy document on "Keeping Scouts Safe from Harm"</p> <p>Convention on the Rights of the Child: UN (1989)</p> <p>35th World Scout Conference Document on Boys & Girls, Women & Men Policy.</p>	
--	---	---	--

1.5 TOPIC/MODULE: WORLD STRATEGY (60 MIN)

OBJECTIVE/S: Explain the strategic priorities at world level

METHODOLOGY: Plenary and discussion

Sub-Topic	Approach	Reference	Time
The World Strategy	<p>Explain the purpose of the strategy</p> <ul style="list-style-type: none"> • The historical development of the strategy • The Seven Strategic priorities <p>Show VCD of the world Strategy (download from the website)</p>	<p>www.scout.org</p> <p>A Strategy for Scouting: WOSM (2003)</p> <p>Interim Report on Strategy to NSO: WOSM (2004)</p>	60 min

1.6 TOPIC/MODULE: UNIT LEADER TRAINING SCHEME: PERSONAL DEVELOPMENT AND TRAINING & SUPPORT (60 MIN)

OBJECTIVE/S: Identify personal needs
Discuss further Wood Badge Training Program

Identify options for future training
 Identify support mechanisms available
 Review specific training in accordance with requirements

METHODOLOGY Plenary and small groups

Sub-Topic	Approach	Reference	Time
Identify personal needs	Discuss what new leaders need to enable them to perform their job better.	NSO Wood Badge Training requirements	15 min
Identify aspects of Wood Badge training programme	Using the issues generated above, explain that the Wood badge training is designed to meet those needs and indicate which aspects of the needs can be met through the basic and advanced training. Trainer matches these issues to Basic and Advanced Training. Trainer summaries the structure of training in the NSO.		15 min
Identify options for future training and support	Identify from the group all possible options for future training. These are listed in terms of courses and people who can support and obtain examples of each of these based on experiences of group. In pairs, participants write down their future training needs and options that could assist them.		20 min
Review specific training in accordance with requirements	Take note of the need to maintain a personal Training Plan and that this should be reviewed annually with their team Leader. Allow each member to review their training and identify areas and support for the future. Share this with another		10 min

MODULE 2 SCOUTING SKILLS

2.1 TOPIC/MODULE: CAMPCRAFT (240 MIN)

OBJECTIVE/S: State the benefits of camping as part of the scout programme
 Demonstrate how to pitch & strike a tent
 Discuss what to look for when selecting a campsite

METHODOLOGY: Lecture cum demonstration

Sub-Topic	Approach	Reference	Time
Essential of Camping	Discuss in groups, how camping assists in the holistic development of young people by answering the following questions:		60min

	<ul style="list-style-type: none"> • What is camping? • Why camp? <p>Discuss what to look for when selecting a campsite</p> <p>Discuss camp safety and hygiene aspects.</p>		
Patrol Camp Gear	<p>Discuss the essential camping equipment required.</p> <p>The basic patrol camp gear comprises the following:</p> <ul style="list-style-type: none"> • Main site equipment - tent, cooking & kitchen shelter, patrol box, table, chair, ropes, twine, tent poles, gadgets pole, mallet, pegs, lamp, axe, saw shovel, first aid box, torch lights, etc • Cooking equipment - pressure or gas stoves & cylinders, kettles, pots & frying pan, fork & spoon, serving dish, bowls, plates, ladle, tin opener, knife, water carriers, plastic bags, bottles, food as necessary for menu, etc • Washing & latrines equipment - bucket, wash bowls, pails, toilet paper in waterproof container, soap, latrine screening sheet & poles, detergents, • Special activity and games equipment - ball, whistle,, etc 		60min
Tent	<p>Describe the different types of commonly used tents for camping and their parts. For example, patrol tent, ridge tent, dome tent, etc.</p> <p>Discuss how to take care and maintain a tent</p> <p>Demonstrate how to pitch & strike a ridge tent or an equivalent tent.</p> <p>Each patrol then commences to pitch and strike its tent.</p>		120 min

2.2 TOPIC/MODULE: PIONEERING 1 (240 MIN)

OBJECTIVE/S: Explain Rope Fundamental.
 Identify different types and parts of ropes.
 Demonstrate the tying of at least 6 knots and 2 lashings.
 Apply the skill learned by constructing a tripod & a flagstaff.

METHODOLOGY: Lecture, demonstration and hands on using the base system.

Sub-Topic	Approach	Reference	Time
<p>The Rope Fundamentals (60 min)</p>	<p>Introduce ropes & explain their uses and importance</p> <p>The 2 types of ropes:</p> <ul style="list-style-type: none"> • Natural fibre – Manila rope, Italian hemp, Sisal, jute, Coir and Cotton • Man-made fibre - Nylon, polyester, Dacron, polyethylene, Polypropylene & Kevlar <p>Characteristics of ropes:</p> <p>Natural Fiber</p> <ul style="list-style-type: none"> • Advantages: holds knots best & coils well • Disadvantages: rot easily & strength to weight ratio is low <p>Man-made fibre</p> <ul style="list-style-type: none"> • Advantages: strong, light, and immune to rot, shock absorbent, easier to work • Disadvantages: Work loose in lashings <p>Parts of a rope</p> <ul style="list-style-type: none"> • Use a “three strand, right hand, and hawser laid rope” to show and demonstrate the parts in the construction: the strand; the yarn; and the fibre filament. • Use an ordinary rope to describe its parts: <ul style="list-style-type: none"> -The standing part -The bight 		60 min
<p>Knots & Lashings (120 min)</p>	<p>Using the Lecture, demonstration (base system), hands on and peer learning, demonstrate and teach the following knots & lashings and explain the purpose of each:</p> <p>Stopper knots</p> <ul style="list-style-type: none"> • Overhand * • Figure Eight * • Blood knot 		120 min

	<p>Bends</p> <ul style="list-style-type: none"> • Square knot* • Sheet bend * • Carrick bend • Fisherman’s knot <p>Hitches</p> <ul style="list-style-type: none"> • Clove hitch • Round turn and two half hitches • Sheepshank • Timber hitch <p>Loops</p> <ul style="list-style-type: none"> • Bowline • Figure Eight loop <p>Lashings</p> <ul style="list-style-type: none"> • Square Lashing • Diagonal Lashing • Sheer Lashings • Figure of Eight Lashings 		
Application & Practice (60 min)	<p>Construct a:</p> <ul style="list-style-type: none"> • Tripod or an A-frame / triangle. • Construct a Flag pole using two poles joining together 		60 min

2.3 TOPIC/MODULE: ORIENTEERING 1 (240 MIN)

OBJECTIVE/S: Explain the parts of a compass & map
 Demonstrate how to read maps & use a compass

METHODOLOGY: Lecture, demonstration & practices

Sub-Topic	Approach	Reference	Time
Introduction to the Compass	<p>With each person having a compass to use, explain the following:</p> <ul style="list-style-type: none"> • Types of compass • Parts of a base plate (Silva or Sunto) compass • How to read a bearing from the compass • How to take a bearing on an object • How to take a bearing off the map • The North Cardinal Points and inter-cardinal points 		60 min

Maps	With each person having a Map and compass, explain: <ul style="list-style-type: none"> • Types of maps • Colours used in maps • Legends • Scales • Contours • Grid system (MGR) • Set a map 		60 min
Determining Distance	With map & compass, demonstrate & practice how to set: <ul style="list-style-type: none"> • Pacing 10, 20 & 50m • Distance and bearing 		30 min
Application & Practice	Trainer to establish some checkpoints in the campsite or suitable area and write down the locations in terms of the bearing, distances, etc. Trainers then give relevant written instructions to the groups who will be working in pairs or trios, to take compass bearings to locate the checkpoints This a Practical outdoor exercise of about 1 to 2km in total distance		90min

2.4 TOPIC/MODULE: CAMPFIRE (240 MIN)

OBJECTIVE/S: Explain importance of Scout Campfires
Describe elements of a Campfire Program
Gather examples of different elements
Plan and participate in a campfire
Review the Campfire.

METHODOLOGY: Demonstration, plenary and small groups

Sub-Topic	Approach	Reference	Time
If possible, this topic should be run over three different time sequences. <ul style="list-style-type: none"> → Demonstration campfire led by trainers → Training session → Participant led campfire 			
Part 1 Pre session activity	Trainer runs a sixty-minute campfire involving all participants. Ideally, this is done as a course campfire. This will be critiqued by trainees at a later time	Campfire Leader's Handbook, (Scouts Australia)	60 min

<p>Part 2</p> <p>Introduction</p>	<p>Trainer seeks response from the group as to their experiences with scout campfires. Discuss the benefits of having Scout campfires. Reinforce that B.P wrote Scouting for Boys as a series of Campfire Yarns</p>	<p>Campfire Leader's Book, J. Hazlewood and J. Thurman, 1964, Boy Scouts Association, London</p>	<p>10 min</p>
<p>Characteristics of Good Campfire</p>	<p>In small groups: Participants brainstorm ideas as to what makes a good campfire, draw a list on board and discuss.</p> <p>Reinforces that it must be fun, have direction and purpose, fellowship, education, citizenship, self-expression, inspiration, confidence etc.</p> <p>Other aspects are: the need to ensure that Leaders are aware of purpose, good campfire leader, suitable fire, relaxed setting, prepared suitable program</p>		<p>15 min</p>
<p>Elements of Program & some Examples</p>	<p>Elicits elements of program from participants.</p> <p>These include opening, songs, contests, yells, presentations, yarns, prayers, games, applauses, dances, activities, skits, stunts, announcements, and closing.</p> <p>Each group takes some of these and develop them on chart paper with suitable examples and hints.</p> <p>These are then presented and shared in plenary.</p>		<p>40 min</p>
<p>Programming ideas</p>	<p>Indicates how these are programmed together creating high tempo at start and finishing quietly. Discuss with group how to create this.</p>		<p>15min</p>
<p>Planning a Campfire</p>	<p>Indicates they are holding a campfire to welcome new youth members.</p> <p>Each team plans a campfire program and advises on the site and the type of fire.</p> <p>Trainer and tutors assist closely.</p>		<p>20 min</p>
<p>Safety Issues</p>	<p>During report back, seeks specific feedback on safety issues.</p>		<p>10 min</p>
<p>Part 3. Running a Campfire</p>	<p>Select different aspects from each group presentation to make up a good, balanced program.</p> <p>It should contain as many elements as possible but still be a balanced program. Different groups build a fire, select the site, prepare safety considerations.</p> <p>Campfire is run with as many participants as possible involved in leading different parts.</p>		<p>40 min</p>

Evaluate Campfire Program & Conclusion	<p>At conclusion of the campfire, an evaluation of the campfire is held.</p> <p>Trainer leads the discussion and covers areas such as purpose, suitability of site, campfire wood, safety, comfort, program variety.</p> <p>Trainer summarises session.</p>		30 min
---	---	--	--------

2.5 TOPIC/MODULE: FIRST AID (240 MIN)

OBJECTIVE/S: Recognise at least 3 types of wounds and 3 types of burns and scalds
 Identify and apply first aid to simple snakebites (poisonous/non-poisonous) and simple bee sting, burns (dry/wet) and sprains.
 Recognise the signs and symptoms of shock, apply first aid to shock and bleeding
 Pack and use a first aid kit
 Identify the methods of treating constipation, food poisoning, head cramps / heat exhaustion / heat stroke and fainting

METHODOLGY: Lecture, discussion cum demonstration & practice (Refer to any relevant first aid books published by the Red Cross Society, St John Ambulance or equivalent publications)

Sub-Topic	Approach	Reference	Time
Wounds	Types of wounds <ul style="list-style-type: none"> • Discuss at least 3 different types of wounds. 	Models, colour slides or pictures for illustration	30 min
	Treatment of simple wounds <ul style="list-style-type: none"> • Simple washing, cleaning with antiseptic solution and dressing. • Explain principle in dealing with complex wounds. 	First aid supplies for drill and practice session	
Burns and Scalds	Types of burns and scalds <ul style="list-style-type: none"> • Trainer to discuss types of burns, degrees of burns. 	Models, colour slides or pictures for illustration	30 min
	Treatment of burns <ul style="list-style-type: none"> • Demonstrate and explain the method to treat burns and how to manage simple burns in school or outdoor activities. 	First aid supplies for drill and practice session	
Bites and Stings	Bites <ul style="list-style-type: none"> • Describe the differences between poisonous and non-poisonous snake bites (types of snakes may be illustrated for general interest). • Animal and insect bites may be covered as additional topics if required. 	Video, pictures or slides for illustration	30 min
	Treatment of Snake bites <ul style="list-style-type: none"> • Demonstrate and explain the method of treating snake bites. 	First aid supplies for drill and practice session	

	<p>Stings</p> <ul style="list-style-type: none"> Describe the differences between bees and wasps 	Video, pictures or slides for illustration	
	<p>Treatment of bee/wasp stings</p> <ul style="list-style-type: none"> Demonstrate and explain the method of treating bee/wasp stings 	First aid supplies for drill and practice session	
Sprains and Strains	<p>Sprains and Strains</p> <ul style="list-style-type: none"> Describe distinction between sprains and strains 	Video, pictures or slides for illustration	10 min
	<p>Treatment of simple sprains and strains</p> <ul style="list-style-type: none"> Demonstrate and explain the method of treating simple sprains and strains using cold compress and bandaging Bandage practice on the following: <ul style="list-style-type: none"> Arm sling Elevation sling Collar and cuff sling Improvised slings Roller bandage 	First aid supplies Triangular bandages Roller bandages	50 min
Shock	<ul style="list-style-type: none"> Explains the causes of shock including the signs and symptoms of shock. 	Video, pictures or slides for illustration	30 min
	<p>Treatment of shock</p> <ul style="list-style-type: none"> Explain the steps to take in treating a casualty suffering from shock 	Stretcher Blanket	
Common Illnesses	<p>Constipation</p> <ul style="list-style-type: none"> Define constipation and preventive measures. <p>Food Poisoning</p> <ul style="list-style-type: none"> Explain signs and symptoms of food poisoning Outline precautionary measures and treatment to be taken <p>Fainting</p> <ul style="list-style-type: none"> Discuss 3 common causes of fainting Outline measures to render first aid to a fainting casualty 		30 min
Packing a First Aid Kit	<p>Contents of a first aid kit</p> <ul style="list-style-type: none"> Trainer to list and display contents of a first aid kit. Explain how to use the items and how to maintain each item in the kit 	First aid box and contents	30 min

2.6 TOPIC/MODULE: RUNNING UNIT MEETING (90 MIN)

OBJECTIVES: Describe the basic criteria vital to a successful programme in the Unit
 Describe potential resources available to a Leader to assist presentation of attractive and enjoyable programmes
 Identify the elements contained in the programmes, using a number of weekly programmes as an example, and comment on their suitability for use in a Unit.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Introduction	<p>Briefly, explain what Young people do in Scouting (the activities), how it is done (the Scout Method) and the reason why it is done (the purpose)."</p> <p>Programming is a large and vital ingredient in successful Scouting. To be successful and to attract young people to our programs we must use a number of elements, or basic criteria. To meet the varying requirements of Scouts, we also need to be aware of and use as many resources as possible.</p>	<p>World Program Policy: WOSM (1990)</p> <p>Toolbox 001- World Programme Policy: WOSM (2005) www.scout.org</p>	5 min
Basic Criteria	<p>Explain that good programs display an awareness of several basic and essential criteria. These include the following:</p> <ul style="list-style-type: none"> ❑ The Patrol - as the basis of training and activity. ❑ Variety - different things happening each week. ❑ Balance - a range of activities for all to be satisfied. ❑ Imagination - activities presented with flair and an element of mystery and surprise. ❑ Interest - stimulating and interest grabbing. ❑ Participation - the Scouts must be active and involved, physically as well as intellectually, not just sit and listen. ❑ New Skills/Understanding/ Knowledge - educational activity and consistent progress through the Award Scheme ❑ Revision - establish and reinforce learning. ❑ Fun - essential for good training and commitment - A vital Scouting element. ❑ Outdoor – focus on conducting outdoor activities ❑ Organisation - good planning and preparation for success. ❑ Review - evaluation of all programs and activities, recorded for future reference. <p>In small group, discuss the above elements with the tutor on how to incorporate these in the</p>		30 min

	<p>programme of the unit meeting</p> <p>Share views in plenary</p>		
Essential Activity	<p>Explain that programmes need to cover a range of Scouting activities. Some activities happen or are requested more than others and it is up to Leaders to maintain a balance based on the particular needs of all Patrols.</p> <p>Some of essential activities are:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Award Scheme <input type="checkbox"/> Camping <input type="checkbox"/> Ceremonies <input type="checkbox"/> Community Service and Community Development <input type="checkbox"/> District/Area/Region events <input type="checkbox"/> Games and Stunts <input type="checkbox"/> Group activities and events <input type="checkbox"/> Hiking <input type="checkbox"/> Outdoor activities (other than camping and hiking) <input type="checkbox"/> Patrol activities <input type="checkbox"/> Regular meetings <input type="checkbox"/> Troop activities <input type="checkbox"/> Visits 	Sectional Handbook	10 min
Resources	<p>Explain resources available to conduct unit meeting, such as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The advantage of using resource people is to give Leaders some free or relaxed time during meetings as well as providing a different face, a replacement when a Leader is away, variety of approach/topic, etc <p>Sources of personnel or expert assistance can be obtained from:</p> <ul style="list-style-type: none"> - Other members of the Movement - Service clubs - Sporting clubs - Activity Advisers - Hobby clubs - Business & Trade corporation - Professional bodies - Government Departments - Telephone directories - White and Yellow Pages - Parents, relatives, friends, etc <ul style="list-style-type: none"> <input type="checkbox"/> The resources available to generate ideas <p>Some of the ideas for unit meeting programme can be obtained from the following sources:</p> <ul style="list-style-type: none"> - Scout Handbooks - Records - Scouting magazines - Reference material, projects and charts - Other Leaders - Leaders' imagination & creativity - Periodicals and newspapers - District Meetings <ul style="list-style-type: none"> - TV Programs 	Sectional Handbook	10 min

Program Analysis	Group discussion: Using an example of a short-term programme, identify the basic criteria, elements and resources that could be used. Share ideas in plenary.		30 min
Summary	The more we consider the opportunities the Scout Program presents, the more we realise we must carefully plan all that we do, and use the r available resources. Careful planning can make Unit programmes more varied and relieve pressure on Leaders. There is a saying, " <i>Neither wise men nor fools can work without tools</i> ".		5 min

2.7 TOPIC/MODULE: UNIT MANAGEMENT: ADMINISTRATION, RECORD KEEPING, FINANCE, ETC (90 MIN)

OBJECTIVES: Identify the essential administrative records to keep
Develop appropriate administrative procedures

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Introduction	Start off with a quotation: <i>"Good leaders are people persons, so they tend to badmouth paper work, but details are important. It's only when you start forgetting appointments, missing deadlines and breaking promises that you discover how important they are. Organisation probably never made a great Leader, but lack of it certainty brought many down. It's not important what kind of system you use to keep straight all the minutiae of the job, but some kind of system is vital"</i> (E.Griffin,) Administration procedures become especially useful when dealing with repetitive matters. Where changes, episodes, or occurrences repeat themselves, set procedures are timesaving and descriptive; that is, they describe – by the use of forms or outlined procedures – the steps to follow.		5 min
Administrative Record- Keeping	You will need several files to keep relevant documents and correspondence according to their headings and subject matters such as the following: Correspondence Minutes of meetings, councils, etc Personnel records Reports of activities, events, etc. Training records of members Financial records Asset & equipment inventory		10 min
Registration & Personnel	The Scout Leader needs to keep and maintain records of all its members, youth & leaders,		15 min

Record of Members	<p>current and past. A record of each member and leader should be open to record personal bio-data, training needs, courses and events attended, etc</p> <p>Registration list</p> <p>Whenever an approach is made to any Leader or Committee member for the entrance of a person into a Group, the enquiry should be made. The Group Leader should then send a form of application, which will set out the details required about the person. When the application is returned to the Group Leader, the person's name should be placed on a list and recruits for the Group should be normally taken from this list in order of application.</p> <p>Waiting list</p> <p>This list will usually be made up of children or teenagers who are too young to join as members or are awaiting a vacancy in any of the units of the Group.</p> <p>The Group Leader needs to keep the Group Council/district team informed about the state of the waiting list as it may indicate the need to start a new sectional unit.</p> <p>Information in the Youth Records Full name Address and telephone number Parents' initials and occupations Custody/Carer Date of joining Date of advancement of Sections Date of Birth and when eligible to advance to next Section Religion Registration number Registration/Membership payments – year by year</p> <p>WHAT METHOD OF RECORDING IS BEST?</p> <p>Some systems are:</p> <p>A loose-leaf folder, with each person's details on a separate sheet. A file card system, with a section for waiting list cards. A personal computer for storage and display of the information and printing updates as necessary.</p> <p>Some Associations use a Youth File, with annual information updates being discharged, particularly at Census time.</p> <p>Leader records Keep a record of leaders' details as well. Some Associations provide an annual computer print-out of Leaders, their appointments and addresses. A photocopy of the Application for Adult Leadership Form can also be kept on file. The record needs to be updated to include the training received, events, seminars, attended.</p>		
--------------------------	--	--	--

	<p>The record can be helpful as it provides relevant information especially when recommending a person for an award or training.</p> <p>Records of Past members who have left or transferred</p> <p>Keep record of past members for the following reasons:</p> <ul style="list-style-type: none"> - to find the names of those who have left when planning reunions and special events. - to analyse the 'turnover' rate in Sections of the Group. <p>Accurate record keeping, followed by analysis of the records, will tell much about the performance of the Group.</p> <p>Confidentiality</p> <p>NB: Information about people in your care is privileged. It should not be misused or given to outside party without permission of the person concerned.</p>		
<p>Inventory Record of Unit equipment</p>	<p>All equipment or gear belonging to the unit is a form of assets. Proper recording of the asset and its disposal need to be kept for auditing purposes.</p> <p>There are several important records for a Group:</p> <p>Record of its equipment – an inventory; System for users of the equipment to book ahead, receive the equipment and record its return.</p> <p>There are several points to stress:</p> <p>Guidelines</p> <p>1. Equipment can be listed under headings such as:</p> <ul style="list-style-type: none"> -Patrol boxes and contents; -Tentage; -Ropes and pioneering equipment; -Camp kitchen utensils and gear; -Games gear, including Group equipment used in regular meetings; -Adventure equipment – canoes, dinghies, life jackets, etc.; -Tools – spades, shovels, axes, hole diggers, etc. <p>3. A booking system, may show the following:</p> <ul style="list-style-type: none"> -Who wants which equipment and when; -Who took the equipment and when; -Who returned the equipment and when; and what repairs are needed before returning the gear to store. <p>4. Equipment needs to be stored in methodical fashion:</p> <ul style="list-style-type: none"> In a dry, airy, space that is kept clean; -With anti-vermin measures taken; 		<p>15 min</p>

	<p>-With facilities for hanging wet or damp tentage and rope; -With shelves and hangers so equipment is off the floor and maximum use is made of the available space.</p> <p>4. The inventory needs an annual check:</p> <p>-Which equipment is in need of repair, or of replacement or disposal? -Is each piece of equipment accounted for?</p>		
<p>Financial Records</p>	<p>For the purpose of audit and accountability, there needs to be proper records of the following: -Statement of account for all activities, projects, etc listing the income received and expenses incurred, together with their receipts and relevant documents. -Bank account statements -Petty cash record -Donations and incomes received, payments collected, etc -Annual income & expenditure records</p> <p>Legal requirements</p> <p>It desirable that "Unit asset or property, including real estate, be vested in the name of the Association in accordance with the Rules? Because: -The property is retained for youth work even if a unit closes for a period; -It remains an asset to the Scout Association because of the legal incorporation of the Scout Association; -People move and change, both at unit and Headquarters level, but the Scout Association, continues as a legal body; -This arrangement provides a safeguard for the Leader and Group Committee and avoids the frequent changes to titles that would be required if local citizens had Scouting property vested in their names.</p> <p>GROUP WORK</p> <p>ADMINISTRATION SCENARIO SITUATIONS</p> <p>Ask participants to form small groups and to spend a few minutes discussing each of the situations described below. Allow time for reports to the whole group. How do you, as Unit Leader, handle the following situations? Have your Group developed a procedure for handling these matters?</p> <p>Situation One: <i>Several groups of people (a Scout Patrol, a Venturer Scout expedition party, and the Group Committee) all arrive at the Scout Headquarters at the same time, on the same evening, wanting to use the main hall.</i></p>		<p>15 min</p> <p>30 min</p>

	<p>Which of the following statements are applicable? How do you avoid such issues?</p> <ol style="list-style-type: none"> 1. It will never happen to us. Why? 2. Everybody has to ask my permission to use the hall. 3. We use a master booking sheet that is in the hall – users book by writing in details, and they then have preference. 4. Our Group Committee has a booking clerk who handles all requests for use of the Headquarters – everybody checks with that person. 5. Other method..... <p>Situation Two: <i>The Scout Leader reports the proposed dates for a Scout Troop Standing Camp. This happens to be the same weekend as a Group Fete planned by the Group Committee, and an area Fun Day (the last Area bulletin gave the details).</i></p> <p>Which of the following statements are applicable? How do you avoid such clashes?</p> <ol style="list-style-type: none"> 1. It will never happen to us. Why? 2. We use a Master Planner on the wall of the Leader’s room, which is accessible to all. All events are written in as soon as dates are known to avoid clashes. 3. We never bother about Area or District Events, so clashing does not concern us. 4. We use a Group diary, which I maintain. Everybody has to check with us before dates are set or announced. 		
--	--	--	--

MODULE 3 YOUTH PROGRAMME

TOPIC 3.1 AWARD SCHEME/PROFICIENCY BADGE (90 MIN)

OBJECTIVE/S: Explain the purpose of an Award Scheme
 Develop guideline in assessing an Award

METHODOLGY: Group and Plenary discussions

Sub-Topic	Approach	Reference	Time
Introduction	Summarise what has been covered/learned in Initial Training	Initial Training notes	5 min
Progressive Scheme	Explain the purpose of the progressive scheme in the total Youth Program. Explain the basis on which the age	Toolbox 007-Age sections: WOSM (2005)	20 min

	sections are formed.	Toolbox 011- Personal progression: WOSM (2005)	
Assessment Guidelines of an Award Scheme	<p>In small groups, develop guidelines on how to assess an award and ensure that standard has been met, for example, some standards of achievement should be absolute, as follows:</p> <ul style="list-style-type: none"> • Some standards, particularly for the older ages could be the qualifications of external bodies e.g. Red Cross/Red Crescent, St John Ambulance etc • Some standards, requirements can be flexible and should relate more to the efforts expended by the youth. • An individual youth's age should not prevent his/her participation or earning a given badge. • Accept individual variations in capacity, aptitude and physical capacities. • For older age groups, there are advantages in having standards in some requirements being jointly set by prior discussion between the Youth and Adult. • Although, some who are brighter may perform better than others; however, active participation must be required from all. 		30 min
Important Characteristics	<p>Share findings and produce a composite list to meet agreement of all participants. Identify the 5-6 most important characteristics.</p>		20 min
Links to educational objectives	<p>Discuss how these characteristics should be linked to the Educational Objectives of the section?</p>	Toolbox 008:Sectional educational objectives: WOSM (2005)	15 min

TOPIC 3.2 WORKING WITH CHILDREN AND YOUNG PEOPLE (60 MIN)

OBJECTIVE/S: Outline the stages of development for children in age groups.
Identify the links between these developmental stages and the age Sections.
Discuss the needs and aspirations of the young people.
Discuss relevant aspects relating to child protection.

METHODOLOGY: Pre Course task
Plenary and small group

Pre Course Assignment

Name of section you are with:

Interview three members:

List the eight most popular activities the young people say they enjoy:

What developmental needs do these address?

What are the aspirations these people have?

List four expectations that parents would have of you regarding their children:

Sub-Topic	Approach	Reference	Time
Introduction	In small groups, identify exciting activities done in the respective section, for example in Cubs, scout, etc. List the findings and report in plenary	Tool box 010-Section methods: WOSM (2005)	20 min
Stages of Development & Age Sections	Trainer selects a scribe for each section, build up a chart and categorise the activities under physical, intellectual, emotional, social, spiritual and character aspects. Trainer summarises results asking how these needs are represented in the Award Scheme for each age group	Tool box 007-Age sections: WOSM (2005) Tool box 004-Area of personal growth: WOSM (2005) www.scout.org	
Identifying the Needs and Aspirations of Young People	Working in small groups, share the results of the pre-course task and report in plenary. Trainer emphasises the commonalities and differences and the progressive nature of the aspirations.		20 min
Aspects relating to Child Protection	States the name of legislation that relates to child protection in the country. (Refer to document on "keeping Scout safe from Harm") Seek information as to the policies the NSO has about this. Provide examples of this. Trainer seeks explanation of the policies. Discuss how they can ensure safe practices for children. Consider areas of meetings, going to and from meetings, safety on weekend activities, duty of care.	35 th World Scout Conference Policy Document on "Keeping Scouts Safe from Harm" www.scout.org	20 min

TOPIC 3.3 GUIDING & ASSESSING PERSONAL DEVELOPMENT: COVERED UNDER ADVANCED LEVEL

TOPIC 3.4 EDUCATIONAL ACTIVITIES (240 MIN)

OBJECTIVES: Identify the safety and health measures required to minimise risk.
Describe and examine the key components of an educational activity.
Develop means of effectively evaluating an educational activity.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
<p>Educational Activities (120 min)</p>	<p>Explain the following: Relationship between educational activity and experience:</p> <p>Activity: What is happening at the surface involving everyone.</p> <p>Experience: The internal part, what each person gets from the action A single activity can generate different experiences in young people, depending on their needs and this experience is unique to that person. As a leader, we can, to some extent influence the activities to help create an environment or facilitate a situation where the young people can have a meaningful experience. To do this, the unit should have a wide variety of activities, which to be meaningful, must be carefully selected, prepared, conducted and evaluated against the educational & sectional objectives. It should be pointed out that activities help to achieve educational objectives gradually, sequentially and cumulatively</p> <p>Choosing an activity</p> <p>There are two possible ways:</p> <ol style="list-style-type: none"> 1. The leader helps to prepare and propose an activity to the young people with the aim of achieving pre-determined learning or developing learning opportunities in line with the educational objectives for that age section and corresponding to the interests expressed by the young people. 2. The leader encourages the young people to express their interests and then help them to prepare and conduct the activity. <p>The degree of the leader’s involvement in managing the activities depends largely on the age section. For example, the young people in the senior section should be actively involved from start to end of organising the activity as part of their developmental growth by allowing them to participate in the decision making process. While, the junior section might need more guidance and direction from the leaders. (See Tool Box 019- How to manage the programme cycle)</p> <p>Characteristics of an educational activity A good educational activity has four characteristics:</p> <ul style="list-style-type: none"> • It is <i>challenging</i>-The activity should present some difficulties, stimulate creativity and 	<p>Tool box 009 Educational Objectives: WOSM (2005)</p> <p>www.scout.org</p>	<p>30 min</p>

	<p>inventiveness and encourage the participant to do his or her best.</p> <ul style="list-style-type: none"> • It is <i>attractive</i>- The activity should arouse the young person's interest and desire to participate, because it appeals to him or her, because it is original or because he or she feels drawn to the values inherent in the activity. • It is <i>rewarding</i>- Participating in an activity should give the young person the feeling of having derived some benefit for him or herself, pride in doing something new. • It is <i>useful</i>- The activity should provide experiences, which enable young people to discover and learn new things. 		
	<p>Types of Educational Activities Briefly describe the two types and explain the need to maintain a good balance between the two:</p> <p>Fixed Activities</p> <ul style="list-style-type: none"> • Usually take a single form and generally relate to the same subject Need to be carried out continually to create the right atmosphere for the Scout Method. • Contribute in a general way to achieving the educational objectives. • Strengthen the Method by ensuring youth participation, collective decision-making and tangible presence of our values. • Contribute to creating the atmosphere in the Unit and give the young people typical "Scout" experiences. <p>Examples of fixed activities: ceremonies, meetings, outings, upkeep and improvement of the patrol corner and the Unit meeting place, games, songs, Patrol council, Unit Council, etc</p> <p>Variable Activities</p> <ul style="list-style-type: none"> • Take many different forms and refer to very diverse subjects, depending on the young people's interests. • Are not repeated, unless the young people particularly want to and then only after a certain length of time. • Contribute to achieving one or more clearly specified educational objective • Ensure that the programme responds to the young people's interests and concerns and project them onto diversity of the world. • Are directly related to the needs of the community. <p>Examples of variable activities: learning how to recycle paper and grow plants hydroponically, setting up a puppet theatre for a children's centre, making an audio-visual production or conducting a photographic report or a travelling camp to different rural areas of cultural interest, etc.</p> <p>Balancing fixed & variable activities</p> <p>In Scouting, the range of activities is unlimited.</p>	<p>Tool box 009 Educational Objectives: WOSM (2005)</p> <p>www.scout.org</p>	<p>30 min</p>

	<p>The key is to ensure a good balance between variable and fixed activities. Both are essential for group life and personal progression. If fixed activities fill the whole programme, there is a risk that boredom may set in and group life will deteriorate. If variable activities follow each other in quick succession, the group will become tired and conflicts will surface in the absence of planned opportunities to regulate interaction among the teams and among the young people themselves.</p>		
	<p>Evaluating Activities</p> <p>In groups, discuss ways of evaluating an activity and the areas to focus on. Share views in plenary.</p> <p>In short, activities can be evaluated on two levels:</p> <ul style="list-style-type: none"> • Firstly, the way the activity was prepared and implemented and • Secondly, the experience created by the activity, taking into account the relationships within the group and between the young people and the adult leaders, as well as the knowledge, skills and attitudes, which each individual has been able to acquire as a result of this experience. <p>Remember that young people have a key role to play in evaluating both the activity itself and their personal experience. Helping young people to do this is an important part of leader training.</p> <p>The Patrol Councils, the Unit Assembly and the Unit Council are also used to evaluate activities.</p> <p>(See Tool Box 010-Scout method)</p>	<p>Tool box 009 Educational Objectives: WOSM (2005)</p> <p>www.scout.org</p> <p>Tool box 017 How to prepare a council meeting: WOSM (2005)</p>	<p>60 min</p>
<p>Risk Assessment and Management System (RAM) in activities (120 min)</p>	<p>Introduction</p> <p>Start the session by sharing any recent or known cases of accidents/tragedies that can arouse participants' interest in the subject matter. Discuss the learning points of the case and solicit recommendations on how this incident or case can be prevented.</p> <p>Principal causes of accidents</p> <p>Explore the principal causes of incidents with course participants. The causes can be due to the following:</p> <ul style="list-style-type: none"> • Unsafe conditions • Unsafe acts • Errors in judgement <p>Scouting and outdoor activities</p> <p>Emphasise that scouting is synonymous with outdoor activities in that:</p>	<p>Articles on tragedies from conducting outdoor activities</p>	<p>20 min</p> <p>20 min</p>

	<ul style="list-style-type: none"> • Risks are inevitable • Leaders need to be specifically and adequately trained to assess and manage risks • Risk Assessment and Management System (RAMS) as a useful tool for leaders to assess potential risks in activities and to find alternatives to reduce or eliminate them • Emphasise the importance of risk management prior to each activity to ensure sound decisions can be taken to reduce risks to a minimum so that safety of participants is ensured <p>RAMS requires a systematic process to identify possible hazards in activities and also measures to control the risks at all phases of the activity</p>		
	<p>RISK ASSESSMENT & MANAGEMENT SYSTEM (RAMS)</p> <p>Explain and discuss the 5-step RAMS process:</p> <p>Step 1 Hazards identification</p> <ul style="list-style-type: none"> - Major elements in an activity must be examined for hazards, which are potential sources of danger - Hazards may be from the surroundings or from within the group of participants - Accurate assessment of hazards is important to determine or control the risk - The leader must be vigilant during an activity as hazards not identified earlier may emerge <p>Step 2 Risk assessment</p> <ul style="list-style-type: none"> - A dangerous situation will occur when both the human and environmental elements are at their highest risk levels - It is imperative that the leader is able to recognise the potential danger in any situation, to assess the level of risk and determine the potential impact of a hazard on the activity - This is best accomplished by the "what if" question <p>Step 3 Risk control options and decisions</p> <ul style="list-style-type: none"> - Leader has to identify as many ways as possible to control the risks then select the most appropriate ones to act on - Leader is responsible for finding the proper balance between risk control and risk taking, to eliminate or reduce the risk - If hazard cannot be eliminated, the 		60 min

	<p>next best option is to control it</p> <ul style="list-style-type: none"> - In risk control options and decisions, the leader should <ul style="list-style-type: none"> ▪ Determine whether the total level of risk is acceptable ▪ Accept risks only when the benefits outweigh the costs ▪ Proceed with the activity only if the risk can be managed. - If the overall risk is found to be unacceptable or too high, then the activity should NOT be carried out <p>Step 4 Implementation of control measures</p> <ul style="list-style-type: none"> - Key activity for risk management - The leader should choose one or more appropriate control measures from among the possible control measures evaluated in step 3 and implement the chosen control measure - The leader may need to integrate specific control measures into operation plans, standard operating procedures or process and procedures <p>Step 5 Effective supervision</p> <ul style="list-style-type: none"> - Ensure the effectiveness of risk controls - Leader is responsible for enforcing the control measures and will have to be vigilant at all times 		
	<p>Checklist form</p> <p>Explain the use of the component of the form shown below to assess risk</p> <ul style="list-style-type: none"> - The checklist form addresses the WHY, WHAT, WHO, WHERE, WHEN and WEATHER to assess the level of risks and to determine the potential impact of a hazard on an activity - This is a systematic approach to assess and manage risks - Facilitator may go through each component in form to draw out inputs from participants. 		20 min

RISK ASSESSMENT MANAGEMENT SYSTEM: THE "W" CHECKLIST FORM

Activity: _____		Date : _____	
Venue : _____		Start Time : _____ End Time : _____	
Leader-in-charge: _____		Assistants: _____ _____	
WHY (list the learning objectives)			
	WHAT	Yes/ No/ Not Applicable	Measures Taken if "NO"
1	Activity meets learning objectives/ outcomes	Y/ N/ NA	
2	Equipment a) Availability of proper equipment b) Equipment checked for usability	Y/ N/ NA Y/ N/ NA	
3	Transport a) Adequate and reliable transport provided	Y/ N/ NA	
4	Food a) Food provided by licensed caterer b) Credibility and menus confirmed	Y/ N/ NA Y/ N/ NA	
5	Programme a) Time and Tasks Planned b) Alternatives considered	Y/ N/ NA Y/ N/ NA	
WHO			
6	Participants/ Leaders a) Pre-activity training done b) Objectives of activity communicated c) Briefing and Preparation done d) Medical Screening and Insurance Cover e) Manageable Numbers	Y/ N/ NA Y/ N/ NA Y/ N/ NA Y/ N/ NA	

7	<p>Leaders</p> <p>a) Appropriate leader to participant ratio met</p> <p>b) Availability of competent teachers to supervise activity</p> <p>c) Availability of certified personnel to conduct activity</p> <p>d) Able to mobilise safety procedures during an accident e.g. search & rescue, first-aid, evacuation</p>	<p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p>	
WHERE			
8	<p>Static Venue</p> <p>a) Availability of adequate accommodation</p> <p>b) Accessible to extraneous assistance</p> <p>c) Availability of storm shelter</p>	<p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p>	
9	<p>Variable Venue</p> <p>a) Availability of Area Map</p> <p>b) Reconnaissance of Area of Operations done</p> <p>c) If moving in hazardous terrain/ areas, precautions have been planned</p> <p>d) Accessible to emergency service assistance</p>	<p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p>	
10	<p>Water-bound Venue</p> <p>a) Study of Tide-tables done</p> <p>b) Consideration taken on direction and strength of currents</p> <p>c) Water-traffic noted and precautions planned</p> <p>d) Accessible to extraneous assistance</p> <p>e) Possible obstacles evaluated and considered</p>	<p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p>	
11	<p>WEATHER</p> <p>a) Weather forecast noted of</p> <p>b) Procedures in place to manage the group in bad weather</p> <p>c) Alternative wet weather programme planned</p>	<p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p>	
12	<p>Precautions planned for the following possibilities</p> <p>a) Lightning</p> <p>b) Storm</p> <p>c) Heatstroke</p> <p>d) Hypothermia (<i>abnormal low body temperature</i>)</p> <p>e) Altitude sickness</p>	<p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p>	
WHEN			
13	<p>Timing</p> <p>a) Appropriate start/ stop time</p> <p>b) Variability of timing taken in to consideration</p> <p>c) Precautions planned for in case of change in timing</p>	<p>Y/ N/ NA</p> <p>Y/ N/ NA</p> <p>Y/ N/ NA</p>	

TOPIC 3.5 LEADING A UNIT (120 MIN)

OBJECTIVES: Discuss the kind of leaders we need
 Outline a brief Duty Statement/Job description for a Unit Leader
 Discuss whether a person is a Leader or an organiser?

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
<p>Roles & Responsibilities of unit leader (60 min)</p>	<p>What kind of leader do we need?</p> <p>Brainstorm the kind of leaders we need. Some answers should include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adults of different ages and gender, who are mature and balanced <input type="checkbox"/> Willing to use the Scout method <input type="checkbox"/> Willing to commit time and energy <input type="checkbox"/> Willing to take responsibility for an educational task that benefits young people <input type="checkbox"/> Willing to learn for personal growth 		15 min
	<p>Functions of a unit leader</p> <p>In groups, write a duty statement/job description for Unit Leader of the particular section that you will be working with, using the information identified above. This needs to include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Broad Objectives <input type="checkbox"/> Functions-main tasks <input type="checkbox"/> Requirements (as above) <input type="checkbox"/> Responsibilities <p>Report in plenary and match it to the association's duty statement, if there is one.</p>	<p>Association's Duty Statements/Job description or equivalent publications</p>	30 min
	<p>A leader or an organiser?</p> <p>We must first clearly distinguish leadership from formal authority. Any organisation has to delegate formal responsibilities to specific people, giving them authority over others and making them accountable to those from whom they accept authority. Those placed in authority over others such as a Group Leader, the Unit Leader or an elected official such as a chairman may not necessarily be leaders, but they are charged with specific organisational responsibilities of an authoritative nature.</p> <p>Whether they provide leadership is dependent upon their personal approach, their</p>	<p>Tool box 020-How leaders can support youth involvement: WOSM (2005)</p> <p>Tool box 021-Peer education and Leadership: WOSM (2005)</p> <p>www.scout.org</p>	15 min

	<p>understanding of leadership and the extent to which they are accepted by those with whom they work. They will not be expected to provide leadership in all situations.</p> <p>There is a need to differentiate between aspects of your appointment as Unit Leader that are of an organisational nature, such as your responsibility for health and safety, or situations which require a directive or authoritative approach, and those aspects of your role which focus on helping youth members develop.</p> <p>These aspects are better served through more enabling or participative approaches to leadership.</p> <p>This is not an easy task. Because you are working with relatively inexperienced youth and your main task is to help them develop. This means providing opportunities for them to make plans, participate in decision making and to take the initiative and responsibility for following through on their plans.</p> <p>The key is to provide freedom of action in keeping with the needs and abilities of the young people of the Unit with whom you are working, and to recognise that these needs and abilities are constantly changing.</p> <p>There will be occasions when you will have to say <i>listen guys have you considered the safety, issues?</i> Remember I am the one who is going to be held responsible. Come on think again! Most of the times, you should endeavour to make full use of participative methods and to serve in the role of consultant to the Section e.g. Patrols, Six etc.</p>		
<p>Youth Involvement (60 min)</p>	<p>Small group system and youth involvement</p> <p>In plenary group develop a list of reasons why we use the small group system (e.g. Patrol system, Six system etc) and how this involves the youth</p> <p>Application: The patrol council In groups, discuss the use of patrol council or sixer's council as a platform for involving the young people in planning and decision-making.</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Should the leader of the small group be elected or appointed? <input type="checkbox"/> What size should the small group be? <input type="checkbox"/> Should each small group have its own meetings and activities? <input type="checkbox"/> Should the small group be self-planning? 	<p>Tool box 013- Understanding the patrol system: WOSM (2005) Tool box 017- How to prepare a council meeting: WOSM (2005)</p> <p>Tool box 018- How to run a council meeting: WOSM (2005)</p> <p>www.scout.org</p>	<p>15 min</p> <p>45 min</p>

	<p>☐ To what extent should the members Of the small group be involved in decision-making?</p> <p>Consider each of these questions in the context of each of the age sections in your country.</p>		
--	---	--	--

MODULE 4 LEADERSHIP

TOPIC 4.1 HUMAN RELATIONS: COMMUNICATION SKILLS (60 MIN)

OBJECTIVES: Examine ways of communicating effectively

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Principles of effective communication	<p>Explain: The Basic Communication Model and In groups,</p> <ul style="list-style-type: none"> Discuss the barriers to effective communication and how to overcome them. <p>(Refer to section 802.2 & 802.4)</p>	Adult Resources Handbook-Section 802: WOSM	30 min
Listening & feedback skills	<p>In groups,</p> <ul style="list-style-type: none"> Identify the behaviour required for active listening. (Refer to section 802.5) <p>Discuss how to give feedback, effectively. (Refer to section 802.6)</p>	Adult Resources Handbook-Section 802: WOSM	30 min

TOPIC 4.2 MANAGERIAL SKILLS (90 MIN)

OBJECTIVES: Explain the planning process
Identify the steps in planning, organising, etc

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Planning, Organising, Implementing & Monitoring	In groups, discuss the purpose and importance of planning. Share in plenary		30 min
	<p>Explain the planning process as follows:</p> <ul style="list-style-type: none"> STAGE 1: Define Objective-What to Achieve? DEVELOP "SMART" OBJECTIVE -S PECIFIC -M EASURABLE -A TTAINABLE -R EALISTIC -T IMEFRAME 		60 min

	<ul style="list-style-type: none"> • STAGE 2: Generate & Evaluate Options • STAGE 3: Identify Key Activities-What to do to implement chosen option. • STAGE 4: Sequence the Activities- What is the best order? Who is responsible By When? • STAGE 5: Identify Essential Resources • STAGE 6: Develop Operational Action plan for each task and schedule work Who to do what, how & by when? • STAGE 7: Monitor & Control • STAGE 8: Review & Re-plan/ Modify plan 		
--	---	--	--

TOPIC 4.3 LEADERSHIP ISSUES: GROUP DYNAMICS (90 MIN)

OBJECTIVES: Identify the distinction between content and process within a group
 Identify how you see yourself as a group member

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Group Norms	<p>What are the basic principles of group dynamics?</p> <p>Individuals form a group when they share a similar goal. These goals become the goals of the group.</p> <p>To achieve its goals, the group will develop norms to impose certain behaviours that will be expected of group members. To remain a member of the group, an individual must conform to these norms.</p> <p>When an individual deviates from the norms, other group members apply progressively stronger pressures until the deviating member conforms or is expelled from the group.</p>		15 min
Group Content & Process	<p>Explain the following:</p> <p>Within a group, a distinction can be made between the <i>content</i> the group is discussing and the <i>process</i> by which the discussion is being conducted.</p> <p>Group process involves such things as leadership, decision-making, communication and controversy. <i>Content</i> is what is being discussed, while the process is <i>how</i> the group is functioning. To observe the group process is to observe how the group is functioning.</p> <p>A person highly skilled in process observation can both participate in group work and observe group process at the same time, thus becoming a participant-observer.</p> <p>Discuss ways of effectively managing group process during discussion.</p> <p>(Refer to section 805)</p>	Adult Resources Handbook- Section 805: WOSM (2005)	15 min 15 min

Stages of Group Development	<p>Explain Tuckman’s model of group development and its applicability in Scouting.</p> <ul style="list-style-type: none"> • The group process: The stages of group development. <ul style="list-style-type: none"> - Forming: Let’s get together - Storming: Establishing order - Norming: Developing group culture - Performing: Working well together - Adjourning: leaving the group <p>Identify the behaviour prevalent at each stage (Refer to section 706, 805.1 to 805.4)</p>	<p>Adult Resources Handbook- Section 706 & 805: WOSM (2005)</p>	<p>15 min</p>
Yourself as a Group Member	<p>Individually write down:</p> <ul style="list-style-type: none"> ❑ How do you see yourself as a group member? What is your style of functioning within groups? ❑ What are your strengths in function in groups? How do they fit with how you see yourself as a group members ❑ What situations within groups do you have trouble with and why? How do you feel when faced with them? ❑ In what group skills do you wish to grow and develop? What changes would you like to make in your present group behaviour? <p>After 10 minute, discuss these questions in your small group. What differences have been identified within your groups?</p> <p>Report back to plenary</p>		<p>30 min</p>

MODULE 5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT:

TOPIC 5.1 COMMUNITY ISSUES: NEEDS OF SOCIETY & SCOUTING ROLES (60 MIN)

OBJECTIVE/S: Discuss the needs of society today and especially what it expects of its young people.
 Discuss what a Scout learns about his/her community, locally, nationally and internationally
 Identify the role of Scouting in the community

METHODOLGY: Plenary and small group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Explain Scouting’s purpose in contributing to the development of young people so that they may take a		20 min

	<p>constructive place in society. Discuss in small groups the needs of your society today and especially what it expects of its young people.</p>		
Input	<p>Input from trainer – the national development plans of your country in the education and training of young people and how Scouting can contribute to this plan</p>		20 min
Benefit of being a scout	<p>What will the Scout learn about his/her community? Consider this question in the context of the purpose of Scouting.</p> <p>Scouts do not live their lives in isolation from other people. They form a part of the communities and society in which they live; and they must learn about and understand the conditions and needs that apply to that environment and their causes and effects.</p> <p>Discuss what role the Scout will be able to play in developing his/her community.</p> <p>Scouting employs a unique method in setting out to achieve its aim. Scout activities therefore, from the earliest planning stage through to completion, should be carried out in keeping with that Method.</p> <p>Scouting is a non-formal educational movement. Applying the Scout Method ensures the development of an individual takes place through acquiring knowledge, learning new skills and evolving attitudes. The activities a Scout participates in provides opportunities for him/her to be able to play a role in developing his/her community.</p>		20 min

902.5.3 ADVANCED TRAINING

MODULE 1 SCOUTING KNOWLEDGE

TOPIC 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (90 MIN)

OBJECTIVE/S: Re-examine the fundamental principles of Scouting and the application of the Scout method to achieving the mission of Scouting
Trace the stages of development of young people

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Re-examining the Fundamental Principles of Scouting: Mission & the application of the Scout Method	<p>Present the mission statement of Scouting. In groups, discuss how to apply the Scout method (highlighted below) to achieve the mission of Scouting</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promise and Law <input type="checkbox"/> Learning by Doing <input type="checkbox"/> Patrol or Team System <input type="checkbox"/> Symbolic Framework <input type="checkbox"/> Personal progression <input type="checkbox"/> Adult Support <input type="checkbox"/> Nature <p>Share views in Plenary</p>	<p>The Essential Characteristics of Scouting: WOSM (1998)</p> <p>Tool Box 010- Scout Method: WOSM (2005)</p> <p>www.scout.org</p>	60 min
Stages of Development of Young People	<p>Identify the stages of development of young people from late childhood to adolescence to young adult.</p> <p>Discuss how the awareness and understanding of the development at each stage helps us to better meet the needs of young people</p>	<p>Tool Box 006- Stages of Development: WOSM (2005)</p> <p>www.scout.org</p>	30 min

TOPIC 1.2 HISTORY OF SCOUTING: COVERED UNDER INITIAL TRAINING

TOPIC 1.3 WORLD SCOUTING & STRUCTURES: COVERED UNDER INITIAL TRAINING

TOPIC 1.4 RELEVANT POLICIES: COVERED UNDER BASIC TRAINING

TOPIC 1.5 WORLD STRATEGY: COVERED UNDER BASIC TRAINING

TOPIC 1.6 UNIT LEADER TRAINING SCHEMES: COVERED UNDER BASIC TRAINING

MODULE 2 SCOUTING SKILLS

2.1 TOPIC/MODULE: CAMPCRAFT 2 (240 MIN)

OBJECTIVE/S: Revisit skills learnt in Campcraft 1
 Demonstrate how to do kit inspection
 Demonstrate how to make at least three practical camp gadgets
 Explain the safe use of camp axe, lantern & stove

METHODOLOGY: Lecture, demonstration and practice.

Sub-Topic	Approach	Reference	Time
Review the Skills learnt in Pitching & Striking a tent	Briefly discuss the finer aspect of tent pitching and how to correctly position or locate the cooking and dinning areas, latrines, disposal point, etc		30 min
Kit Inspection & Camping Standard	Explain the purpose of kit inspection in a camping environment. The main purpose of the inspection is to ensure that personal belongings are kept dry, clean and in good order and that they are not lost or misplaced. Demonstrate how to carry out kit inspection. The following should be pointed during the inspection: <ul style="list-style-type: none"> - Nothing should be left in any bags, boxes, rucksack, etc - All clothing, neatly folded, should be laid out on the sleeping bag in an organised manner, for eg from head to toes (headgear on the pillow at the top, vests and shirts at the chest level and so on. Footwear should not be on the sleeping bag but immediately at the foot. - Damp towels & clothing, soaps, etc and clothing should be hanging on the line to dry - Any materials, which will melt under the sun should be aired under a shade, for example, laying them out under a tent. Discuss how to maintain a high standard of camping from a safety and hygienic point of view.		30 min
Camp Gadgets	In groups, construct several practical gadgets such as the: Plate, cup & pot rack Shoe rack Bowl stand Wash stand Table complete with chairs (NB: The knots and lashings learnt under the pioneering topics can be used to make the above		90 min

	gadgets)		
Camp Lantern and Stove	Explain the safety aspect of using a pressure or a gas stove and gas or pressure lamp. Describe their parts and how to maintain and use them safely		45 min
Axe and Knives	Explain the parts of an axe and how to maintain and use it safely		45 min

2.2 TOPIC/MODULE: PIONEERING 2 (240 MIN)

OBJECTIVE/S: Identify different types of anchorages
 Demonstrate the use of at least 2 types of anchorages
 Explain the principle of blocks and tackles
 Construct a tower

METHODOLOGY: Lecture, demonstration (base system), hands on

Sub-Topic	Approach	Reference	Time
Review & Practice	Briefly review the following main knots & lashings learnt at basic course: Clove hitch Round turn and two & half hitches Square & diagonal lashings Figure of eight & sheer lashings		60 min
Types of Anchorages & Block and Tackles	Introduce different types of anchorages a. Natural anchorages b. Man made anchorages • 3-2-1 anchorage • Log and picket • Dead man anchorage Explain the working of block and tackles		60 min
Application & Practice	Discuss the safety aspect when constructing pioneering projects. Demonstrate the use of relevant knots & lashings and anchorages by constructing a simple tower such as the: • Hourglass tower • Pyramid tower		120 min

2.3 TOPIC/MODULE: ORIENTEERING 2 (240 min)

OBJECTIVES: Demonstrate several ways of setting a map
 Demonstrate ways of estimating distance
 Use the compass and map to locate checkpoints
 Plan a hike

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Review	Briefly, review the following: <ul style="list-style-type: none"> - How to use a compass - The different types of map, the scales, the grid system, legends and interpreting contour 		30 min
Various Ways of Setting a Map	A map is oriented when it is placed to correspond in direction with the ground it represents. This can be done in the following ways: <ul style="list-style-type: none"> - By Compass: <p>Place the edge of the base plate of the compass on route from starting point A to the destination, point B. the direction of travel arrow must point in the direction you want to go.</p> <p>Next, turn the compass housing until the north arrow is parallel with the map's north-south lines, with the north to the top.</p> <p>Now, hold the compass level in front of you with the direction arrow straight ahead. Turn your whole body until the north part of the compass needle covers the north arrow on the bottom of the housing. The direction arrow now points to your destination.</p> - By objects: <p>If you know your position on the map and can identify the position of some distant object, turn your map so that the lines on the map between your position and the object point to the distant object.</p> - By a watch and the sun: <p>First, set the watch back to standard time. Place the watch on something flat with the hour hand pointing toward the sun. True south is the midway between the hour hand and the figure 12 and the true north is directly opposite. (this is a very rough way to check direction.</p> <p>Allow time to practice the above techniques</p>	Field book for Canadian Scouting: Scouts Canada	60 min
Estimating Distance	Explain the following: <p>An object seems farther away when</p> <ul style="list-style-type: none"> - It is in a shade - It is across a valley - It is the same colour as the background - There is a heat haze - You are lying down or kneeling <p>In contrast, an object seems nearer when</p> <ul style="list-style-type: none"> - The sun is behind you - The air is very clear - It is a different colour from its background - It is larger than the objects close to it - The ground is flat or covered with snow - You are looking across the water 	Field book for Canadian Scouting: Scouts Canada	30 min

	<p>As a rough guide, when estimating: At 700 metres, a person looks like post At 650 metres, the head is not yet visible At 550 metres, the head appears as a dot At 450 metres, the person looks bottle-shaped At 350 metres, the leg movements are visible At 250 metres, the face can be seen At 200 metres, the clothing details can be recognised At 100 metres, the eyes and mouth can be seen clearly</p> <p>To help with judging distance, record the personal measurement of your:</p> <ul style="list-style-type: none"> - Height - Distance from your eyes to the ground - Length of your foot, arm, elbow to wrist - Length of your pace, for eg, one walking step <p>With this guide, ask participants to measure a given distance.</p>		
<p>Application and Practice</p>	<p>Trainer to establish some checkpoints in the campsite or suitable area and write down the locations in terms of the bearing, distances, etc. Trainers then give relevant written instructions to the groups who will be working in pair or trio, take a compass bearing to locate the checkpoints This a Practical outdoor exercise of about 1 to 2km in total distance)</p>		<p>90 min</p>
<p>How to Plan a Hike</p>	<p>Discuss the following checklist when planning a hike.</p> <p>Before</p> <ul style="list-style-type: none"> - Plan the route, learn about the area, terrain, etc - Bring along a compass and map - Obtain necessary permit, approval, etc - If hike include an overnight, ensure water, shelter, etc, area available - Plan the food menu and prepare equipment and personal gear list - Plan for emergencies. Ensure someone at home knows where you plan to go and when you plan to return - Make last minute check on the weather <p>During</p> <ul style="list-style-type: none"> - Keep the group together. Set a reasonable pace at the speed of the slowest person. Ensure nobody wanders off the route or gets left behind - Have regular rest about 10 minutes every hour depending on the physical condition of the hikers - Avoid dehydration. Ensure that everyone has sufficient fluid and food to maintain energy - Regularly check your position against the planned route - Be prepare for bad weather. Turn back in time if it threatens or if the route becomes 	<p>The patrol Leader's Handbook: Boy Scouts of South Africa (1992)</p>	<p>30 min</p>

	<p>too demanding to continue</p> <ul style="list-style-type: none"> - If in trouble, stay put, find a shelter especially from the wind. - Retrace your steps if you feel lost or if the area looks unsafe. If you can't find the path used, look for a safe route, preferably down broad open slopes. Never push on into the unknown - If camping, choose an appropriate campsite - Never leave a fire unattended - Never cut down vegetation unnecessarily - Burn what rubbish you can where fires are permitted. Crush and carry the rest away - Leave the area cleaner than you found it. <p>After</p> <ul style="list-style-type: none"> - Make sure everyone has got home and is in good shape - Inform your emergency contact that you have arrived - Clean gear and returned it to its appropriate store or place - Prepare a report on the hike, where necessary - 		
--	---	--	--

2.4 TOPIC/MODULE: CAMPFIRE 2 (240min)

OBJECTIVE/S: Explain the elements of a Campfire Programme
 Lead a Campfire Yarn or Song
 Identify suitable fires and how to light them
 Identify the characteristics of an effective Campfire leader
 Plan and Review a Campfire.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Part 1 Introduction	<p>Obtain inputs from the group as to their best experiences at campfires.</p> <p>Explain why campfires are important and what elements contribute to a scout campfire.</p> <p>Briefly, discuss the benefits of having Scout campfires.</p>	<p>Campfire Leader's Handbook, Scouts Australia</p> <p>Campfire Leader's Book, J. Hazlewood and J. Thurman, 1964, Boy Scouts Association, London</p>	10 min
Characteristics of a Campfire Leader	<p>Indicate that much depends on the skills of the campfire leader.</p> <p>In small groups, Brainstorm ideas as to what makes a good campfire leader and share in plenary.</p> <p>Reinforce the following: The purpose of the campfire, the need to create the right atmosphere, the need to step in when needed, prepared with suitable program, the need to maintain fun, safety and be a good sport.</p>	<p>Campfire Leader's Book, J. Hazlewood and J. Thurman, 1964, Boy Scouts Association, London</p>	15 min

Spinning a Yarn.	<p>Trainer tells a Yarn to participants and explains the importance and significance of a yarn.</p> <p>If trainer is uncomfortable doing this, suggest they pick another person in advance who could.</p> <p>After yarn, brainstorm what is important when telling a yarn.</p> <p>List ideas on chart paper, and in pairs, practice telling yarn.</p>		15 min
Teaching a campfire song	<p>Discuss when songs should be taught- usually prior to campfire.</p> <p>Discuss aspects such as giving starting note, counting in to sing or having strong voice to start. Emphasise the importance of having fun.</p> <p>In pairs practice leading a song. Trainer may select good examples from the group to reinforce desirable features.</p>		15min
Selecting and lighting the fire	<p>Indicate different fires could be used for different purposes. Build on the experiences of the participants.</p> <p>Discuss ideas for starting these fires creatively. Provides some examples.</p>		20 min
Programming	<p>Obtain from the group the elements of a campfire and how these are programmed together creating high tempo at start and finishing quietly.</p>		15min
Planning a Campfire and Safety Issues	<p>The Trainer indicates that they are going to hold a campfire for their group to welcome the New Year.</p> <p>Each group plans a campfire, prepare program and advises on the site and type of fire, safety issues, and how it will be lit.</p> <p>Trainer and tutors assist closely.</p> <p>Share report in plenary</p>		60 min
Part 2. Running a Campfire	<p>Campfire is run using as many participants as possible involved in leading different parts.</p>		60 min
Evaluating Campfire Program	<p>At the conclusion of the campfire, an evaluation of the campfire is held.</p> <p>The trainer leads a discussion and covers areas such as purpose, suitability of site, campfire wood, safety, comfort, program variety.</p>		30 min

2.5 TOPIC/MODULE: FIRST AID (240 MIN)

OBJECTIVES: Explain the functioning of the three major body systems – circulatory, respiratory and nervous systems, in relation to the essential basis of first aid treatments

Demonstrate how to use the following techniques correctly in an emergency:

- Cardio-Pulmonary Resuscitation (CPR) using the Airway, Breathing, Circulation (ABC) method of assessment
- Silvester method of artificial respiration
- Holger Nelson method of artificial respiration
- CPR variations on a baby and small child

Demonstrate competence in treating different types of injuries

METHODOLOGY: Lecture cum demonstration

Sub-Topic	Approach	Reference	Time
The Human Body	<ul style="list-style-type: none"> • Briefly, explain the functions of three major body systems <ul style="list-style-type: none"> ▪ Circulatory system ▪ Respiratory system ▪ Nervous system 	Posters, slides, videos or models of the 3 different systems	30 min
Breathing and Circulation (CPR)	<ul style="list-style-type: none"> • With the aid of mannequin, demonstrate and practice the various methods of resuscitation using the ABC method of assessment: <ul style="list-style-type: none"> ▪ Mouth-to-mouth ▪ Mouth-to-nose ▪ Mouth-to-mouth-and-nose ▪ Cardiac massage • Demonstrate CPR variations on a baby and small child (Note that participants should not practice CPR on others) • Demonstrate other methods of resuscitations such as the : <ul style="list-style-type: none"> ▪ Silvester method ▪ Holger Nielson method 		90 min
Unconsciousness and Head Injuries	<ul style="list-style-type: none"> • Explain the process of diagnosing unconsciousness <ul style="list-style-type: none"> ▪ Signs and symptoms ▪ Treatment of unconsciousness and head injuries 		20 min
Bone, Joint and Muscle Injuries	<ul style="list-style-type: none"> • Briefly explain the musculoskeletal system • Fractures <ul style="list-style-type: none"> ▪ Diagnosing fractures and dislocations ▪ Treating fractures and dislocations • Spinal injuries <ul style="list-style-type: none"> ▪ Injury assessment (triage) ▪ Stabilising the head • Sprains, strains and bruises <ul style="list-style-type: none"> ▪ Signs and symptoms ▪ Treatment 		80 min
Poisoning and Foreign Objects	<ul style="list-style-type: none"> • Describe the different types of poisoning through: <ul style="list-style-type: none"> ▪ Contact ▪ Inhalation ▪ Injection ▪ Signs and symptoms 		20 min

	<ul style="list-style-type: none"> ▪ Treatment • Demonstrate methods for removing foreign objects <ul style="list-style-type: none"> ▪ Removing a splinter ▪ Removing a fish hook ▪ Treating eye damage ▪ Removing objects in the eye ▪ Washing a foreign object from the ear 		
--	---	--	--

2.6 TOPIC/MODULE: RUNNING UNIT MEETING 2 (120 MIN)

OBJECTIVES: Plan a basic program outline
 Plan, run and evaluate a condensed program suitable for the Unit
 Describe how to create a mechanism to receive positive support and feedback from District staff after running the program in the home Unit.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
NOTES TO SESSION LEADER	<p>Before this session, the Course Leaders or Tutors should have collected the programs completed as part of the Pre-Course Assignment.</p> <p>(a) Each program is to be appraised individually and appropriate <i>positive</i> comments made by the Tutor. The programs are to be appraised so participants can present them with confidence in their home Units.</p> <p>(b) It is important that the programs are <i>Patrol oriented</i> and not just Unit based programmes that involve Patrol time. Some guidance may be needed to help participants understand the difference.</p> <p>(c) Participants will run their programme under the observation and support of the Group Leader or District Commissioner, back in their home unit.</p> <p>Explain that the programmes brought to the Course are to be run by participants in their home Units. The following points should be noted:</p> <ul style="list-style-type: none"> ❑ The planning and presenting of the programme is designed to give positive feedback and support ❑ Running the programme is a requirement for completion of this Topic. It may be run between Topics or after the Module. ❑ The program is to be observed and feedback given in a positive and supporting way by the Group leader or District Commissioner. <p>Participants will need to contact their Group</p>	PRE COURSE ASSIGNMENT	

	<p>Leader or Commissioner about the program they are to run.</p> <p>After the Program has been run in the home Unit, each participant will discuss the outcome with their GL or DC.</p> <p>The Leader will clarify any queries and give positive feedback on the programme content and presentation. Any weak areas should be discussed in a constructive way.</p> <p>A report to the Course Leader from the Group Leader or District Commissioner will complete the objectives of this session.</p>		
Planning a Basic Programme	<p>ACTIVITY</p> <p>In groups, plan an outline program for a nominated Unit.</p> <p>(Refer to the Handbook for details of a Unit Program outline and background on Patrol members)</p> <p>A sample outline is shown below:</p> <p>Patrols: Kookas, Owls, Possums, Magpies</p> <p>Leaders: Scout Leader and two assistants</p> <p>7.30 Opening parade</p> <p>7.40 Unit game</p> <p>7.55 Simple construction challenge</p> <p>8.25 Inter-Patrol Relay</p> <p>8.35 Patrol Time</p> <p>Owls leave for home of the APL, where they have organised for a stamp collector to come and talk to them and show them some of his collection. Parents picking them up from there.</p> <p>9.15 Yarn on happenings in other Sections of the Group</p> <p>9.45 Final Parade</p> <p>Programs should be written out on large sheets of paper for report back and display. Each Patrol is to give reasons for choosing specific items</p>	Unit Leader Handbook or equivalent	30 min
	<p>REPORT BACK</p> <p>Stimulate discussion and encourage positive evaluative comments.</p> <p>Emphasise the strengths of the programme content to encourage participants to build on them rather than on weaknesses.</p>		30 min

	This exercise should emphasise ways of catering for Patrol needs as well as highlighting different techniques for presenting a wide range of ideas and activities.		
Presentation and Sharing of Experiences	<p>Select one program or segments of various programs.</p> <p>Arrange a Patrol to run specific segments. Encourage the use of imagination and varied methods. If equipment is not available, the activity should be explained.</p> <p>Tutors should discourage over-ambitious planning in favour of interesting and enjoyable activities that are more likely to be successful.</p> <p>(a) Run a condensed version of the program. (45 min)</p> <p>(b) Discuss and evaluate the program (15min)</p>		60 min

2.7 TOPIC/MODULE: UNIT MANAGEMENT: SHORT & LONG TERM PLANNING (90 MIN)

OBJECTIVES: Examine an annual or long-term plan and discuss the importance of planning
 Consider the place of themes in short and long term planning
 Develop a plan of activities over a period of 12 months.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Long Term Planning	<p>Explain the purpose of long term planning that is to help get the most value out of the time you spend with the unit. Mainly to be prepared well in advance. It has a longer period of between 12 to 24 months.</p> <p>In this way can we ensure that the activities are well coordinated and maintain their continuity without losing sight of the educational objectives in meeting the award scheme requirements and the holistic developmental growth of the young persons.</p> <p>Some of the steps involved are as follows:</p> <ul style="list-style-type: none"> ❑ Make a list of activities that can be considered and included in long-term planning based on the award scheme requirements and the five area of growth (physical, social, emotional, mental & spiritual development). Get suggestions on the types of activities from participants. 		15 min

	<ul style="list-style-type: none"> ❑ Take note of important dates such as (public holidays, festivals, national or district events, Leaders' availability, etc), ❑ Identify the resources required to organise these activities, special events or projects, etc. ❑ Discuss and determine: Who does what Where and when to start planning and organising (encourage participants to identify a wide range of options open to them) 		
Short Term Planning	<p>Define short term planning. Show how short term planning fits into long term planning. Briefly discuss how to:</p> <ul style="list-style-type: none"> a) Divide each theme into appropriate sub themes b) Allocate test/badge work to each week c) Transfer major events from the Annual program <p>Enter details of specific resources required.</p>		15 min
Weekly Programme	<p>Explain the purpose and how to prepare weekly programmes. The following points should be made:</p> <ul style="list-style-type: none"> ❑ The weekly programming plan consists of working from a broad plan (normally from the short term activities) appropriate to the Section. <p>The leader/Patrol Leaders Team/Sixers (as appropriate to your NSO) should meet together early in the month to plan the weekly programs for the following month and also identify and finalise the resources, equipment, etc</p>		15 min
Activity	<p>The Trainer provides the objectives to be achieved by the unit for the year. For examples, to organise special events, to improve the social skills of members or to improved the scouting skill, such as camping, pioneering, etc.</p> <p>In groups,</p> <p>List the activities, events, etc that can be organised over a period of 12 months to achieve the set objectives.</p> <p>Create a programme to reflect the events identified into quarterly short-term programme. Choose a three-month period. In other words, decide what to achieve and carry out in the first quarter, second, etc.</p> <p>Share plan in plenary</p>		45 min

MODULE 3 YOUTH PROGRAMME

TOPIC 3.1 AWARD SCHEME: COVERED AT BASIC LEVEL

TOPIC 3.2 WORKING WITH CHILDREN AND YOUNG PEOPLE (90 MIN)

OBJECTIVE/S: Review the developmental needs of young people
 Link stages of development for children in age group to activities
 Re-examine the expectations of the young people
 Discuss aspects relating to child protection
 Relate child safety practices to Youth programme

METHODOLOGY: Plenary and small sectional groups

Sub-Topic	Approach	Reference	Time
Review programme based on Developmental Needs of Young People	<p>Trainer introduces topic and distributes a sample of a balanced weekly programme to small groups- relevant to each section.</p> <p>Each small group discuss the following:</p> <p>What are developmental needs of the age group; How does the programme provided address these;</p> <p>What must be provided in future to ensure a balanced programme?</p>	<p>Tool box 004- Area of personal growth: WOSM (2005)</p> <p>www.scout.org</p> <p>Handbook for Leaders of the Cub scout section: Interamerican Scout Office (1998).</p> <p>Handbook for Leaders of the Scout section: Interamerican Scout Office (2002).</p> <p>OR any relevant publications produced by the NSOs</p>	20 min
Discussion on the Stages of Development and Linking these to Different Sections	<p>Group report back to main group. Charts compiled by small groups summarising major points.</p> <p>Trainer reinforces the aspects of physical, intellectual, emotional, social and spiritual development elements and the different developmental needs of youth.</p> <p>Trainer summarises results asking how these needs are represented/reflected in the Award Scheme for each age group</p>	<p>Tool box 007- Age sections: WOSM (2005)</p> <p>www.scout.org</p>	10 min
Identifying Expectations of Young People	<p>Working in sectional groups, discuss the expectations of young people in their section and</p> <p>Discuss how can Scouting meets these expectations.</p>	<p>Tool box 006- Stages of development: WOSM (2005)</p>	30 min

	<p>Share in plenary.</p> <p>Trainer summarises findings and develops a list of general expectations.</p>	www.scout.org	
Aspects Relating to Child Protection	<p>Provide a brief explanation on documents and policies relating to child protection.</p> <p>Discuss the safety expectations parents have of leaders when dealing with young people. Consider meetings, going to and from meetings, safety on weekend activities, duty of care, etc.</p>	<p>35th World Scout Conference Policy Document on "Keeping Scouts Safe from Harm"</p> <p>www.scout.org</p>	30 min
Relate Child Safety Practices to Youth Programme	<p>In sectional groups, devise one activity per group that could be used to create an awareness of child protection and safety.</p> <p>These are presented in plenary.</p> <p>The group should be prepared to run one of these. Examples could be a talk, yarn, etc.</p>		

TOPIC 3.3 GUIDING & ASSESSING PERSONAL DEVELOPMENT (60 MIN)

OBJECTIVE/S: 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
 Promote ways to support Youth with their personal progressive scheme

METHODOLOGY Plenary and small groups

Sub-Topic	Approach	Reference	Time
The Importance of Assessing Personal Development	<p>Trainer asks how Scouting assists young people to develop his or her full potential and explore why this is important.</p> <p>Next, Trainer focuses on the personal progressive scheme and emphasize that each person has to take responsibility for his or her own development/learning as an individual.</p>	<p>Tool Box 011: Personal Progression: WOSM (2005)</p> <p>www.scout.org</p>	10 min

Relevance of the Personal Progressive Scheme to Educational Objectives of the Age section	<p>Trainer provides examples of the sectional Progressive Schemes used and discuss the benefits of the Progressive Scheme: e.g.</p> <ul style="list-style-type: none"> • Develops individuals, not forcing young people to grow in a pre-determined way • Helps Young people become fulfilled as a person • Provides a non competitive framework to orient and assess each young people progress 	<p>Examples of Personal Progressive Scheme used by NSO.</p>	<p>10 min</p>
	<p>Trainer seeks reasons why the objectives of progressive schemes are designed to assess the attainment of knowledge, skills and modification of attitudes e.g. –</p> <ul style="list-style-type: none"> • Young people are free to invent all sorts of relevant activities to achieve the objectives • They provide specific reference points to adhere to predetermined or acceptable standard • They are use to assess progression of young people based on experiences, knowledge and the desired attitude 		<p>10 min</p>
Supporting the Personal Progressive Scheme	<p>In small groups,</p> <p>Discuss how the educational objectives are linked to the progressive scheme and provide examples of how Adult leaders can support young people with their personal progressive scheme, for eg. through:</p> <ul style="list-style-type: none"> • Understanding the educational objectives; • Personalising educational objectives and assessing young people progress towards them; • Having youth’s progress acknowledged and recognised <p>Report in plenary</p>	<p>Tool box 005-Final educational objectives: WOSM (2005)</p> <p>Tool box 008-Section educational objectives: WOSM (2005)</p> <p>www.scout.org</p>	<p>30 min</p>

**TOPIC 3.4 & EDUCATIONAL ACTIVITIES: DEVELOPING EDUCATIONAL OBJECTIVES
MANAGING THE PROGRAMME CYCLE (150 MIN)**

OBJECTIVE/S How to set sectional educational objectives
 State how the educational objectives contribute to the outcome for a youth
 Identify the elements/ growth areas relevant to the Section
 Provide examples of different activities related to the educational objectives
 Relate educational objectives to aspect of the Award Scheme.
 Identify and explain the 4 phases of the programme cycle.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
<p>Developing Education Objectives (90 Min)</p>	<p>Describe the need for educational objectives & how they contribute to outcome of young people development</p> <p>Briefly, state the Mission of scouting in plenary and discuss how this is achieved in the different age sections. Responses are then displayed.</p> <p>Explain that each section (age range) has its own objectives, to determine the outcome which a young person can be expected to have attained by the time he or she completes the programme of a specific age section.</p> <p>They are aligned to the general educational objectives, in order to ensure a smooth progression from one section to another.</p> <p>The sectional objectives define the knowledge, skills and attitudes to be acquired, taking the stages of development growth areas (physical, intellectual, emotional, social, spiritual and character) and characteristics of each age range into account.</p>	<p>Achieving the Mission of Scouting: WOSM (2000)</p> <p>Tool Box 002-Renewed approach to programme: WOSM (2005)</p> <p>Tool Box 005-Final educational objectives: WOSM (2005)</p> <p>Tool Box 008-Sectional Educational Objectives: WOSM (2005)</p> <p>www.scout.org</p>	<p>15 min</p>
	<p>Explain how to develop sectional objective based on the following steps:</p> <ol style="list-style-type: none"> 1. Review the general educational objectives already set for each area of developmental growth as well as the stages of development (childhood-Adolscence-Youth-See tool box 006 on stages of development) 2. Draft the objectives- they should be specific, challenging, achievable and measurable. Use simple words and action verbs. For Example, if the general education objective is “ to develop his or her senses of curiosity and systematically collect information to expand knowledge” then, the sectional objective, say for young people of age range 9 to 10, can be written as “ able to observe details, collect and classify objects according to precise criteria” 3. Develop objectives for the next intermediate section (age range) taking into account the needs and capabilities of this age range. 4. Check that the objectives set are progressive from the least difficult (junior section) to most difficult (senior section) 	<p>Tool Box 005-Final Educational Objectives: WOSM (2005)</p> <p>Tool Box 006-Stages of development: WOSM (2005)</p> <p>Tool Box 008-Sectional Educational Objectives: WOSM (2005)</p> <p>www.scout.org</p>	<p>15 min</p>

	<p>In small groups, review the educational objectives for the different sections.</p> <p>Each group prepare one aspect of the educational objective and act it out in plenary. Others in plenary identify what aspect of the element/growth areas are being shown</p>		30 min
	<p>Relating educational objectives to activities</p> <p>Trainer advises that the objectives can be presented through a variety of Scout activities.</p> <p>Brainstorm these, for example games, yarns, hikes, incidents, Award Scheme.</p> <p>In small groups, identify how specific sectional educational objectives/activities are linked to aspects of the award Scheme or program.</p> <p>Report back in plenary</p>		30 min
Managing the programme cycle (60 min)	<p>Explain the programme cycle</p> <p>The Programme Cycle is a period in which the activities are prepared, conducted and evaluated in a sequence of phases, the way we apply the Scout Method is analysed and the personal growth of the young people is observed and recognised.</p> <p>The programme cycle is a participatory planning tool, that makes use of 3 bodies (Team/patrol, patrol leader council & unit assembly) to provide opportunity for young people to take part in decision making in evaluating the current situation in the Unit, planning changes and adjustments for the future, carrying out the programme and evaluating its results.</p>	<p>Tool Box 019- How to manage the programme cycle: WOSM (2005)</p> <p>www.scout.org</p> <p>Handbook for Leaders of the Scout section: Interamerican Scout Office (2002).</p>	10 min
	<p>Discuss the 4 phases of the programme cycle</p> <p>Phase 1 (Evaluating personal progress)</p> <p>Comprises 4 objectives:</p> <ul style="list-style-type: none"> - To evaluate personal progress: whether each young person has achieved the personal development objectives he or she established earlier. This is done at patrol/ team level by evaluating or giving feedback to each other. - To recognise personal progress: this is done at Patrol leader council where each patrol leader presents his or her team members' self-evaluation for discussion and assessment. The adult leader will decide whether to endorse the proposal or recommendation before recognising the achievement and granting the merit or badge award. - To assess the unit: this involves a general evaluation of how each team 	<p>Tool Box 019- How to manage the programme cycle: WOSM (2005)</p>	40 min

	<p>and the unit as a whole function.</p> <ul style="list-style-type: none">- To develop a proposal for activity: once the assessment is completed and priorities established, the patrol leader council then develops a written proposal to submit to the teams/patrols <p>Phase 2 (Analysing & selecting proposal)</p> <ul style="list-style-type: none">- Each team meets to discuss and analyse the patrol leaders' council proposal.- Based on the discussion, the teams prepare a project or unit activity to submit to the unit assembly.- At each unit assembly, each team presents the team activities that it has decided to carry out as well as its ideas on unit activities. This allows everyone member to express their opinions and make a collective decision. <p>Phase 3 (Organising & preparing activities)</p> <ul style="list-style-type: none">- Once the unit assembly has chosen the activities, the patrol leaders' council plans and organises them- The objectives of the activities are clarified, resources identified and set up timetable to schedule both the team and unit activities.- The objectives and timetable are again presented to the unit assembly for approval and adoption. <p>Phase 4 (Evaluating activities & monitoring progress)</p> <ul style="list-style-type: none">- In accordance with the agreed timetable, each team carries out its own activities and assigned common project. Inter team task force may be formed to manage certain aspect of the common project.- The team and unit activities are coordinated by the patrol leaders' council and if necessary, review and modify the plan of action and the timetable.- Each activity is evaluated to ensure that the objectives have been met- Personal objectives are evaluated throughout the activities <p>The Patrol leaders' Council conducts an analysis of how the Patrol and Unit have performed in the cycle that is ending and puts forward ideas about the Patrol and Unit activities the members would like to carry out during the next cycle.</p> <p>When the analysis has been completed, the emphasis needed for the next cycle will become</p>		
--	---	--	--

	clear.		
	<p>Education tool</p> <p>The program cycle is not just a way of organising everything that happens in the Unit. It is also an educational tool, that facilitates the type of learning proposed by the Scout Method. Through the program cycle the young people:</p> <p>Learn to have and express an opinion and take decisions in keeping with it.</p> <p>Use mechanisms of participation that takes their opinion into account and teach them to respect and value the opinions of others.</p> <p>Learn to develop, present and defend a proposal</p> <p>Acquire organisational abilities and develop negotiation skills</p>		10 min

TOPIC 3.5 LEADING A UNIT: TASK, ROLES AND RESPONSIBILITIES OF A LEADER (90 MIN)

OBJECTIVES: Identify the tasks involved in leading a Unit.
 Discuss the role of Unit Leaders.
 Identify other responsibilities of a Unit Leader.

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Task, Roles and Responsibilities of a Leader	<p>Task of a unit leader</p> <p>In Plenary Group discuss the task of unit leader in applying the scout method</p> <p>The Scout Method is a set of inspiring principles and useful techniques that require to be understood as a totality and then adapted and integrated into the daily life of a Section/Unit, taking into account the particular environment of the Unit and the individuals who comprise it.</p> <p>Some examples of the tasks are as follows:</p> <ul style="list-style-type: none"> - Initiating and making changes – [creating a culture that respects autonomy of the small groups - Adapting expectations to the social, economic and cultural conditions in which we operate - Assessing the needs in each situation and implementing strategies which are suitable in terms of time and place (activities which clash with school, social environment etc) 	Tool box 010- Scout method: WOSM (2005)	30 min

	<ul style="list-style-type: none"> How to become culturally sensitive to others from different cultural background when resolving conflict <p>Share in plenary</p>	<p>Adult Resources Handbook-Section 802: WOSM (2005)</p>	
<p>PR Skills (90 min)</p>	<p>Discuss what is Public Relations?</p> <p>In small groups,</p> <p>Develop a statement that states what Public relations is.</p> <p>Explain the elements that make up Public Relations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counselling <input type="checkbox"/> Research <input type="checkbox"/> Media Relations <input type="checkbox"/> Publicity <input type="checkbox"/> Employee/Member Relations <input type="checkbox"/> Community Relations <input type="checkbox"/> Public Affairs <input type="checkbox"/> Government Affairs <input type="checkbox"/> Issue Management <input type="checkbox"/> Financial Relations <input type="checkbox"/> Industry Relations <input type="checkbox"/> Development/Fund Raising <input type="checkbox"/> Minority Relations/Multicultural Affairs <input type="checkbox"/> Special Events and Public Participation <input type="checkbox"/> Marketing communication <p>Group work</p> <p>In small groups, discuss if all above relate to Scouting. List any that do not belong and report back to the Plenary as to why they do not belong. (All should be seen to relate either to the volunteers or professional staff)</p> <p>Explain the importance of PR from a management and societal perspective.</p> <p>It benefits management in the following ways:</p> <ul style="list-style-type: none"> The publicity and promotional aspect paves the way for the sale of products or services, so much so that some companies have placed sales quotas on their product publicity people. Public Relations provides an early warning system by avoiding disruptions, which may occur when a single surprise issue or unplanned-for social/political change arises. 	<p>Adult Resources Handbook-Section 821: WOSM (2005)</p>	<p>15 min</p> <p>15 min</p> <p>30 min</p> <p>30 min</p>

	<ul style="list-style-type: none">• Public Relations provides an organisation with new opportunities because the people involved in public relations interact with more internal and external audiences than anyone else in the organisation.• Public Relations helps to protect the present position when an organisation is under attack. For instance, Proctor and Gamble did not suffer declining sales, morale or stock values during the tampon debacle largely because of their expert public relations handling of the problem -- communicating the company's position.• Public Relations help to overcome executive isolation, something that can affect every organisation sooner or later. An inescapable assignment of every public relations practitioner is opening the eyes and ears of management to what's really happening "out there."• Public Relations help organisations manage change, something they must do to stay competitive and efficient. <p>It benefits society in the following ways:</p> <ul style="list-style-type: none">• Public Relations is a means for the public to have its desires and interests felt by institutions in our society. It speaks for the public to otherwise unresponsive organisations, as well as speaking for those organisations to the public.• Public Relations helps achieve mutual alignment between institutions and groups, establishing smoother relationships that benefit the public.• Public Relations can be a safety valve for freedom. By providing a means of working out accommodations, it makes arbitrary action or coercion less likely.• Public Relations is an essential element in the communications system that enables individuals to be informed on many aspects of subjects that affect their lives.• Public Relations can help activate organisation's social conscience.• Public Relations is a universal activity. Everyone practices principles of public relations in seeking acceptance, cooperation or affection of others. Public Relations professionals only practice it in a more professional way.		
--	---	--	--

TOPIC 4.2 MANAGERIAL SKILLS (120 MIN)

OBJECTIVES: Explain the evaluation process
 Explain and identify the steps in the problem solving process

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Evaluation Techniques (60 min)	Explain the Four Level Approach (Kirkpatrick’s Model)-refer to section 512. <ul style="list-style-type: none"> • The four levels of evaluation <ul style="list-style-type: none"> - Reaction - Learning - Behaviour - Result 	Adult Resources Handbook- Section 512: WOSM(2005)	30 min
	Discuss the evaluation process (refer to section 513) <ul style="list-style-type: none"> • What to evaluate • When to evaluate • How to evaluate 	Adult Resources Handbook- Section 513: WOSM(2005)	30 min
Problem solving and decision making skills (60 min)	Present the following case below “One of your scouts was caught by the authorities for pick-pocketing for the second time. This was the first time you were told about it. He has been an active member for 4 years and has been actively involved in scouting activities as a good team player.”		
	In groups, discuss how you would solve this case and present in plenary Explain the rational problem-solving process <ul style="list-style-type: none"> • Define the problem. State the issues clearly and differentiate facts from opinions. • Generate alternative solutions and ideas as many as possible, but do not evaluate ideas at this point. • Evaluate and select best alternative or solution with the available resources and their impact on their short and long term impact. • Implement plan or solution. Get feedback and monitor progress. Modify the plan, if required. 		45 min 15 min

TOPIC 4.3 LEADERSHIP ISSUES (270 MIN)

OBJECTIVES: Identify effective leadership and motivational strategies
 Discuss the problems associated with resistance to change and how to minimise it

METHODOLOGY: Plenary and small groups

Sub-Topic	Approach	Reference	Time
Situational Leadership Theory/Model (90 min)	<ul style="list-style-type: none"> Discuss and identify the qualities of a good leader as well the skills required to be effective. Share views in plenary <p>(Refer to section 702.1 to 702.5)</p> <p>Explain</p>	Adult Resources Handbook-Section 702 & 703: WOSM (2005)	50 min
	<ul style="list-style-type: none"> The concept of the situational Leadership model Discuss its applicability to managing leaders. <p>(Refer to section 703.1)</p>		40 min
Motivation Theories and Strategies (90 min)	<ul style="list-style-type: none"> Each participant to complete motivation exercise & Share the findings Explain Maslow's & Herzberg's Two Factors Theories In groups, discuss how to enhance/enrich the job content in the Scouting context. <p>Summarise the group inputs by explaining the Job Characteristics Model</p>	Adult Resources Handbook-Section 705: WOSM (2005)	20 min
			20 min
			30 min
			20 min
Managing Change (90 min)	<ul style="list-style-type: none"> In groups, identify the causes of resistance to change at individual and organisational levels and present in plenary Discuss methods for dealing with resistance to change 	Adult Resources Handbook-Section 816: WOSM (2005)	45 min
			45 min

MODULE 5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT

TOPIC 5.1 COMMUNITY ISSUES: COVERED UNDER INITIAL & BASIC LEVELS

TOPIC 5.2 COMMUNITY INVOLVEMENT: COMMUNITY SERVICE & INVOLVEMENT (90 MIN)

OBJECTIVE/S: Identify ways that Scouts can contribute to the development of their communities:

- 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.

METHODOLOGY: Plenary and small group discussion

Sub-Topic	Approach	Reference	Time
<p>Relationship between Scouting's Purpose and its Role in the Community</p>	<p>Brainstorm the relationship between Scouting's purpose and its role in the community. That is:</p> <ul style="list-style-type: none"> ❑ Scouting's purpose ❑ The principles of Scouting ❑ The Scout Method and how these should be taken into account in the development of the Youth Program of your Association <p>Discuss in small groups, the implications for the Youth Program of your Association and how Scouting, as a Movement with a clearly defined purpose and principles, can play a constructive role in your society.</p>	<p>Policy and Rules of the NSOs</p> <p>The Essential Characteristics of Scouting: WOSM (1998)</p>	<p>30 min</p>
<p>Learning to Understand their Responsibilities as Citizens.</p>	<p>Reinforce that the Scout method is ideally suited to community involvement as its emphasis, among other things, learning by doing, working in small groups, acceptance of responsibility, training towards self-government, the acquisition of competence, self reliance, and working in teams and to developing leadership, are all characteristics of effective community involvement.</p> <p>Discuss and examine whether your Association provides a Youth Program that is based on the needs, interests and expectations of young people it seeks to serve. For examples,</p> <p>Does the program incorporate opportunities for youth members to learn more about the needs of others and to become involved in useful and meaningful ways in the communities they live?</p>		<p>30 min</p>
<p>Participating, Individually and Collectively, in Improving the Community.</p>	<p>The community provides a well-defined, concrete setting for Scouting's participation in the development of society.</p> <p>The community is a social group having many of the characteristics of society but on a smaller scale; implicit in the concept is a territorial area, a sense of belonging, a similarity of interests in the way of living and a considerable degree of interpersonal contacts.</p> <p>In small groups discuss:</p> <p>What are the needs that exist in your community that Scouting can help to meet and how can the youth members</p>		<p>30 min</p>

	<p>in your association help to meet the needs of the communities in which they live, and of your society Report back to plenary The degree to which youth members can be actively involved in their communities, and the forms that involvement takes, will vary according to the age and experience of the young people concerned.</p> <p>The programs of the age sections must therefore incorporate opportunities for youth members to make a meaningful contribution to their communities and society that matches their interests and abilities. E.g. a Venture Unit may carry out joint community development projects, while a cub scout unit may consider performing a community service in say, a home for the Age, etc.</p>		
--	---	--	--

903 TRAINING OF TRAINERS

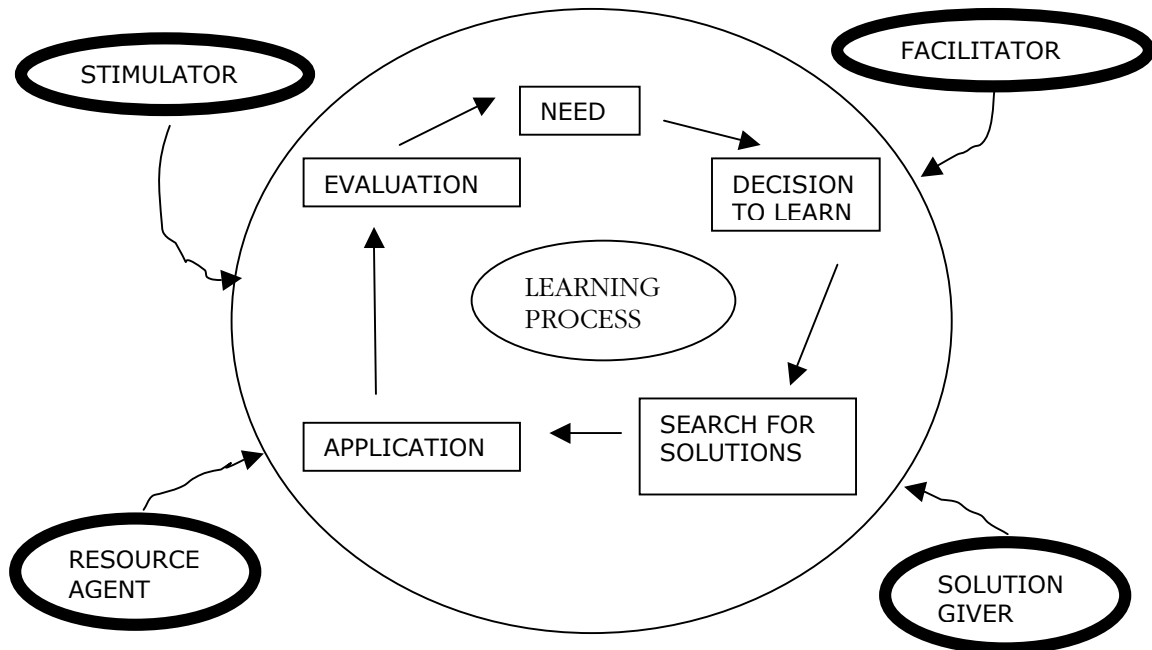
903.1 ROLE FUNCTIONS AND SKILLS OF TRAINERS

The purpose of training is to help people increase their knowledge, develop their skills and modify their attitudes. It is a dynamic process of change leading to personal development and an increase job performance. Trainers will be active agents in this process, through their interventions at various stages. They will create appropriate conditions to start the process and provide the necessary elements to sustain its momentum.

We shall analyse here the four ways in which a trainer can act to fulfil his/her role. A trainer can be:

- ❑ A stimulator/Change agent
- ❑ A facilitator
- ❑ A solution giver
- ❑ A resource agent

The following diagram illustrates these four functions, in conjunction with the various aspects of the learning process



The Trainer as a Stimulator/Change Agent

For a variety of reasons, most people are inherently reluctant to take training. Some just don't see the reason for it and feel they are perfectly well equipped for the role they are doing. Others see the change as a threat and will not easily depart from what they know to enter a new world that

they don't know. Others are not willing to enlist for a learning situation which they can only refer to their school years and do not necessarily consider that an enjoyable experience.

Thus, the trainer can help overcome this reluctance by being supportive and providing objective information on the desired level of performance. The trainer can also provide an alternative viewpoints, providing an objective opinion of things, help analyse any problems and stimulate the problem solving process by helping learners create or identify a need for change.

At a later stage, the trainer can help stimulate the evaluation process. He/she can provide feedback in the form of objective observations and facts, from which the learners will be able to analyse their performance and progress, assess further training needs and decide on a strategy through which these can be met.

In this way, a trainer can also act as a change agent to help the learners think and behave in a new way that enhances the learner's capability.

The Trainer as a Facilitator

Very few people are familiar with the successive steps of a learning process. They don't know where and how to start. They may also more readily expect to be taught and act as careful listeners than be prepared to behave as active participants in a learning process.

In this respect, the trainer can facilitate the learning process by assisting the learner identify their training needs, set objectives and outcomes, obtain resources, select, adapt and evaluate solutions. In this process, the trainer is indeed in a support role. The learner is the one who will identify and solve his/her problems, provided that relevant information and appropriate support are made available to him/her.

The trainer will create situations in which a person will become aware of his/her present level of performance and further training needs. He/she will then create the conditions under which these needs can be met and also made known the training opportunities available.

The Trainer as a Solution giver

Not all problems require new solutions. Some people will readily accept to learn from other people's experience. There is in fact a danger that a number of training needs may only be expressed in the form of a demand for a ready-made solution to a problem.

Being an effective *solution giver* involves more than simply having a solution. It should be given at the right time and in the right way with suggestions on how it can be adapted to fit the learner's particular situation.

The Trainer as a Resource Agent

Training requires the bringing together of needs and resources. No trainer can have solutions to all problems nor the resources for all needs. He/she should be able to act as a resource agent, a link between the learner and available resources. These will consist of documents, informal learning opportunities, courses, experimentation, persons etc.

In practice, the role of a trainer is indeed a combination of all four functions. A trainer will have to develop relevant skills so that he/she can operate effectively in those four roles.

Skills of Trainers

It is highly desirable that a trainer should be an experienced Leader or leader with relevant expertise. Among other things, he/she should have a good knowledge and understanding of the fundamental principles of Scouting, adult learning principles and practical abilities in Scouting skills, relationships and management as well as on issues concerning the development of young people. Such skills will enable him/her to better assist the leaders in the implementation of the youth programme and application of the Scout Method. This will also provide them with a common language and therefore make communication easier.

The above analysis of the role of a trainer shows the importance of relationship skills. These will include understanding adults and young people, their background motivations, behaviours and interests, the way in which they learn and identifying their personal needs and resources. The ability to communicate effectively, to listen and counsel will

also play an essential part in the job of helping others to learn.

Planning skills are yet another area that should be approached from two very different viewpoints. Primarily, it includes the ability to plan and organise a course, a meeting or any kind of training activity. This means establishing a timetable and getting everything ready and on time for the smooth operation of an activity. It also includes the ability to plan a learning process and use a systematic approach to training, both in the short term for one session or course and in the middle or long term, to establish a training plan. This is probably the most important skill for a trainer to have in order to perform his/her function as a Manager of Learning, effectively and efficiently.

Implementing skills consist essentially, the ability to use a variety of training methods and aids appropriately. It also includes how to develop adequate training materials, how to use other people's resources and how to co-ordinate team work in the conduct of training activities.

The emphasis on any of these areas or on one or more specific aspects within each of them will obviously vary with the actual job description of each trainer. The quality of a trainer will depend upon his/her ability to master these skills. This cannot be achieved through a single course where only the foundations can be laid. Continuous development of these skills through practice and on-going training is the only answer.

903.2 AIM OF THE TRAINING OF TRAINERS

The World Adult Resources Policy gives great flexibility to NSO to develop their own training scheme/patterns. They can best satisfy the particular needs of their own adults, provide modern training techniques and increase their emphasis on the training of trainers based on local or cultural situations.

The scheme for the training of trainers requires the development of two or three stage progressive levels of training.

The Two - Stage Approach

The first stage aims to train Assistant Leader Trainers (3-Beaders) and the second stage aims to train Leader Trainers (4-Beaders).

In some countries, the first stage is broken into two stages, thus giving a Three-Stage training. In such case, the first stage focuses on training course Helpers who have the potential to be developed as Assistant Leader Trainers, the second stage, training of Assistant Leader Trainers and the third stage, training of Leader Trainers.

Assistant Leader Trainers

The Aims/outcomes for the training of Assistant Leader Trainer are to:

AIMS

- ◆ Introduce the principles and method of training.
- ◆ Identify the purpose of adult training.
- ◆ Demonstrate the methods, techniques used, and their application in the interpretation of local policies and procedures in National Associations.

In order to satisfy the outcomes, the training should be designed such that at the end of the training, the participants will be able to achieve the following objectives:

OBJECTIVES

- ◆ Accept and explain the fundamental principles of Scouting.
- ◆ Explain the policies of the Association, particularly with regard to training.
- ◆ Accept and explain current World Policies in relation to Youth program, Adult Resources and the Management of an Association.
- ◆ Formulate learning objectives.
- ◆ State the outcomes of the courses and other training opportunities, including specialist courses, which make up the pattern of adult training in their Association.
- ◆ Promote, organise and lead training courses and other training opportunities, up to any including Basic Level Courses.
- ◆ Recognise the training needs of participants undergoing training.
- ◆ Adapt the training content and the syllabus of courses (whilst meeting the stated outcome) and other training opportunities, in accordance with local circumstances, to satisfy the needs of the participants.
- ◆ Create and ensure efficient learning experiences by applying the principles of adult learning.
- ◆ Select and use the appropriate up-to-date training methods and training aids for use at each type of training event.
- ◆ Recognise training as a continuous process.

- ◆ Identify learning needs for personal development.

Leader Trainers

The Aims/outcomes for the training of Leader Trainers are to:

AIMS

- ◆ Provide an opportunity for the sharing of experiences in the consideration of advanced training methods,
- ◆ Demonstrate and develop new training methods
- ◆ Examine, review and evaluate existing training methods and techniques with the objective of recommending improvements.

In order to satisfy the outcomes, the training should be designed such that at the end of the training, the participants will be able to achieve the following objectives:

OBJECTIVES

- ◆ Accept and explain the fundamental principles of Scouting and the role of training in interpreting and implementing them.
- ◆ Explain the need to include current World policies in relation to Youth program, Adult Resources and the Management of the Association within the National Training Program.
- ◆ Explain the policies of their Association, particularly with regard to training and the means by which such training is provided.
- ◆ Establish outcomes for training courses and other training opportunities, particularly within the pattern of Adult Training of their Association.
- ◆ Manage cultural diversity and gender issues in a training environment.
- ◆ Conduct training needs analysis.
- ◆ Apply a model to design a training programme.
- ◆ Administer a training course through efficient and effective use of human, finance and material resources. Plan, organise, lead, manage and review such training.
- ◆ Develop evaluation tools to measure learning and effectiveness of training events
- ◆ Explore, examine and explain the relevant adult learning theories/styles and their application in a learning environment.
- ◆ Explain and use the techniques employed in the training of adults,
- ◆ Examine the various leadership theories and their application.
- ◆ Develop skills in resolving conflict.
- ◆ Apply the coaching model.
- ◆ Explain and use the group process to provide efficient learning experiences (Group work)
- ◆ Create a supportive learning environment that is attractive and enjoyable through reflection of learning and active participation of those involved.
- ◆ Recognise and explore the role of trainers as a facilitator of learning and as a change agent.
- ◆ Identify the essential competencies of a leader trainer.
- ◆ Identify personal learning needs for development and develop plan /strategy to satisfy them.
- ◆ Develop strategies to promote individual and organisational learning.

Associations may add additional aims and objectives to suit their local needs.

903.3 CONTENT OF TRAINING OF TRAINERS

The training of trainer can be grouped into five modules as follows:

- Module 1: Scout Knowledge
- Module 2: Training Skills
- Module 3: Adult learning Skills
- Module 4: Leadership Skills
- Module 5: Personal Development Skills

The table below indicates the core topics of each module, the subjects to be covered under the ALT & LT training as well as the time allocated for the delivery of the sessions.

MODULES	CORE TOPICS	ELEMENTS OF TOPICS	
		ASSISTANT LEADER TRAINER	LEADER TRAINER
1.Scouting Knowledge	1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING	Mission of Scouting The Scout Method (60 MIN)	Reflection on the Essential Characteristics of Scouting (60 MIN)
	1.2 WORLD SCOUTING	Structures History of Scouting: Revisited World Strategy (60 MIN)	Update of World Scouting & policies (60 MIN)
	1.3 ADULTS IN SCOUTING	WARP Life cycle of Adult in Scouting (60 MIN)	Review of the implementation of WARP in NSO (120 MIN)
	1.4 YOUTH PROGRAMME	Youth programme Youth Involvement policies Needs and Aspiration of Young People Child protection: Safe from harm policy (90 MIN)	Update on Youth programme & policies (120 MIN)

	1.5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT	<p>Role of Scouting in Society</p> <p>Organisational Culture</p> <p>(90 MIN)</p>	<p>Understanding & Managing Cultural Diversity</p> <p>Concept of System thinking</p> <p>(120 MIN)</p>
	1.6 LEADERS' TRAINING SCHEMES	<p>Leaders' Training schemes</p> <p>(60 MIN)</p>	<p>Review of the Leaders' training scheme</p> <p>(60 MIN)</p>
2. TRAINING SKILLS	2.1 ROLE AND COMPETENCIES OF A TRAINER	<p>Role of Assistant Leader Trainer (ALT)</p> <p>Identifying training needs of ALT in terms of knowledge & skills required</p> <p>(120 MIN)</p>	<p>Role of Leader Trainers (LT)</p> <p>Identifying core competencies of trainers/ requirements for appointment</p> <p>Conducting training needs analysis & developing Individual training plan</p> <p>(120 MIN)</p>
	2.2 SESSION PREPARATION	<p>Writing session objectives</p> <p>Developing session plan</p> <p>(120 MIN)</p>	<p>Reviewing session plan</p> <p>(120 MIN)</p>
	2.3 TRAINING METHODS	<p>Training Methods 1</p> <p>(120 MIN)</p>	<p>Training methods 2</p> <p>(120 MIN)</p>
	2.4 COURSE MANAGEMENT	<p>Basic Course Administration:</p> <p>Role of Course Leader</p> <p>Curriculum, Staffing, Facilities, Venue, Catering, etc</p> <p>(120 MIN)</p>	<p>Advanced Course Administration:</p> <p>Role of Course Leader</p> <p>Curriculum, Staffing, Facilities, Venue, Catering, etc</p> <p>(120 MIN)</p>
	2.5 COURSE DESIGN	<p>Overview of a Systematic Approach to training</p> <p>(60 MIN)</p>	<p>Application of a Training Design Model: "Critical Event Model"</p> <p>Competency based model</p> <p>Modular training system</p> <p>(240 MIN)</p>

	2.6 COURSE EVALUATION	Evaluation model Evaluating Basic Course (60 MIN)	Developing evaluation indicators Evaluating Advanced Course (120 MIN)
3. ADULT LEARNING SKILLS	3.1 ADULT LEARNING	Adult learning Principles Experiential Learning Model Adult learning styles Learner-Centred Approach (240 MIN)	Re-examine the Adult learning principles Review of Adult learning styles Adult Learning Theories Double loop learning/Reflective learning (240 MIN)
4. LEADERSHIP SKILLS	4.1 LEADERSHIP THEORIES	Characteristics of Effective Leadership Situational Leadership Model (120 MIN)	Historical development of Leadership theories: Transactional & Transformational Leadership theories (120 MIN)
	4.2 INTERPERSONAL	Group/Team dynamics (120 MIN)	Concept of Empowerment (120 MIN)
	4.3 GENDER		Gender issues (60 MIN)
5. PERSONAL DEVELOPMENT SKILLS	5.1 HUMAN RELATIONS	Principle of communication Listening & Feedback Skills Cultural Issues in Communication (180 MIN)	Conflict Resolution skills (120 MIN)
	5.2 FACILITATION	Tutoring Skills (120 MIN)	Coaching Skills (120 MIN)
	5.3 MANAGING LEARNING	Learning opportunities+- Self Directed Learning: developing individual learning plan/contract (60 MIN)	Learning opportunities Self Directed Learning: developing individual learning plan/contract (60 MIN)
	5.4 ELECTIVES (Select any two topics - additional topics can be expanded to	Creativity Negotiation Skills Motivation	

	reflect needs of participants	Stress management	
		Time management	
		System Tools	
		Counselling skills	
		Learning Organisation	
		Emotional Intelligence	
		(Choose any two subjects: 120 min per subject)	
	(240 MIN)		
	TOTAL DURATION	2100 MINS (35 HOURS)	2460 MINS (41 HOURS)

903.4 SESSION GUIDES

The session guides for each subject are shown below. As the name implies, these provide guidelines on the delivery of the session. Trainers are at liberty to modify the guides to suit their local conditions.

903.4.1 SESSION GUIDES FOR COURSE FOR ASSISTANT LEADER TRAINER

MODULE 1 SCOUTING KNOWLEDGE

TOPIC: 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (60 MIN)

OBJECTIVES: Describe the essential characteristics of Scouting.
Examine the Mission of Scouting.
Explore and explain the relevance of the Scout Method.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Essential Characteristics of Scouting	<p>Explain & Discuss</p> <ul style="list-style-type: none"> • What is Scouting? – It’s aim. • Purpose – 5 areas of development <ul style="list-style-type: none"> • Social • Physical • Intellectual • Emotional • Spiritual <p>Explain the Fundamentals of Scouting:</p> <ul style="list-style-type: none"> • The principle of “Duty to God” • The principle of “Duty to others” • The principle of “Duty to self” <p>Describe and explain the 7 elements of Scout Method:</p> <ul style="list-style-type: none"> • Promise and Law • Learning by doing • Small group operation • Progressive scheme • Adult-youth relationship • Symbolic framework • Life in nature 	<p>The Essential Characteristics of Scouting: WOSM (1998)</p> <p>Tool Box 004- Areas of personal growth: WOSM (2005)</p> <p>Tool Box 006- Stages of Development: WOSM (2005)</p> <p>Tool Box 010- Scout Method: WOSM (2005)</p> <p>Tool Box 012- Symbolic framework: WOSM (2005)</p> <p>Tool Box 013- Understanding the patrol system: WOSM (2005)</p> <p>Tool Box 014- Relevance of Scout Law & promise: WOSM (2004)</p> <p>Tool Box 020-How</p>	40 min

		adult leaders can support youth involvement: WOSM (2005)	
Mission of Scouting	Briefly, examine the Mission of Scouting: <ul style="list-style-type: none"> • How it is achieved? 	Achieving the Mission of Scouting: WOSM (2000) Tool Box 003-The educational proposal: WOSM (2005)	20 min

TOPIC: 1.2 WORLD SCOUTING (60 MIN)

OBJECTIVES: Describe the major developments in Scouting.
Explain the organisational structures of WOSM.
Explain the strategic priorities of WOSM.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
History of Scouting	Briefly revisit the history of Scouting: <ul style="list-style-type: none"> • Major achievements, events, etc • Main changes and development • Membership growth 	www.scout.org	20 min
Organisational structures	Describe the organisational structures: <ul style="list-style-type: none"> • World level & World committee, etc • Regional level & committees • World Scout Bureau 	www.scout.org Constitution & By-law of WOSM	20 min
World Strategy	Explain the strategy <ul style="list-style-type: none"> • The Strategic priorities 	www.scout.org A Strategy for Scouting: WOSM (2003) Interim Report on Strategy to NSO: WOSM (2004)	20 min

TOPIC: 1.3 ADULT IN SCOUTING (60 MIN)

OBJECTIVES: Explain the principles of the Adults in Scouting.
Explain the concept of WARP.
Describe the 3 phases of WARP.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
The World Adult Resources Policy (WARP)	Describe & Explain: <ul style="list-style-type: none"> The historical development of WARP, when in 1988, the World Scout Conference in Melbourne, identified poor leadership as one of the key issues. This led to the development of the WARP and its adoption in 1993 at the world conference in Bangkok conference. (Refer to section 103 of handbook) The concepts of the WARP: A systematic approach for managing leaders, where appointments are made based on needs and there is mutual discussions on the what the job is about, why it is being done and how it can be done within the specified period (Refer to section 106 of handbook). 	Adult Resources Handbook- Section 100: WOSM (2005)	30 min
Life Cycle of Adult in Scouting (AIS)	Explain the Life cycle of AIS (Refer to section 109 of handbook) <ul style="list-style-type: none"> The components of the WARP (Refer to section 204) and structures (Refer to section 302) 	Adult Resources Handbook- Section 100, 200 & 300: WOSM (2005)	30 min

TOPIC: 1.4 YOUTH PROGRAMME (90 MIN)

OBJECTIVES: Describe the Award schemes of each age section.
 Explain the importance of Youth Involvement.
 Explain how to protect Young People from abuses & social ills.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Sectional Youth Programme	Overview of the National Youth programme for the each age section <ul style="list-style-type: none"> Award schemes & requirements 	Tool Box 007-Age Sections: WOSM (2005)	35 min
Youth Involvement (YI) & the Needs of Young People	Explain <ul style="list-style-type: none"> What is YI? Why involve Youth in decision-making? 	Tool Box 001-World Programme Policy: WOSM (2005) Youth Involvement Reference Guide: WOSM (2003) www.scout.org Resolution: 6/02 adopted at the 36 th World Scout	35 min

		Conference on YI in decision-making.	
Child Protection: Safe from Harm Policy	Describe & explain <ul style="list-style-type: none"> The policy on "Keeping Scouts Safe from Harm" 	35 th World Scout Conference policy document on "Keeping Scouts Safe from Harm" Convention on the Rights of the Child: UN (1989)	20 min

TOPIC: 1.5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT (90 MIN)

OBJECTIVES: Identify how Scouting can make significant contributions to society.
Examine the culture of an organisation.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Role of Scouting in Society	Explain & discuss <ul style="list-style-type: none"> Educational systems in the country Other Youth organisations in the country Scouting role in the community its relationship with governmental agencies, institutions, etc 		45 min
Organisational culture	Briefly, discuss <ul style="list-style-type: none"> What is Organisational culture? It can be defined as" a system of shared meaning held by members that distinguishes it from other organisations" It is made up of member's view attitudes and beliefs'. <p>For example, you often hear people say: "I don't know what it is but I know it when I see it."</p> <p>Explain that when an organisation is created, it takes on a life of its own and its culture becomes the foundation on which the organisation will exist in the world. Therefore, an important source of an organisation's culture is its founders.</p> <p>Reinforce that People's actions in organisations are not always 'their own' but are largely influenced by</p>	Argos-To explore the "Culture" of an Association: WOSM (1998) "	15 min

	<p>socialisation (the training received) processes of the specific culture to which they belong.</p> <p>In groups,</p> <p>Identify what makes Scouting unique. For examples, its values, symbols, slogans, heroes, rites, and rituals etc</p>	The Essential Characteristics of Scouting: WOSM (1998)	30 min
--	---	--	--------

TOPIC: 1.6 UNIT LEADER TRAINING SCHEMES (60 MIN)

OBJECTIVE: Explain the components & requirements of the various stages of Leaders’ training scheme.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Leader Training Schemes	<p>Explain</p> <ul style="list-style-type: none"> • Stages of the training schemes for unit leaders, Trainers & Leaders of Adults. • Purposes, aims & requirements • Overview of training contents 	<p>National training manual</p> <p>Section 902, 903 & 904 of the Adult Resources Handbook: WOSM (2005)</p>	60 min

MODULE 2 TRAINING SKILLS

TOPIC: 2.1 ROLE & COMPETENCIES OF A TRAINER (120 MIN)

OBJECTIVES: Discuss the role of an Assistant Leader Trainer.
Identify the roles and competencies of an Assistant Leader Trainer.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Role of an Assistant Leader Trainer (ALT)	<p>In groups,</p> <ul style="list-style-type: none"> • Discuss and identify the role of an ALT and • Present in plenary 		60 min
Competencies & Needs of an ALT	<p>In groups,</p> <ul style="list-style-type: none"> • Discuss and identify the essential competencies of an ALT and how to achieve them. (Use the format in Section 503.5 as a guide) • Present in plenary 	Adult Resources Handbook –Section 503: WOSM (2005)	60 min

TOPIC: 2.2 PREPARING SESSIONS (120 MIN)

OBJECTIVES: Formulate "SMART" objectives.
 Explain the importance and the use of objectives to measure and evaluate learning.
 Demonstrate the ability to develop session guides.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Writing Session Objectives	Explain and discuss <ul style="list-style-type: none"> The principles of good objectives "SMART" <ul style="list-style-type: none"> 'S' SPECIFIC 'M' MEASURABLE 'A' ACHIEVABLE 'R' REALISTIC T' TIMEBOUND (Refer to section 803 on principles of writing good objectives & section 514 for the "action words" to use when formulating behavioural objectives)	Adult Resources Handbook- Section 514 & 803: WOSM (2005)	20 min
	<ul style="list-style-type: none"> In group, write SMART objectives on a given topic and Report in plenary 		40 min
Developing Session Plan/Guides	Explain <ul style="list-style-type: none"> Describe the steps involved in writing a session guide and their purpose. Develop a session guide on a given or chosen topic using the format used in this table. This could be an individual or group exercise. Share session guide in plenary for feedback. 		10 min
			30 min
			20 min

TOPIC: 2.3 TRAINING METHODS 1 (120 MIN)

OBJECTIVE: Examine the common methods used in training courses.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Training Methods	Describe the following methods used commonly in a training environment in terms of their advantages & disadvantages, practicality and suitability:	Adult Resources Handbook- Section 800: WOSM (2005)	120 min

	<ul style="list-style-type: none"> • Base systems • Group work (section 804) • Lectures, talk & demonstrations (section 808) • Discussion (section 809.1) • Brainstorming (809.2) • Round table (section 809.3) • Buzz group (section 809.4) • Case study (section 809.5) <p>Refer to table 507.2 for relationship between objectives & methods.</p>	<p>Adult Resources Handbook- Section 500: WOSM (2005)</p>	
--	--	---	--

TOPIC: 2.4 COURSE MANAGEMENT (120 MIN)

OBJECTIVE: Describe the role of a course Leader/Director for Basic course.
Identify the essential tasks, which need to be done for a Basic Training Course.

METHODOLOGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Before the Course	<p>Discuss in groups,</p> <ul style="list-style-type: none"> • The role of a Course Leader/Director for the Basic course. • The tasks to be performed before the commencement of Basic course. These may include the following: <ul style="list-style-type: none"> - Reviewing current programme or designing new modules based on training/Learning needs of participants or organisation to determine duration of course. - Administrative matters such as liaising with relevant authorities for use of facilities, determining venue, preparing training materials, etc - Staffing issues such as establishing course staff, conducting staff meetings, allocation of sessions, etc - Logistical matters, such as acquiring training aids, facilities, catering, transport arrangements, etc 		40 min

	<ul style="list-style-type: none"> - Financial matters, budget, etc 		
During the Course	<p>Discuss in groups,</p> <ul style="list-style-type: none"> • Making it happen, which may include the following: <ul style="list-style-type: none"> - Collecting course fee. - Maintaining attendance record - Conducting daily staff meeting to review the day's work - Allocating session venue, session delivery, assignments, project, etc - Distributing training materials, training aids, etc - Preparing meals - Arranging for sleeping accommodation. - Monitoring and making changes where necessary. - Monitoring and evaluating learning outcomes, - Conducting end of the course evaluation 		40 min
After the Course	<p>Discuss in groups,</p> <ul style="list-style-type: none"> ▪ Post course tasks such as: <ul style="list-style-type: none"> - Analysing feedback received from the course evaluation sheet - Conducting a post-course evaluating meeting with the course team - Preparing the statement of accounts - Sending Letter of thanks - Submitting a report - Making recommendations or making relevant changes, - Determining follow-up actions, etc - Sharing learning and experiences with others 		40 min

TOPIC: 2.5 COURSE DESIGN (60 MIN)

OBJECTIVE: Explain the systematic approach to training.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
The Systematic Training Model	<p>Explain</p> <ul style="list-style-type: none"> • The step by step approach in designing a training programme • The components of the systematic training model: <ul style="list-style-type: none"> - Role - Needs - Aim - Objectives - Contents - Methods - Programme - Evaluation <p>Refer to figure 507.1</p>	Adult Resources Handbook- Section 507.1: WOSM (2005)	60 min

TOPIC: 2.6 COURSE EVALUATION (60 MIN)

OBJECTIVES: Use the four levels approach to evaluate learning in training courses.
Develop ways of evaluating learning.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
The Four Level Approach (Kirkpatrick's Model)	<p>Explain</p> <ul style="list-style-type: none"> • The four levels of evaluation <ul style="list-style-type: none"> - Reaction - Learning - Behaviour - Result • The measurement tools & benefits of evaluation at each level. (Refer to section 512.3) 	Adult Resources Handbook- Section 512: WOSM (2005)	20 min
Evaluating Basic Course	<p>In Group,</p> <ul style="list-style-type: none"> • Using the model, above, discuss how to measure learning at Basic Courses. <p>Some of the methods are:</p>		40 min

	Use of test, demonstration, questions & answer, group work, reflection, etc		
--	---	--	--

MODULE 3 ADULT LEARNING SKILLS

TOPIC: 3.1 ADULT LEARNING (240 MIN)

OBJECTIVES: Describe how Adults learn.
 Explain the experiential learning model.
 Identify individual learning styles.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Adult Learning Principles	Explain	Adult Resources Handbook- Section 704: WOSM (2005)	10 min
	Our task is to maximise the learning outcome of participants at training courses.		60 min
	In groups, discuss how adult learns best & how to enrich their learning environment. Share views in plenary		20 min
	With reference to the list in section 704.8, reinforce & summarise the main learning principles.		
Experiential Learning Model	Explain	Adult Resources Handbook- Section 704: WOSM (2005)	30 min
	<ul style="list-style-type: none"> • The importance of using our past experience in learning (Refer to section 704.3 & 704.4)		30 min
	<ul style="list-style-type: none"> • The four components of the experiential learning model: <ul style="list-style-type: none"> - Concrete Experience - Observation & reflection - Abstract conceptualisation - Active Experimentation (Refer tom section 704.5)		
Adult Learning Styles	Discuss	Adult Resources Handbook- Section 703: WOSM (2005)	45 min
	<ul style="list-style-type: none"> • The four leaning styles: <ul style="list-style-type: none"> - Pragmatist - Activist - Reflector - Theorist 		

	(Refer to section 704.9)		
Learner-Centred Approached	<p>In groups,</p> <ul style="list-style-type: none"> • Discuss, how to develop a training programme from a learner perspective, in terms of the objectives set, the methods used, assignment or project given and evaluating the learning. For examples, <ul style="list-style-type: none"> - Focusing on the learners' needs - Objectives are jointly set by trainers and trainees - The methods used allow participants to share their experiences, knowledge, skills, etc. - Use of individual or group reflection to establish what learners had achieved so far. • Share views in plenary 		45 min

MODULE 4 LEADERSHIP SKILLS

TOPIC: 4.1 LEADERSHIP THEORIES (120 MIN)

OBJECTIVES: Identify the qualities of effective leaders and the skills required.
Describe the Situational Leadership Model.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Characteristics of Effective Leadership	<p>In groups,</p> <ul style="list-style-type: none"> • Discuss and identify the qualities of an effective leader as well the skills required. • Share views in plenary <p>(Refer to section 702.1 to 702.5)</p>	Adult Resources Handbook- Section 702: WOSM (2005)	60 min
Situational Leadership Model	<p>Explain</p> <ul style="list-style-type: none"> • The concept of the situational Leadership theory. • Discuss its applicability in 	Adult Resources Handbook- Section 703: WOSM (2005)	60 min

	managing leaders. (Refer to section 703.1 to 703.6)		
--	--	--	--

TOPIC: 4.2 INTERPERSONAL-GROUP DYNAMICS (120 MIN)

OBJECTIVES: Identify the characteristics of an effective group/team.
Describe the group process.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
The importance of working in group/ Team	In group, <ul style="list-style-type: none"> • Discuss why group / team is important? (Refer to section 804.3) • Identify the characteristics of an effective Group /Team and the factors affecting it. • Share views in plenary. (Refer to section 706.1 & 805.5 for some of the characteristics) -	Adult Resources Handbook- Section 706 & 804-5: WOSM (2005)	60 min
The Group Process	Explain <ul style="list-style-type: none"> • The group process: The stages of group development. <ul style="list-style-type: none"> - Forming: Let's get together - Storming: Establishing order - Norming: Developing group culture - Performing: Working well together - Adjourning: leaving the group Identify the behaviour prevalent at each stage (Refer to section 706, 805.1 to 805.4)	Adult Resources Handbook- Section 706 & 805: WOSM (2005)	60 min

MODULE 5 PERSONAL DEVELOPMENT SKILLS

TOPIC: 5.1 HUMAN RELATIONS – COMMUNICATION (180 MIN)

OBJECTIVES: Describe the basic communication model.
Identify the barriers to effective communication.
Develop skills in listening and giving feedback, effectively.

Examine the issues involved in communicating across cultures.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Principles of Communication	<p>Explain</p> <ul style="list-style-type: none"> • The Basic Communication Model. • In groups, discuss the barriers to effective communication and how to overcome them. <p>(Refer to section 802.2 & 802.4)</p>	Adult Resources Handbook- Section 802: WOSM (2005)	60 min
Listening & Feedback Skills	<p>In groups,</p> <ul style="list-style-type: none"> • Identify the behaviour required for active listening. (Refer to section 802.5) • Discuss how to give feedback, effectively. <p>(Refer to section 802.6)</p>	Adult Resources Handbook- Section 802: WOSM (2005)	60 min
Cultural Issues in Communication	<p>Explain some of the factors that make us different, culturally. Some are as follows:</p> <p>Interest, values, etc</p> <p>Our interests, values and culture act as filters and lead us to distort, block and even create what we choose to see and hear.</p> <p>Perception</p> <p>We perceive what we expect to perceive. We perceive things according to what we have been trained to see, according to our cultural prescription</p> <p>Social status, education, age, etc</p> <p>However, just as there is great variation in behaviour between cultures, there is also great variation among the members of a culture, because of differences in age, education, social class etc.</p> <p>Family values</p> <p>Many of our attitudes towards different cultures have their origin in the emphasis placed upon certain values by our family. Get from the group a range of values to highlight the role these values may play in our current behaviour</p>	Adult Resources Handbook- Section 802: WOSM (2005)	20 min

	<p>In groups,</p> <ul style="list-style-type: none"> • Discuss the problems associated with cultural diversity • How to become culturally sensitive to others from different cultural background <p>(Refer to section 802.7)</p>		40 min
--	--	--	--------

TOPIC: 5.2 TUTORING/FACILITATION SKILLS (120 MIN)

OBJECTIVE: Identify the skills required to perform effectively as Tutors.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Tutoring skills	<p>Discuss the following:</p> <ul style="list-style-type: none"> • The use of Tutors in training courses. • The benefits of tutoring. • The job of a Tutor. 	Adult Resources Handbook- Section 806: WOSM (2005)	60 min
	<p>In Groups,</p> <ul style="list-style-type: none"> • Identify the skills and knowledge required of a Tutor and how to tutor effectively. • Share views in plenary 		60 min

TOPIC: 5.3 MANAGING LEARNING (60 MIN)

OBJECTIVES: Identify learning needs for personal growth an development.
Develop a plan for managing learning.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Learning Opportunities	<p>Discuss</p> <ul style="list-style-type: none"> • The opportunities available for personal development • Use the table in 503.5 to identify personal training needs. (This can be an individual exercise) 	Adult Resources Handbook- Section 503: WOSM (2005)	40 min
Self-Directed Learning (SDL) & Scouting	<p>Explain</p> <ul style="list-style-type: none"> • The need for Trainers to learn continuously for their personal 	Adult Resources Handbook- Section 515: WOSM (2005)	20 min

	development. <ul style="list-style-type: none">• The use of SDL in Scouting. (Refer to section 515)		
--	---	--	--

TOPIC: 5.4 ELECTIVES

CHOOSE ANY TWO OF THE FOLLOWING TOPICS (120 MIN PER TOPIC):

- MOTIVATION (Section 705)
- SYSTEMS TOOLS (section 813)
- LEARNING ORGANISATION (Section 814)
- EMOTIONAL INTELLIGENCE (Section 815)
- DEALING WITH RESISTANCE TO CHANGE (Section 816)
- COUNSELLING SKILLS (Section 820)
- CREATIVITY
- NEGOTIATION SKILLS
- STRESS MANAGEMENT
- TIME MANAGEMENT

NB: Additional topics can be included depending on the needs of participants.

903.4.2 SESSION GUIDES FOR COURSE FOR LEADER TRAINER

MODULE 1 SCOUTING KNOWLEDGE

TOPIC: 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (60 MIN)

OBJECTIVE/S: Describe the essential characteristics of Scouting.
Examine the Mission of Scouting.
Explore and explain the relevance of the Scout Method.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Reflection: What is Scouting?	In groups, <ul style="list-style-type: none"> • Examine the competitive advantages of Scouting in terms of its fundamental principles, methods, symbolism, etc • Discuss how to convey and reinforce the main elements in the Mission of Scouting • Present in plenary 	The Essential Characteristics of Scouting: WOSM (1998) Achieving the Mission of Scouting: WOSM (2000) Tool Box 003-The Educational proposal: WOSM (2005)	60 min

TOPIC: 1.2 WORLD SCOUTING (60 MIN)

OBJECTIVE: Examine the current changes or development of Scouting.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Update on World Scouting	Update the following: <ul style="list-style-type: none"> • Organisational structures at World and Regional levels • World Strategy: progress made- Show a VCD on World strategy (see website) 	www.scout.org A strategy for Scouting: WOSM (2003) Interim Report on The Strategy to NSO: WOSM (2004)	60 min

TOPIC: 1.3 ADULT IN SCOUTING (120 MIN)

OBJECTIVE: Analyse the status of WARP implementation at National and/or World levels.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
World Adult Resources Policy (WARP) Implementation status	Briefly <ul style="list-style-type: none"> Review the WARP Update on the implementation status of WARP (see website for latest survey report on status of WARP implementation) Discuss the problems or obstacles encountered in the implementation process. 	Adult Resources Handbook –Section 200 & 300: WOSM (2005) www.scout.org	60 min
AIS Checklist Form	Explain the use of the AIS checklist questionnaire in section 801 to measure the implementation status of WARP.	Adult Resources Handbook –Section 801: WOSM (2005)	60 min

TOPIC: 1.4 YOUTH PROGRAMME (120 MIN)

OBJECTIVES: Update any relevant changes in the Award Schemes for Young People.
 Analyse the current changes on the needs and aspirations of Young People.
 Examine whether these needs are being met, adequately.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Youth Programme	Provide a quick overview of the youth programme (award scheme) of each section.	Tool Box 001-World Programme Policy: WOSM (2005) Tool Box 007-Age Sections: WOSM (2005)	20 min
Identifying the Changing Needs of Young People	In groups, <ul style="list-style-type: none"> Analyse the changing needs of Young People and share in Plenary. 	Youth Involvement Reference Guide: WOSM (2003) Tool Box 004-Areas of personal growth: WOSM (2005) Tool Box 006-Stages of Development:	40 min

		WOSM (2005) www.scout.org	
Programme Development	<ul style="list-style-type: none"> Discuss to what extent the Youth programmes are addressing the needs of Young People and what could be done further? 	<p>Tool Box 002- Renewed approach to Programme: WOSM (2005)</p> <p>Tool Box 005-Final educational objectives: WOSM (2005)</p> <p>Tool Box 006- Stages of Development: WOSM (2005)</p> <p>Tool Box 008- Section educational objectives: WOSM (2005)</p> <p>Tool Box 009- Educational activities: WOSM (2005)</p> <p>Tool Box 011- Personal progression: WOSM (2005)</p> <p>www.scout.org</p>	40 min
Update on Relevant Policies Concerning Young People	<p>Provide update on changes, if any on Youth involvement policies or relevant policies.</p> <p>Re-emphasis on the need to protect young people from any form of abuse. See the "Keeping Scout Safe from Harm policy"</p> <p>Check WOSM website for latest information or changes.</p>	<p>www.scout.org</p> <p>Resolution: 6/02 adopted at the 36th World Scout Conference on YI in decision-making.</p> <p>35th World Scout Conference policy document on "Keeping Scouts Safe from Harm"</p>	20 min

TOPIC: 1.5 SCOUTING & THE ORGANISATIONAL ENVIRONMENT (120 MIN)

OBJECTIVES: Analyse the problems and challenges faced in facilitating people from different cultures in a training environment.
 Explain the concept of systems thinking.
 Use at least two system tools to help in analysis of an issue.

METHODOLOGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Understanding & Managing Cultural Diversity	<p>In groups,</p> <ul style="list-style-type: none"> Analyse the challenges when facilitating a training session with participants from different nationalities/cultures. How to become culturally sensitive to others from different cultural background <p>(Refer to section 802.7)</p>	Adult Resources Handbook- Section 802: WOSM (2005)	60 min
Concept of Systems Thinking	<p>Explain</p> <ul style="list-style-type: none"> The concept of systems thinking: Any changes in one area will affect others because organisations operate in an open system Describe how changes in the social, technology, education and political environment /systems affect our effective functioning Discuss the use of systems tools to help in describing and analysing an issue. <p>(Refer to section 813)</p>	Adult Resources Handbook- Section 813: WOSM (2005)	60 min

TOPIC: 1.6 REVIEW OF THE LEADERS' TRAINING SCHEME (60 MIN)

OBJECTIVES: Examine the purpose of Leader training.
Compare the training scheme of other NSO, where applicable.

METHODOLGY: Plenary and group discussions

Sub-Topic	Approach	Reference	Time
Review of the Leader Training Schemes	<p>Discuss</p> <ul style="list-style-type: none"> The aim & objectives of the training schemes of: <ul style="list-style-type: none"> Unit leader training Trainers' training Leaders of Adults training The requirements for the award of Woodbadge. In courses with international participation, participants from other countries can share their training schemes for comparative purposes. (In such case, the time allocated for sharing should be extended, accordingly) 	Adult Resources Handbook- Section 902, 903 & 904: WOSM (2005)	60 min

MODULE 2 TRAINING SKILLS

TOPIC: 2.1 ROLE & COMPETENCIES OF A TRAINER (120 MIN)

OBJECTIVES: Explain the role of a Leader Trainer.
 Identify the essential competencies of a Leader Trainer.
 Develop individual training plan.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Role of a Leader Trainer (LT)	In groups, <ul style="list-style-type: none"> • Discuss and identify the role of an LT. 		40 min
Competencies & Needs of an LT & Requirements for Appointments	In groups, <ul style="list-style-type: none"> • Identify the essential competencies of an LT and how to achieve them. (Use the format in Section 503.5 on Training needs analysis a guide) • The requirements for appointments of ALT & LT • Present in plenary 	Adult Resources Handbook –Section 503: WOSM (2005)	40 min
Conducting Training Needs Analysis (TNA) & Developing Training plan	Discuss how to conduct TNA through: <ul style="list-style-type: none"> - Organisational analysis (that is what skill and knowledge the organisation needs to perform effectively - Job analysis (that is, what skill and knowledge are required to perform the job well) <p>(Refer to the flowchart in section 503.6)</p> <p>Based on needs, explain how to develop an individual training plan based on the approach/format in section 503.7</p>	Adult Resources Handbook –Section 503: WOSM (2005)	40 min

TOPIC: 2.2 REVIEWING SESSION PLAN (120 MIN)

OBJECTIVES: Describe the Bloom’s taxonomy of educational objectives.
 Review the steps in creating session guides.
 Develop session guides.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Taxonomy of Educational Objectives	Review <ul style="list-style-type: none"> The “SMART” principles of writing objectives 	Adult Resources Handbook- Section 514: WOSM (2005)	20 min
	Explain <ul style="list-style-type: none"> The six category levels of the cognitive domain of the educational objectives (Refer to section 514) In groups, <ul style="list-style-type: none"> Develop one objective for each category level. That is, how the objective should be written to measure learning at each level. For example to measure learning at the knowledge level, the objective could be written as follows: “ participants will be able to identify the planning steps” <ul style="list-style-type: none"> Next, continue to formulate objectives to measure learning at the following levels: <ul style="list-style-type: none"> - Comprehension - Application - Analysis - Synthesis - Evaluation (Refer to section 514 for the choice of “action words” to use)		40 min
Developing Session Plan/Guides	Review / Explain <ul style="list-style-type: none"> The steps involved in writing a session guide and their purpose 		10 min
	<ul style="list-style-type: none"> Develop a session guide on a given or chosen topic using the format used in this table. This could be an individual or group exercise. 		30 min
	<ul style="list-style-type: none"> Share session guide in plenary for feedback. 		20 min

TOPIC: 2.3 TRAINING METHODS 2 (120 MIN)

OBJECTIVE: Examine new/modern methods used in training courses.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Review Training Methods 1 (covered previously under CALT)	<p>Briefly, revisit the following methods used commonly in a training environment in terms of their advantages & disadvantages, practicality and suitability:</p> <ul style="list-style-type: none"> • Group work (section 804) • Lectures, talk & demonstrations (section 808) • Various discussions methods (section 809) <p>Refer to figure 507.2 for relationship between objectives & methods.</p>	Adult Resources Handbook- Section 500 & 800: WOSM (2005)	30 min
Training Methods 2	<p>Describe the following methods used commonly in a training environment in terms of their advantages & disadvantages, practicality and suitability:</p> <ul style="list-style-type: none"> • Personal project (section 807) • Simulation exercises (section 810) • Computer based learning (section 811) • Action learning (section 812) 	Adult Resources Handbook- Section 800: WOSM (2005)	90 min

TOPIC: 2.4 COURSE MANAGEMENT (120 MIN)

OBJECTIVES: Describe the role of an Advanced Course Leader/Director.
Identify the essential tasks, which need to be done when running advanced training courses.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Before the Course	<p>Discuss in groups,</p> <ul style="list-style-type: none"> • The role of Course Leader/Director for Advanced course • The tasks to be performed before the commencement of an advanced course. These may include the following: <ul style="list-style-type: none"> - Reviewing current 		40 min

	<p>programme or designing new modules based on training/Learning needs of participants or organisation to determine duration of course.</p> <ul style="list-style-type: none"> - Administrative matters such as liaising with relevant authorities for use of facilities, determining venue, preparing training materials, etc - Staffing issues such as establishing course staff, conducting staff meetings, allocation of sessions, etc - Logistical matters, such as acquiring training aids, facilities, catering, transport arrangements, etc - Financial matters, budget, etc 		
During the Course	<p>Discuss in groups,</p> <ul style="list-style-type: none"> • Making it happen, which may include the following: <ul style="list-style-type: none"> - Collecting course fees. - Maintaining attendance record - Conducting daily staff meeting to review the day's work - Allocating session venue, session delivery, assignments, project, etc - Distributing training materials, training aids, etc - Preparing meals - Arranging sleeping accommodation. - Monitor and make changes where necessary. - Monitoring and evaluating learning outcomes, - Conducting end of course evaluation 		40 min
After the Course	<p>Discuss in groups,</p> <ul style="list-style-type: none"> ▪ Post course tasks such as: <ul style="list-style-type: none"> - Analysing feedback received from the course evaluation sheets 		40 min

	<ul style="list-style-type: none"> - Conducting a post course evaluating meeting with the course team - Preparing the statement of accounts - Sending letters of thanks - Submitting a report - Making recommendations or making relevant changes, - Determining follow-up actions, etc - Sharing learning and experiences with others 		
--	---	--	--

TOPIC: 2.5 COURSE DESIGN (240 MIN)

OBJECTIVE: Explain the various training design models.
 Use at least one model to design a training programme.
 Describe the competency based approach & the modular training systems

METHODOLGY: Plenary and group discussions.

Sub-Topic	Approach	Reference	Time
The Critical Event Model (CEM)	Explain <ul style="list-style-type: none"> • The general steps involved in designing a training scheme (Refer to section 508) <ul style="list-style-type: none"> • The use of the CEM (refer to section 507.2) in designing training programme: <ul style="list-style-type: none"> - Needs of Organisation - Specify job behaviour - Identify needs - Determine objectives - Build curriculum - Select methods - Obtain resources - Conduct training - Evaluation & feedback In groups, <ul style="list-style-type: none"> • Design a training programme using the CEM 	Adult Resources Handbook- Section 507 & 508: WOSM (2005)	30 min
	90 min		
Modular Training System	Describe & explain <ul style="list-style-type: none"> • The basic principles of modular training 	Adult Resources Handbook- Section 506: WOSM (2005)	60 min

	<ul style="list-style-type: none"> The steps involved in designing modular training courses <p>(Refer to section 506)</p>		
Competency- Based Model	<p>Discuss</p> <ul style="list-style-type: none"> The competency based approach in training <p>(Refer to section 509)</p>	Adult Resources Handbook- Section 509: WOSM (2005)	60 min

TOPIC: 2.6 COURSE EVALUATION (120 MIN)

OBJECTIVES: Develop short and long term indicators to measure the impact of training.
 Develop indicators to measure effectiveness of training courses.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Developing Evaluation Indicators	<p>Revisit:</p> <ul style="list-style-type: none"> The concept of the four levels of evaluation <p>(Refer to section 512)</p> <ul style="list-style-type: none"> Develop short term and long term indicators for measuring the impact of training <p>(Refer to section 511 & 513)</p>	Adult Resources Handbook- Section 511, 512 & 513: WOSM (2005)	60 min
Evaluating Advanced Course	<p>In Group,</p> <ul style="list-style-type: none"> Discuss how to measure learning at Advanced Courses. Develop tool/sheet to evaluate the effectiveness of training courses- list down what items to measure and the types of ratings or scales to use. Some examples of items to measured are as follows: <ul style="list-style-type: none"> Achievement of course aim and objectives Course handouts/materials Facilities, Audio-visual aids Meals Accommodation Trainer effectiveness Methodology, group work, etc. 		60 min

MODULE 3 ADULT LEARNING SKILLS

TOPIC: 3.1 ADULT LEARNING (240 MIN)

OBJECTIVES: Describe how Adults learn.
 Re-examine the learning styles.
 Explain the concept of double loop learning.

METHODOLGY: Plenary and group discussions

Sub-Topic	Approach	Reference	Time
<p>Re-examine the Adult Learning Principles</p>	<p>Complete the following exercises in section 704.10</p> <ul style="list-style-type: none"> • Adult learning principles exercise (A) and discuss in groups. • Next complete exercise (B) on Adult learning activities and share in plenary 	<p>Adult Resources Handbook- Section 704: WOSM (2005)</p>	<p>60 min</p> <p>60 min</p>
<p>Review the Adult Learning Styles</p>	<ul style="list-style-type: none"> • Complete learning style questionnaire in exercise (C), score it and identify your dominant styles • Complete exercise (D) on Learning Style and discuss in groups • Share in plenary <p>Re-examine the four learning styles (Refer to Section 704.9)</p>		<p>60 min</p>
<p>Adult Learning Theories and the concept of Double loop learning</p>	<p>Explain</p> <ul style="list-style-type: none"> • The four adult learning theories (Refer to section 704.7) and how it helps the learning process. • How the learning principles and learning styles are derived from the theories 		<p>40 min</p>

	<p>Double loop learning</p> <p>Explain that significant learning takes place when the basic assumptions and belief systems are challenged and validated.</p> <p>(See the Humanistic theory learning theory and the Experiential learning model in section 704)</p> <p>One of the ways to engage in double loop learning is by asking the question “the why of why” to look for new explanations or meanings to a given issues or situations.</p> <p>By reflecting on why things happen the way they happen, we can discover new meaning or revalidate our old values and belief systems. This will enrich our learning and widen our perspectives.</p>	<p>Adult Resources Handbook- Section 704: WOSM (2005)</p>	<p>20 min</p>
--	---	---	---------------

MODULE 4 LEADERSHIP SKILLS

TOPIC: 4.1 LEADERSHIP THEORIES (120 MIN)

OBJECTIVES: Trace the historical development leadership theories.
 Analyse the differences between transactional and transformational leadership theories.
 Identify your leadership styles.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
<p>Historical development of leadership theories</p>	<p>Discuss</p> <ul style="list-style-type: none"> The historical development of leadership theories <p>(Refer to section 703.3)</p>	<p>Adult Resources Handbook- Section 703: WOSM (2005)</p>	<p>30 min</p>
<p>Transactional and transformational leadership Theories</p>	<p>Explain</p> <ul style="list-style-type: none"> The differences between the two theories and discuss which type is more appropriate for Scouting in general <p>(Refer to section 703.2)</p> <ul style="list-style-type: none"> Complete the Leadership questionnaire in section 703.4 and Discuss in plenary. 	<p>Adult Resources Handbook- Section 703: WOSM (2005)</p>	<p>90 min</p>

TOPIC: 4.2 INTERPERSONAL: EMPOWERMENT (120 MIN)

OBJECTIVES: Identify the characteristics of an empowered group/team.
Describe the empowerment process.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Concept of Empowerment	Explain <ul style="list-style-type: none"> Why the organisation has evolved from the pyramid to the circle structure (Refer to section 818.1)	Adult Resources Handbook- Section 818: WOSM (2005)	40 min
	<ul style="list-style-type: none"> Complete the empowerment exercise in section 818.2 		40 min
	<ul style="list-style-type: none"> In group, discuss how to apply the concept of empowerment in Scouting, particularly in the training team (Refer to section 818.3 & 818.4)		40 min

TOPIC: 4.3 GENDER ISSUES (60 MIN)

OBJECTIVES: Consider gender inclusive issues and its impact on training.
Describe the sources that influence gender stereotyping.
Consider how to broaden gender inclusive practices for training activities.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Introduction- What is Gender and Gender Inclusive Training	Elicits from group that: <ul style="list-style-type: none"> Gender is the view that society builds about what is masculine and what is feminine. It is different from distinctions based on sex (ie, whether a person is biologically male or female). Gender inclusive training assumes: <ul style="list-style-type: none"> All people, male and female, have a right to the recognition of their particular learning needs Trainers are active and influential in shaping ideas about gender and acceptable gender relations in the working environment Training can play an important role in improving training skills in 	35 th World Scout Conference Document on Boys & Girls, Women & Men Policy. Adult Resources Handbook- Section 108: WOSM (2005) Girls & Young Women in the 21 st Century: Alliance of the Big Seven (1999) All documents, above can be downloaded from www.scout.org	10 min

	<p>relation to gender issues</p> <ul style="list-style-type: none"> • Gender issues can occur in same sex as well as mixed training groups. <p>This session encourages participants to:</p> <ul style="list-style-type: none"> • Reflect on their own values and to explore how these relate to their training practice • Use a range of learning experiences rather than expecting people to conform to a stereotyped gender model • Use judgement which is not based on personal opinions or prejudices, but which can be justified by reference to a body of knowledge, information and training skills. <p>Gender inclusive training does not attempt to tell trainers what they should believe.</p>		
<p>Forces shaping our Ideas about Gender</p>	<p>The powerful forces of language and the media help shape our ideas about masculinity and femininity.</p> <p>Group work</p> <p>Provide each group with article from newspapers- one about sportsman, television celebrity, politician. Now, working in groups, respond to the following questions:</p> <p>Are there any differences in the way men and women are described? If so, what are they?</p> <p>How do articles such as these shape social views about gender?</p> <p>Share views in plenary.</p> <p>In addition, discuss the perceived "woman's role" and men role in society</p> <p>Recognise that different cultures may have very different beliefs about what is masculine and what is feminine. These may be strongly influenced by religious beliefs too.</p>		<p>40 min</p>
<p>Summary</p>	<p>Elicit from group why gender inclusive training is important. Some reasons could be as follows:</p> <ul style="list-style-type: none"> -Affect choices about positions within Scouting -Prevent gender stereotyping -Provide equal opportunities for each 		<p>10 min</p>

	gender at all levels		
--	----------------------	--	--

MODULE 5 PERSONAL DEVELOPMENT SKILLS

TOPIC: 5.1 HUMAN RELATIONS – CONFLICT MANAGEMENT (120 MIN)

OBJECTIVES: Explain the positive outcome of conflict.
Describe the conflict resolution process.
Use appropriate strategies to resolve conflict.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Conflict Resolution Skills	Explain <ul style="list-style-type: none"> The constructive outcomes of conflict (Refer to section 817.1 & 817.2)	Adult Resources Handbook- Section 817: WOSM (2005)	40 min
	<ul style="list-style-type: none"> The conflict resolution process, the strategies and steps to resolve conflict effectively (Refer to section 817.3 to 817.8)		40 min
Cultural Issues	In groups, <ul style="list-style-type: none"> How to become culturally sensitive to others from different cultural backgrounds when resolving conflict Share views in plenary 	Adult Resources Handbook- Section 802: WOSM (2005)	40 min

TOPIC: 5.2 FACILITATION – COACHING SKILLS (120 minutes)

OBJECTIVES: Explain the role of a Coach.
Identify the characteristics of an effective Coach.
Describe the coaching model.

METHODOLOGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
Coaching skills	Reflect individually on who had helped you perform better and why? Review the following roles, which can be performed by Leaders: <ul style="list-style-type: none"> - Trainer: to direct and control sessions - Tutor: to facilitate the 	Adult Resources Handbook- Section 504, 802 & 819: WOSM (2005)	10 min

	<ul style="list-style-type: none"> Use the table in 503.5 to identify training needs. (This could be an individual exercise) 		
Self-Directed Learning (SDL)	<p>Explain</p> <ul style="list-style-type: none"> Reinforce the need for Trainers to learn continuously for their personal growth and development The use of SDL approach <p>(Refer to section 515)</p>	Adult Resources Handbook- Section 515: WOSM (2005)	20 min

TOPIC: 5.4 ELECTIVES

CHOOSE ANY TWO OF THE FOLLOWING TOPICS (120 MINS PER TOPIC):

- MOTIVATION (Section 705)
- SYSTEMS TOOLS (section 813)
- LEARNING ORGANISATION (Section 814)
- EMOTIONAL INTELLIGENCE (Section 815)
- DEALING WITH RESISTANCE TO CHANGE (Section 816)
- COUNSELLING SKILLS (Section 820)
- PUBLIC RELATIONS (Section 821)
- NEGOTIATION SKILLS
- STRESS MANAGEMENT
- TIME MANAGEMENT
- CREATIVITY

NB: Additional topics can be included depending on the needs of participants.

903.5 PROVISION OF TRAINING FOR TRAINERS

Traditionally training courses have been the most important feature in training of trainers. However, courses are unlikely to satisfy all training needs of participants, and some training must be provided by other means- both before and after any course element.

Practical experience and education theory both supports this view. Furthermore, a study of the possible content of training will show that it is virtually impossible to include all that might be thought desirable in a training course of limited duration. Courses, therefore, should be only one of several types of training opportunity provided for trainers.

Whilst this is desirable in theory and feasible in many Associations, it is recognised that in others training courses will continue to be the main feature of the training of trainers for some time to come. This being so, it must be borne in mind that, in order to benefit fully from a course, participants should be provided with:

- ◆ Opportunities to prepare for the course beforehand e.g. by self-training or self-assessment exercises.
- ◆ Encouragement to consolidate their learning experience after the course e.g. informal training.

The Training of Trainers is the responsibility of the Association concerned. In practice, this means that it is the responsibility of the National Training Commissioner.

In providing training, the National Training Commissioner must first consider how many Leader Trainers and Assistant Leader Trainers he/she needs to implement the pattern of Unit Leader Training within his/her Association. This needs to take into account anticipated expansion or retirements of existing trainers (as in the Life Cycle of Adults in Scouting).

The frequency of the provision of training opportunities will depend on the number of these potential participants. Experience suggests that those courses with fewer than 12 or with more than 40 participants are unlikely to be successful and that an optimum number is between 24-36. The size of the course has a major effect on the methodology and the achievement of the learning objectives.

It may be possible for two or more Associations or one or more countries to cooperate to provide training for trainers, jointly, particularly if they have small numbers or have little experience and expertise. Although there are advantages in such arrangements, e.g. sharing experience, better use of resources, etc it should be borne in mind that such co-operation may not be successful unless:

- ◆ The policies of the Association concerned, particularly in regard to adult training are similar,
- ◆ The pattern of Unit Leader Training of the Associations concerned are similar,
- ◆ There is a common language understood by all the participants,
- ◆ Trainers of the Associations involved are included in the staff and involved in the preparation of the course.

The length of the training experience will be determined by many factors (e.g. availability of staff, participants, resources, venue etc). Experience would suggest that, even in the most favourable circumstances, an equivalent training time of less than five days is unlikely to satisfy either the outcomes of the training or the needs of the participants. The time that people are able to work together has a great effect on the amount and quality of their learning. On the other hand, it is wrong to assume that the longer the training, the better the training.

Something between five and seven days for any course seems to be most effective, but the final choice depends very much on the structure of the whole training and on what proportion of the total is made up of a course and whether other forms of training opportunity are provided.

Training need not be continuous, and it could extend over a series of weekends or evenings at varying intervals and be conducted in modules.

The Staff

Staffing will depend on the structure of the training opportunities provided, the number of participants and the Course Director, who is normally the National Training Commissioner or his deputy.

It is expected that he/she will already have attended training for Leader Trainers and that he/she will be able to include on his/her staff several Leader Trainers who have also attended such training.

It is recommended that the course use Tutor Groups or facilitators. The Course Director will need one tutor per group, who should be experienced Leader Trainers depending on the stage of training being undertaken. Each tutor will be responsible for a group of between 6 and 8 participants.

We can also invite someone who is not a member of the Movement to join the staff, if they have specialised expertise or can contribute an objective viewpoint from their experience e.g. in management, leadership, etc.

Above all, the Course Director should recruit staff who is not only experienced and qualified, but who can also work together, as a team.

904 GUIDELINES FOR LEADER OF ADULTS TRAINING

904.1 REQUIREMENTS

New Leaders of Adults (e.g. Commissioners , Group Leaders and other Adults in Scouting) who have **not completed** the Unit Leader Wood Badge Training will need to complete the topics from the Basic Level Unit Training **before commencing** the Leader of Adults Advanced Training.

Leader of Adults who have completed Unit Leader Training may complete Advanced level Leader of Adults Wood Badge Training. Leader of Adults may be presented with a second Wood Badge Parchment on completion of the training (but not a second set of the Wood Beads).

Unit Leaders: Basic Level Training
plus
Advanced Level Training
Gives a Unit Leader a **Wood Badge**

Leaders of Adults Basic (Unit) Level Training
Plus
Advanced Level Training
Gives a Leader of Adults a Wood Bdage (or a second Wood Badge)

a) CONTENT OF TRAINING FOR LEADERS OF ADULTS (ADVANCED LEVEL)

There are 4 modules as follows :

Module 1 : Scouting Knowledge

Module 2 : Leadership and Organisational management

Module 3 : Learning

Module 4 : Scouting and the Organisational Environment

904.2 CONTENT OF TRAINING AND TOPICS

The table below indicates the core topics of each module and the relevant topics to be covered for the training as well as the time allocated for the delivery of the sessions.

MODULES	CORE TOPICS	ELEMENTS OF TOPICS
1. SCOUTING KNOWLEDGE	1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING	Mission of Scouting Essential Characteristics of Scouting Purpose of Scouting: 5 Growth Areas Social Physical Intellectual Emotional Spiritual Overview of the Scout Method (60 MIN)
	1.2 RELEVANT POLICIES	World Programme Policy Youth Involvement Policy Safe from Harm Policy National policies (120 MIN)
	1.3 LIFE CYCLE OF ADULTS IN SCOUTING	AIS STRATEGY OVERVIEW OF WARP PHASE 1: Acquisition of Manpower PHASE 2: Training & Support PHASE 3: Decision for the Future (120 MIN)
	1.4 UNIT LEADER TRAINING & YOUTH PROGRAMME	Overview of Unit leader training scheme Overview of youth programme scheme Relationship between Adult Training & Youth programme (90 MIN)
2. LEADERSHIP & ORGANISATIONAL MANAGEMENT	2.1 HUMAN RELATIONS	Improving Effective Communication: Listening & feedback skills (90 MIN) Conflict management skills (90 MIN) Counselling skill (90 MIN) PR skills (90 MIN) (450 MIN)

	2.2 MANAGERIAL SKILLS	Project Planning, Organising skills, Implementing, Monitoring & evaluating skill (150 MIN) Problem solving & Decision making skills (90 MIN) Managing meeting (60 MIN) Performance appraisal skill (90 MIN) Budget & Finance (90 mins) (480 MIN)
	2.3 LEADERSHIP ISSUES	Situational leadership model (90 MIN) Concept of Empowerment (90 MIN) Motivation theories & strategies (90 MIN) Emotional Intelligence (60 MIN) (330 MIN)
	2.4 ORGANISATION	Managing change (120 MIN) Concept of Systems Thinking & Learning Organisation (120 MIN) (240 MIN)
3. LEARNING	3.1 ADULT LEARNING	Adult learning principles (60 MIN) Experiential learning model (30 MIN) Double-Loop Learning (30 MIN) (120 MIN)
	3.2 INDIVIDUAL LEARNING STYLES	Individual Learning Styles (120 MIN)
	3.3 LEARNING OPPORTUNITIES	Learning Opportunities (30 MIN)
4. SCOUTING & THE ORGANISATIONAL ENVIRONMENT	4.1 NEEDS OF SOCIETY & SCOUTING ROLE IN SOCIETY	Needs of society & Scouting Role in Society (60 MIN)
	4.2 GENDER ISSUES	Gender Issues (60 MIN)
	4.3 ORGANISATION CULTURE	Organisation culture (60 MIN)
	4.4 MANAGING CULTURAL DIVERSITY	Managing cultural diversity (60 MIN) (240 min)
	TOTAL DURATION	2400 MIN (40 HOURS)

904.3 SESSION GUIDES

The session guides for each subject are shown below. As the name implies, it provides guidelines on the delivery of the session. Trainers are at liberty to modify the guides to suit their local conditions.

MODULE 1 SCOUTING KNOWLEDGE

TOPIC: 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (60 MIN)

OBJECTIVES: Describe the essential characteristics of Scouting.
Examine the Mission of Scouting.
Explore and explain the relevance of the Scout Method.

METHODOLOGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Essential Characteristics of Scouting	<p>Explain & Discuss</p> <ul style="list-style-type: none"> • What is Scouting? – It's aim • Purpose – 5 areas of development • Social • Physical • Intellectual • Emotional • Spiritual <p>Explain the Fundamentals of Scouting:</p> <ul style="list-style-type: none"> • The principle of "Duty to God" • The principle of "Duty to others" • The principle of "Duty to self" <p>Describe and explain the 7 elements of Scout Method:</p> <ul style="list-style-type: none"> • Promise and Law • Learning by doing • Small group operation • Progressive scheme • Adult-youth relationship • Symbolic framework • Life in nature 	The Essential Characteristics of Scouting: WOSM (1998)	40 min
Mission of Scouting	<p>Briefly, examine the Mission of Scouting:</p> <ul style="list-style-type: none"> • How it is achieved? 	Achieving the Mission of Scouting: WOSM (2000)	20 min

TOPIC: 1.2 RELEVANT POLICIES (120 MIN)

OBJECTIVES: Describe the Award schemes of each age section
 Explain the importance of Youth Involvement.
 Explain how to protect Young People from abuses & social ills.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Sectional Youth Programme Policy	Overview of the National Youth programme for the each age section Award schemes & requirements		30 min
Youth Involvement (YI) policy	Explain <ul style="list-style-type: none"> • What is YI? • Why involve Youth in decision-making? 	Tool Box 001- World Programme Policy: WOSM (2005) Youth Involvement Reference Guide: WOSM (2003) www.scout.org Resolution: 6/02 adopted at the 36 th World Scout Conference on YI in decision-making	30 min
Child protection: Keeping Scouts Safe from Harm Policy	Describe & explain The policy on "Keeping Scouts Safe from Harm"	35 th World Scout Conference policy document on "Keeping Scouts Safe from Harm" Convention on the Rights of the Child: UN (1989)	30 min
Relevant National Policies	Update on any relevant national policies		30 min

TOPIC: 1.3 LIFE CYCLE OF ADULT IN SCOUTING (120 MIN)

OBJECTIVES: Explain the principles of the Adult in Scouting.
 Explain the concept of WARP.
 Describe the 3 phases of WARP.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
The World Adult Resources Policy (WARP)	Describe & Explain <ul style="list-style-type: none"> • The historical development of 	Adult Resources Handbook- Section 100: WOSM (2005)	60 min

	<p>WARP, when in 1988, the World Scout Conference in Melbourne, identified poor leadership as one of the key issues.</p> <ul style="list-style-type: none"> • This led to the development of the WARP and its adoption in 1993 at the world conference in Bangkok conference. (Refer to section 103 of handbook) • The concepts of the WARP: A systematic approach for managing leaders, where appointments are made based on needs and there is mutual discussions on what, why and how the job is to be done within the specified period. <p>(Refer to section 106 of handbook).</p>		
Life Cycle of Adults in Scouting (AIS)	<p>Explain Life cycle of AIS (Refer to section 109 of handbook)</p> <p>The components of the WARP (Refer to section 204) and structures (Refer to section 302)</p>	Adult Resources Handbook- Section 100, 200 & 300: WOSM (2005)	60 min

TOPIC: 1.4 ADULT LEADER TRAINING & YOUTH PROGRAMME (90 MIN)

OBJECTIVES: Explain the components & requirements of the various stages of leader training.
Identify the relationships between training and Youth programme.

METHODOLOGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Introduction	<p>Show an egg and picture of chicken and asks what comes first. Seek reaction from group.</p> <p>Present two cards with "Training Program' and "Youth Programme". Ask what comes first. Seek reactions and then ask all to write an answer down.</p>		5 min
Youth Programme Scheme	<p>Hold up card "Youth programme" and ask what this is?</p> <p>Commence with entire group to list responses on chart.</p> <p>Group work After starting this exercise, break into smaller groups to record responses to the following:</p>	<p>Tool Box 002- Renewed Approach to Programme: WOSM (2005)</p> <p>Youth Programme: A Guide to Programme Development: WOSM (1997)</p>	30 min

	<ul style="list-style-type: none"> • features of their youth programs written so a leader from another country to understand eg cubs to scouts to senior scouts • aspects common these different sections • overall definition of the youth programme. <p>Advise that there is a systematic approach to be taken when devising training programmes. Explain the approach.</p> <p>Summarise the Youth Programme as the totality of what young people do in Scouting (the activities) how it is done (the scout method) and the reason why it is done (the purpose).</p>	<p>The Essential Characteristics of Scouting:WOSM (1998)</p> <p>World Adult Resources Handbook- section 507 : WOSM (2005)</p>	
Leader Training Scheme	<p>Provide an overview of the Unit leader training course</p> <p>Describe</p> <ul style="list-style-type: none"> • Stages of a unit leader training, Trainers & Leaders of Adults training scheme • Purposes, aims & requirements 	<p>National training manual</p> <p>Section 902, 903 & 904 of the Adult Resources Handbook : WOSM (2005)</p>	25 min
Relationship/Interface between Youth Programme with the Adult Leader Training Scheme	<p>Group work</p> <p>Break into groups again and list three main responsibilities for Youth Programme and then Adult Training.</p> <p>In reporting back, the trainer should build the Program and Training diagram on the board where the areas of responsibility of Youth Programme; Unit Leader (Adult) Training Scheme and overlaps are outlined.</p> <p>Elicit from the group that the Youth Programme is the starting point. Whatever is needed for implementing a programme will drive the training needs of leaders.</p> <p>It is important that close links occur between those in training and youth program development. Brainstorm effective ways this can occur.</p>	<p>World Adult Resources Handbook- section 304 : WOSM (2005)</p>	20 min
Summary	<p>Summarise using displays on wall that have been built during session:</p> <p>The Youth Programme Scheme, the Unit Leader (Adult) Training Scheme and the relationship between these.</p>		10 min

MODULE 2 LEADERSHIP & ORGANISATIONAL DEVELOPMENT

TOPIC: 2.1 HUMAN RELATIONS (450 MIN)

OBJECTIVES: Identify ways of improving communication
 Explain the methods of resolving conflicts
 Explain the purpose of counselling
 Explain the importance of PR in Scouting

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Improving Effective Communication (90 Min) <i>NB. This has been covered in the Basic course, but is covered again, in depth. Emphasis is placed on communication between leaders (In Basic course, communication is between leader & Young people)</i>	Explain <ul style="list-style-type: none"> The Basic Communication Model Discuss the communication channels frequently used as a Scout Leader and in professional work and list the advantages & disadvantages of the various communication channels 	Adult Resources Handbook- Section 802: WOSM (2005)	45 min
	In groups, <ul style="list-style-type: none"> Discuss the barriers to effective communication. and how to overcome them. (Refer to section 802.2 & 802.4)		45 min
Listening & Feedback Skills (90 Min) <i>NB. This has been covered in Basic course, but is covered again, in depth. Emphasis is placed on communication between leaders. (In Basic course, communication is between leader & Young people)</i>	In groups, <ul style="list-style-type: none"> Identify the behaviour required for active listening. (Refer to section 802.5) In pairs, do a role play of giving feedback of your unhappiness with the person's behaviour, such not responding to emails, late attendance, etc 	Adult Resources Handbook- Section 802: WOSM (2005)	60 min
	Discuss how to give feedback, effectively. (Refer to section 802.6)		30 min
Conflict Resolution Skills (90 Min)	Explain <ul style="list-style-type: none"> The constructive outcomes of conflict (refer to section 817.1 & 817.2) The conflict resolution process, the strategies and steps to resolve conflict effectively 	Adult Resources Handbook- Section 817: WOSM (2005)	45 min

	<p>(Refer to section 817.3 to 817.8)</p> <p>In groups,</p> <ul style="list-style-type: none"> • How to become culturally sensitive to others from different cultural background when resolving conflict • Share in plenary 	Adult Resources Handbook- Section 802: WOSM (2005)	45 min
Counselling Skills (90 Min)	<p>Explain</p> <ul style="list-style-type: none"> • The purpose of counselling • The principles of counselling 	Adult Resources Handbook- Section 820: WOSM (2005)	30 min
	<p>Do a role-play of the counselling process. Identify a human-related issue or problem and have two trainers play out the role to demonstrate the counselling process.</p>		15 min
	<p>Ask participants to observe and identify the effective and ineffective behaviour.</p>		15 min
	<p>Next, get two participants to act the role and get feedback from others.</p>		15 min
	<p>Discuss the problems associated with counselling especially when dealing with people from different cultures.</p>		15 min
Public Relations Skills (90 Min)	<p>Discuss what is Public Relations?</p>	Adult Resources Handbook- Section 821: WOSM (2005)	15 min
	<p>In small groups,</p> <p>Develop a statement that states what Public relations is.</p>		
	<p>Explain the elements that make up Public Relations:</p> <ul style="list-style-type: none"> Counselling Research Media Relations Publicity Employee/Member Relations Community Relations Public Affairs Government Affairs Issue Management Financial Relations Industry Relations Development/Fund Raising Minority Relations/Multicultural affairs Special Events and Public participation Marketing communication 		15 min
	<p>Group work</p> <p>In small groups, discuss if all above relate to Scouting. List any that do not belong and report back to the Plenary as to why they do not belong.</p>		30 min

	<p><i>(All should be seen to relate either to the volunteers or professional staff)</i></p> <p>Explain the importance of PR from a management and societal perspectives.</p> <p>It benefits management in the following ways:</p> <ul style="list-style-type: none">-The publicity and promotional aspect proves the way for the sale of products or services, so much so that some companies have placed sales quotas on their product publicity people- Public Relations provides an early warning system by avoiding disruption, which may occur when a single surprise issue or unplanned-for social/political change arises.- Public Relations provides an organisation with new opportunities because the people involved in public relations interact with more internal and external audiences than anyone else in the organisation.- Public Relations helps to protect the present position when an organisation is under attack. For instance, Proctor and Gamble did not suffer declining sales, morale or stock values during the tampon debacle largely because of their expert public relations handling of the problem -- communicating the company's position.- Public Relations help to overcome executive isolation, something that can affect every organisation sooner or later. An inescapable assignment of every public relations practitioner is opening the eyes and ears of management to what's really happening "out there."- Public Relations help organisations manage change, something they must do to stay competitive and efficient. <p>It benefits society in the following ways:</p> <ul style="list-style-type: none">- Public Relations is a means for the public to have its desires and interests felt by institutions in our society. It speaks for the public to otherwise unresponsive organisations, as well as speaking for those organisations to the public. <p>- Public Relations helps achieve mutual</p>		<p>30 min</p>
--	---	--	---------------

	<p>adjustment between institutions and groups, establishing smoother relationships that benefit the public.</p> <ul style="list-style-type: none"> - Public Relations can be a safety valve for freedom. By providing the means to working out accommodations, it makes arbitrary action or coercion less likely. - Public Relations is an essential element in the communications system that enables individuals to be informed on many aspects of subjects that affect their lives. - Public Relations can help activate the organisation's social conscience. - Public Relations is a universal activity. Everyone practices principles of public relations in seeking acceptance, cooperation or affection from others. 		
--	--	--	--

TOPIC: 2.2 MANAGERIAL SKILLS (480 MIN)

OBJECTIVES: Describe the phases involved in undertaking a project.
 Develop a plan to demonstrate some aspects related to project management.
 Conduct effective meeting.
 Describe the performance appraisal process.

METHODOLGY: Plenary and group discussion.

Sub-Topic	Approach	Reference	Time
<p>Project Management: Planning , Organising, Implementing, Monitoring & Skills</p> <p>(150 Min)</p>	<p>Explain the major steps in the planning process:</p> <p>Strategic level</p> <ul style="list-style-type: none"> - Review the goals of the organisation - Analyse present situation and trends - Visualise the future - Set priorities in terms of clearly defined goals <p>Operation (Tactical level)</p> <ul style="list-style-type: none"> - Develop objectives - Co-ordinate objectives - Develop action steps - Identify required resources, in terms on manpower, logistics, finance, etc <p>Let's do a Scout project</p> <p>Introduce reference, '<i>Let's Do a Scout Plan</i>'. Indicate that the session relates to introducing how to undertake a Scout Project to benefit young people</p>	<p>Basic Planning Kit for National Scout Organisations : WOSM (1991)</p> <p>The Strategic Planning Kit : WOSM (2004)</p> <p>Let's Do A Scout Project: WOSM (2000)</p>	<p>20 min</p> <p>10 min</p>

	<p>1. Define the problem 2. Generate alternative solutions 3. Evaluate and select from alternatives 4. Implement and follow up on decision</p> <p>Group work:</p> <p>In groups, apply the above steps to solve the problem in the scenario below.</p> <p>Scenario</p> <p>A Troop was meeting in a village hall, which had recently been redecorated. Eighteen Scouts were present. During the meeting, the three Patrol Leaders, the Assistant Scout Leader and the Scout Leader went into a small room at the end of a passage to discuss a weekend camp, which was to be held shortly. They left the rest of the Scouts to practise skills for camp, which included working with plaster of Paris.</p> <p>Thirty minutes later, when the Scout Leader returned, he found that the camp practice has been abandoned. The younger Scouts were running about the hall, making a noise, while some of the older ones were sitting in groups chatting. . As the Scout Leader entered, there was a sudden silence. It was clear that a large tin of liquid plaster has been upset over the floor and wall, and two chairs. Despite an attempt to clear it up, the stains were likely to be permanent. The Scout Leader asked who had spilt the plaster. Nobody spoke. He/She asked again, but there was silence. He/She then said that this was not the way for Scouts to behave and if nobody owned up by the end of the meeting, the weekend camp would be cancelled. Five minutes before the end of the meeting, a boy of thirteen, a keen Scout, came and owned up. The Scout Leader thanked him and said the camp would not be cancelled. The boy, however, left the Troop and never returned...</p> <p>After the participants have studied the scenario, they analyse it what is the problem and what is the solution.</p> <p>A possible sequence for the analysis of the scenario might be as follows:</p> <ul style="list-style-type: none">•Test the case for acceptability:		<p>40 min</p>
--	--	--	---------------

	<p>-Are we clear about the sequence of events? -Is the outcome satisfactory – or might there have been a different outcome, e.g. if the leader had acted differently. -Is the case worth discussing; is this the kind of problem we have met – or might meet?</p> <p>-Do we think the case is relevant (if not, the case is best abandoned, and a new one studied; for this reason, the Trainer should, if possible, prepare several cases for each session.</p> <ul style="list-style-type: none">•Diagnose what went wrong: <p>-Did the leader make any mistakes? -Did he/she have the wrong attitude? -Did he/she lack skills (e.g. relationship skills)?</p> <ul style="list-style-type: none">• Consider the implications for the leader: <p>-What should he/she have done? -How should he/she have done it? -With Whom? When? Where?</p> <ul style="list-style-type: none">• Make conclusions: <p>-If the situation still calls for action, what should the leader do next? -With Whom? When? Where? -Can we draw any general conclusions about situations or events of this kind?</p> <p>Share outcome in plenary.</p> <p>Different decision levels</p> <p>We all recognize that some decisions are more important than others, whether in their immediate impact or long term significance. As a means of understanding the significance of a decision so that we can know how much time and resources to spend on it, three levels of decision have been identified:</p> <p>Strategic decisions are the highest level. These concern general direction, long term goals, philosophies and values. These decisions are the least structured and most imaginative; they are the most risky and of the most uncertain outcome, partly because they reach so far into the future and partly because they are of such importance.</p>		<p>30 min</p>
--	---	--	---------------

	<p>Tactical decisions support strategic decisions. They are of medium range, medium significance, with moderate consequences. For example: If your strategic decision were to become a scientist, a tactical decision would include what subjects to do at school.</p> <p>Operational decisions are every day, used to support tactical decisions. They are often made with little thought and are structured. Their impact is immediate, short term, short range, and usually low cost. The consequences of a poor operational decision will be minimal, although a <i>series</i> of bad or sloppy operational decisions can cause harm. Operational decisions can be pre-programmed, pre-made, or set out clearly in policy manuals.</p> <p>Summary</p> <p>It is important to structure and analyse any decision. Many decisions are made with too little information and too little thought and in an ad-hoc manner. Most people believe they consider all options of a decision before making it, but often people make a decision or form an opinion, early in the process.</p> <p>It is important to consider the evidence on both (or all) sides before one commits oneself.</p>		<p>10 min</p>
<p>Managing Meetings (60 Min)</p>	<p>Briefly discuss why meetings are important and what is required if they are to be effective</p> <p>Group work:</p> <p>In groups,</p> <ul style="list-style-type: none"> - Identify issues that support or could disrupt meetings. - Identify issues that must exist for a meeting to be effective and share these with other groups informally. - As a group, list at least three effective strategies for each of the issues generated above to ensure these can occur in meetings you are associated with. - Share views in plenary <p>Describe the "4 Ps" of conducting effective meetings.</p>		<p>5 min</p> <p>40 min</p> <p>15 min</p>

	<p>Purpose</p> <p>First, clearly specify the purpose and intention of the meeting.</p> <p>Participants</p> <p>Based on the purpose, invite the individuals with the appropriate degree of knowledge and experience. It is very important that we reach out to the right target audience</p> <p>Plan</p> <p>Involve key people during the planning stage. Who are these people? A common planning error is inviting too many people in the hope of obtaining inputs from as many people as possible The appropriate size depends on the purpose of the meeting. In general, the larger the group, the lower the percentage of participants involved in active discussion. Develop the agenda in advance and send out to participating members well in time. Choose a venue that is convenient to most of the participants in terms of costs and distance.</p> <p>Process</p> <p>The main emphasis is on getting the active participation of all through discussions. Preferably, the role of the chairman of the meeting could be rotated among the group members and simple ground rules governing group discussion established early in the process such as giving everyone the opportunity to air his or her views without fear of being criticised and discouraging premature evaluation of ideas</p> <p>(Refer to section 805.6 on managing group discussion)</p>	<p>Adult Resources Handbook- Section 805: WOSM (2005)</p>	
<p>Performance Appraisal (PA) Skill (90 Min)</p>	<p>Performance appraisals are a powerful way of developing staff and maximising their potential.</p> <p>Formal appraisals are just one part of an organisation's system of providing ongoing informal and formal feedback regarding leader performance. It is important this is done effectively.</p>	<p>Adult Resources Handbook- Section 604: WOSM (2005)</p>	<p>5 min</p>

	<p>What if, initially funds are not available to pay the account? Who signs bank cheques? What is the process for claiming petty cash? How often the money is banked. How the expenditure is monitored. How frequently does this occur? Etc.</p> <p>Component of budget</p> <p>Explain and discuss how to prepare a budget. Consider the following issues:</p> <p>Sources of income Estimated expenditure Justification for expenditure Contingency, etc</p> <p>Group work</p> <p>In groups, prepare a budget for an appropriate scout activity, for eg, a weekend camp.</p> <p>Share in plenary</p> <p>In summary, a statement of account showing income received and expenditure incurred must be prepared, together with all supporting documents within a reasonable period after the activity.</p>		<p>50 min</p> <p>10 min</p>
--	---	--	-----------------------------

TOPIC: 2.3 LEADERSHIP ISSUES (330 MIN)

OBJECTIVES: Describe the characteristics of effective leaders.
Explain the importance of empowerment.
Discuss the factors and develop motivational strategies.
Discuss issues related to emotional intelligence.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
<p>Situational Leadership Model (90 Min)</p>	<p>In groups,</p> <ul style="list-style-type: none"> Discuss and identify the qualities of a good leader as well the skills required to be effective. Share views in plenary <p>(Refer to section 702.1 to 702.5)</p> <p>Explain</p> <ul style="list-style-type: none"> The concept of the situational Leadership model 	<p>Adult Resources Handbook- Section 702: WOSM (2005)</p> <p>Adult Resources Handbook- Section 703: WOSM (2005)</p>	<p>50 min</p> <p>40 min</p>

	<ul style="list-style-type: none"> Discuss its applicability to managing leaders. <p>(Refer to section 703.1)</p>		
Concept of Empowerment (90 Min)	<p>Explain</p> <ul style="list-style-type: none"> Why organisations have evolved from the pyramid to the circle structure <p>(Refer to section 818.1)</p>	<p>Adult Resources Handbook- Section 818: WOSM (2005)</p>	20 min
	<ul style="list-style-type: none"> Complete the empowerment exercise in section 818.2 		30 min
	<ul style="list-style-type: none"> In group, discuss how to apply the concept of empowerment in Scouting, particularly in the training team <p>(Refer to section 818.3 & 818.4)</p>		40 min
Motivation Theories & Strategies (90 Min)	<p>Individual exercise:</p> <ul style="list-style-type: none"> Get participants to complete the motivation exercise in 15 minutes. <p>(Refer to section 705.9)</p> <ul style="list-style-type: none"> In plenary, ask each participant to share his or her top 3 factors, which motivate them most at work. Based on the responses, determine which 3 factors top the list among the participants. <p>Research has shown that the following factors are usually among the top list:</p> <ul style="list-style-type: none"> - Job itself - Personal development - Sense of achievement - Recognition <p>Herzberg's two factor theory</p> <p>Discuss the findings with Herzberg's motivational theory (refer to section 705.3)</p> <p>The theory reinforces the fact that the content of job has a significant motivating impact. Hence, the need to ensure that jobs are designed in ways that give meanings to the person doing the job.</p> <p>The Job Characteristic Model.</p> <p>(Refer to section 705.2)</p> <p>Explain the 5 core dimensions presented in the model that can be</p>	<p>Adult Resources Handbook- Section 705: WOSM (2005)</p>	30 min
			25 min
			25 min

	<p>used to design a job.</p> <ul style="list-style-type: none"> - In groups, discuss how to apply the model to motivate leaders at the local and national levels. - Share views in plenary <p>Summary</p> <p>The concept of job design is largely applicable in the phase 1 of WARP.</p> <p>The nature of the job or task (job content) given to the individual can be enlarged and enriched to give a sense of purpose and meaning, to motivate the individual to perform beyond expectation</p> <p>(Refer to section 705.2).</p>		10 min
Emotional Intelligence (EI) (60 Min)	<p>Explain what is EI? See the definitions presented in section 815.</p> <p>In groups,</p> <ul style="list-style-type: none"> • Discuss why EI is more important than IQ in life and share in plenary. • Next, discuss way of developing EI and guidelines on how to manage emotion at individual and group levels. Share views in plenary <p>(Refer to section 815)</p>	Adult Resources Handbook- Section 815: WOSM (2005)	10 min 30 min 20 min

TOPIC: 2.4 ORGANISATION (240 MIN)

OBJECTIVES: Identify the changes taking place and the strategies for minimising resistance to change.
Explain the concept of systems thinking.
Develop strategies for becoming a learning organisation.

METHODOLOGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Managing Change (120 min)	<p>Discuss the changes taking place recently in scouting. Generate a list.</p> <p>Discuss reasons for the changes. Indicate that many would consider that we are in continual state of change.</p> <p>It is important that leaders can manage significant change. This can be difficult particularly in organisations where there is a long and proud</p>		15 min

	<p>Share views in Plenary</p> <p>Discuss some of the systems tools, which can be used to diagnosis and analysis of a situation. (Refer to section 813)</p> <p>Concept of a Learning Organisation (Refer to section 814)</p> <p>Explain & discuss the definitions of LO and why it is important to be a LO.</p> <p>Elicits from group that a Learning Organisation is one in which people at all levels, individuals as well as teams, are continually increasing their capacity to produce better results.</p> <p>Group work</p> <p>Explain the characteristics of a learning organisation such as:</p> <ul style="list-style-type: none"> • Thrives on Challenge • Communicates success and failures • Encourage experimentation • Encourage creativity • Facilitates learning from others • Rewards learning <p>Distributes each of the above phrases to groups and identify how each is identified in scouting and if they could be further extended or developed in scouting.</p> <p>Share views in plenary</p> <p>Summary (Five disciplines)</p> <p>Discuss the five disciplines developed by Peter Senge on how to become a LO. These are:</p> <ul style="list-style-type: none"> • Team learning • Shared visions • Mental modes • Personal mastery • Systems thinking 		<p>10 min</p> <p>40 min</p> <p>10 min</p>
--	---	--	---

MODULE 3 LEARNING

TOPIC: 3.1 ADULT LEARNING PRINCIPLES (120 MIN)

OBJECTIVES: Describe and explain how adults learn.

METHODOLOGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Introduction	<p>Adult is a term that embraces a group of people who differ from each other in many ways, especially from the way they learn, which is somewhat different from children and why they learn.</p> <p>Adults bring different characteristics to a learning situation to those brought by children.</p>		5 min
Stages of Development	<p>Many writers have stated their understanding and views about roles, adult play and their stages of development.</p> <p>During their lifetime adults generally:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Become independent <input type="checkbox"/> Seek and maintain some form of livelihood <input type="checkbox"/> Select a mate <input type="checkbox"/> Learn to live with a mate <input type="checkbox"/> Become and function as a parent <input type="checkbox"/> Interact with community and society <input type="checkbox"/> Accept more responsibility as a citizen <input type="checkbox"/> Accept changes in relationships with parents and children <input type="checkbox"/> Prepare for retirement <input type="checkbox"/> Find satisfaction in old age <input type="checkbox"/> Prepare for death 		10 min
Stages of Development in the Learning Process	<p>Briefly, explain the 4 stages of development in the learning process</p> <p>Stage 1 Learners have a right-wrong orientation to situations</p> <p>Stage 2 Learners at this stage begin to break away from strict rules and beliefs</p> <p>Stage 3 Learners at Basic Level recognise that they have a variety of alternatives and can choose the one that best fits the situation.</p> <p>Stage 4 Learners are able to synthesise information and create additional categories to accommodate new information</p> <p>In any training session all stages of development can be evident amongst participants.</p>	Wilsey and Killion 1982	5 min

<p>Assumptions about Adult Learning</p>	<p>There are many theorists and researchers associated with adult learning. It may be useful to outline recent developments but all of them agree on these assumptions.</p> <p>Theories of adult learning include such assumptions as:</p> <ul style="list-style-type: none"> <input type="checkbox"/> As adults mature they become more self-directed <input type="checkbox"/> Adults have many experiences that can be used as learning resources <input type="checkbox"/> Adults learn for specific purposes <p>What are the implications of these assumptions?</p>		<p>5 min</p>
	<p>TASK 1</p> <p>In groups, complete adult learning in exercise (A) of section 704.10.</p> <p>Ask the groups to identify some principles and practices that could be applied to the adult learning process?</p> <p>List 5 that are important to you.</p> <p>In plenary, discuss finding: responses may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adults learn better by doing <input type="checkbox"/> Adults learn at their own pace <input type="checkbox"/> Adults learn better when time is allowed for review. <p>Some others might include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Adult education programs should have a climate of respect. <input type="checkbox"/> Adult education programs should help participants achieve self-direction. <input type="checkbox"/> Adult education programs should capitalise on participant's experiences. <input type="checkbox"/> Adult education programs should foster participation. <input type="checkbox"/> Adult education should foster learning for action. <p>Adult learning programs should foster problem posing and problem solving.</p>	<p>Adult Resources Handbook- Section 704: WOSM (2005)</p>	<p>15 min</p>
	<p>TASK 2</p> <p>Ask participants in groups to comment briefly on how adult learning activities might be devised to respond directly</p>	<p>Adult Resources Handbook- Section 704: WOSM (2005)</p>	<p>20 min</p>

<p>Learning Styles</p>	<p><i>learning.</i></p> <p>Learning: It is relatively a change in behaviour that have been influenced by particular motivational processes.</p> <p>Style: It is any pattern we see in a person way of accomplishing a particular type of task.</p> <p>Or: Any pattern developed, maintained or adapted by an individual to accommodate the accomplishment of a task or function.</p> <p>Task 1:</p> <p>Participants complete Learning Style Questionnaire in exercise (c) of section 704.10</p> <p>Refer to the score sheet and plot the score on the "X" and "Y" axis</p> <p>Share findings in plenary.</p>	<p>Handbook- Section 704: WOSM (2005)</p>	
<p>Learning styles summary & the experiential learning model</p>	<p>Review the various learning styles identified. (Refer to section 704.9)</p> <p>The activist tries something new.</p> <p>The reflector reviews the experience.</p> <p>The theorist accepts or rejects and integrates what has been learned from the experience.</p> <p>The pragmatist works out when and how to apply what has been learned.</p> <p>Compare this with the experiential learning cycle. (Refer to section 704.5)</p> <p>Learning seems to be the result of previous experience and the nature of that experience and that you learn best when you are personally involved.</p>	<p>Adult Resources Handbook- Section 704: WOSM (2005)</p>	<p>20 min</p>
	<p>TASK 2</p> <p>Unfortunately, we are not able to ensure that all learning situations will cater for our preferred learning style. It is therefore necessary to consciously work at ways to increase our learning outcomes when other styles are presented.</p> <p>Complete the following:</p> <p>Participants individually complete</p>	<p>Adult Resources Handbook- Section 704: WOSM (2005)</p>	<p>40 min</p>

	<p>exercise (d) in section 704.10. <i>How to improve your style</i></p> <p>Share views with two others in the group.</p>		
--	--	--	--

TOPIC: 3.3 LEARNING OPPORTUNITIES (30 MIN)

OBJECTIVES: Identify the learning opportunities for personal growth and development.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Identify Learning Opportunities	<p>Discuss</p> <ul style="list-style-type: none"> The opportunities available for personal development Use the table in 503.5 to identify training needs. <p>(This can be done individually and share in plenary)</p>	Adult Resources Handbook- Section 503: WOSM (2005)	30 min

MODULE 4 SCOUTING & ORGANISATIONAL ENVIRONMENT

TOPIC: 4.1 NEEDS OF SOCIETY & SCOUTING ROLE (60 MIN)

OBJECTIVES: Consider issues of importance within a society.
 Describe how scouting is addressing these.
 Develop plan to outline possible areas that could be developed further in respond to an unmet need.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
Introduction	Discuss and elicits from group why Scouting has an important role to play in the community.		10 min
Identify issues of importance	<p>Group work</p> <p>Identify significant issues/trends affecting the community- in the local area, nationally and internationally</p> <p>List issues/trends in plenary</p>	Trends in the World Today, :WOSM (1997)	20 min
Scouting's Response	Working in pairs, each pair selects an issue, listed earlier and then resolve what scouting is doing about this and		30 min

	<p>what further action they could do.</p> <p>Each pair to display their results as a Poster</p> <p>In plenary, discuss the poster and assess how to make Scouting relevant so that it can better respond to the needs of society</p>		
--	--	--	--

TOPIC: 4.2 GENDER ISSUES (60 MIN)

OBJECTIVES: Consider gender inclusive issues and its impact on training
 Describe sources that influence gender stereotyping
 Consider how to make gender inclusive practices for training activities

METHODOLOGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
<p>Introduction- What is Gender and gender inclusive training</p>	<p>Elicits from group that:</p> <ul style="list-style-type: none"> • Gender is the view that society builds about what is masculine and what is feminine. It is different from distinctions based on sex (ie, whether a person is biologically male or female). <p>Gender inclusive training assumes:</p> <ul style="list-style-type: none"> • All people, male and female, have a right to the recognition of their particular learning needs • Trainers are active and influential in shaping ideas about gender and acceptable gender relations in the working environment • Training can play an important role in improving training skills in relation to gender issues • Gender issues can occur in same sex as well as mixed training groups. <p>This session encourages participants to:</p> <ul style="list-style-type: none"> • Reflect on their own values and to explore how these relate to their training practice • Use a range of learning experiences rather than expecting people to conform to a stereotyped gender model • Use judgement which is not based on personal opinions or prejudices, 	<p>35th World Scout Conference Document on Boys & Girls, Women & Men Policy.</p>	<p>10 min</p>

	<p>but which can be justified by reference to a body of knowledge, information and training skills.</p> <p>Gender inclusive training does not attempt to tell trainers what they should believe.</p>		
<p>Forces shaping our Ideas about Gender</p>	<p>The powerful forces of language and the media help shaped our ideas about masculinity and femininity.</p> <p>Group work</p> <p>Provide each group with article from newspaper- one about sportsman, television celebrity, politician.</p> <p>In groups, they respond to the following questions:</p> <p>Are there any differences in the way men and women are described? If so, what are they?</p> <p>How do articles such as these shape social views about gender? Share outcomes.</p> <p>In addition, discuss the perceived "woman's role" and men role in society</p> <p>Recognise that different cultures may have very different beliefs about what is masculine and what is feminine. These may be strongly influenced by religious beliefs</p>		40 min
<p>Summary</p>	<p>Summarises session. Elicit from group why gender inclusive training is important. Some reasons could be as follows:</p> <ul style="list-style-type: none"> -Affect choices about positions within Scouting -Prevent gender stereotyping -provide equal opportunities for all gender at all levels 		10 min

TOPIC: 4.3 ORGANISATION CULTURE (60 MIN)

OBJECTIVES: Define what is organisation culture and how it is created.
 Explain the importance of culture in organisation.
 Identify Scouting's culture.

METHODOLOGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
<p>What is Organizational Culture?</p>	<p>Briefly discuss What is organizational culture?</p> <p>It can be defined as "the system of shared meaning held by members that distinguishes it from other organisations" It is made up of member's views attitudes and beliefs'. For example, you often hear people say: I don't know what it is but I know it when I see it.</p>	<p>Argos: To Explore The "Culture" Of An Association: WOSM (2000)</p>	<p>10 min</p>
<p>Creating a Culture</p>	<p>Explain that when an organisation is created, it becomes its own world and its culture becomes the foundation on which the organisation will exist in the world. Therefore, an important source of an organisation's culture is its founders.</p> <p>Seeks from group how BP achieved this. Some examples are:</p> <p>BP worked with people who think similarly and shared his views and passions</p> <p>He socialized new people through Promise and law and thirdly he and new leaders acted as role models.</p> <p>Reinforce that People's actions in organisations are not always 'their own', but are largely influenced by the socialisation (the training received) processes of the specific culture to which they belong.</p>		<p>10 min</p>
<p>How does the culture continue or being reinforced?</p>	<p>Explain the three important areas that ensure the culture continues. These are:</p> <ul style="list-style-type: none"> • Selection process for members by recruiting people who share the same values and belief systems • Actions of leaders and manager by conforming consistently with the established norms and practices • Socialization methods (process that adapts members to the organisation's culture.) 		<p>10 min</p>
<p>Elements of Scouting's Culture</p>	<p>Group work</p> <p>In groups, identify what makes Scouting unique. For examples, its values, symbols, slogans, heroes, rites, and rituals etc</p> <p>Share views in plenary</p>	<p>The Essential Characteristics of Scouting: WOSM (1998)</p>	<p>30 min</p>

TOPIC: 4.4 MANAGING CULTURAL DIVERSITY (60 MIN)

OBJECTIVES: Develop perspective of individual and cultural differences.
 Identify the factors affecting cultural diversity.
 Develop ways of dealing with people from different cultures.

METHODOLGY: Plenary and group discussion

Sub-Topic	Approach	Reference	Time
<p>Introduction</p>	<p>Explain that:</p> <p>The ability to interact and communicate across cultures is an important interpersonal skill that must be applied in Scouting.</p> <p>Culture refers to the total way of life of a particular group of people. It includes everything that a group of people thinks, feels, says, does and makes.</p> <p>Culture is the lens through which we see the world. The lens filters our perceptions of other cultures. Filters can be:</p> <p>Selective –because there are many stimuli in the environment, we only see, hear and feel those things that we choose to. We select those things that are important to us.</p> <p>Learned – we are not born seeing the world in one way. Our upbringing and experience teaches us to perceive the world in certain ways.</p> <ul style="list-style-type: none"> • Culturally determined – we learn to see the world in a certain way based on our cultural background • Consistent – once we see something in a particular way we continue to see it in that way. • Inaccurate – we often “see” things that do not exist/ignore things that do. 		<p>10 min</p>
<p>Factor affecting cultural diversity</p>	<p>Explain some of the factors that make us different, culturally. Some are as follows:</p> <p>Interest, values, etc</p> <p>Our interests, values and culture act as filters and lead us to distort, block and even create what we choose to see and hear.</p>		<p>10 min</p>

	<p>Perception</p> <p>We perceive what we expect to perceive. We perceive things according to what we have been trained to see, according to our cultural prescription</p> <p>Social status, education, age, etc</p> <p>However, just as there is great variation in behaviour between cultures, there is also great variation among the members of a culture, because of differences in age, education, social class etc.</p> <p>Family values</p> <p>Many of our attitudes towards different cultures have their origin in the emphasis placed upon certain values by our family.</p>		
<p>Cultural issues in communication</p>	<p>In groups,</p> <ul style="list-style-type: none"> • Discuss the problems associated with cultural diversity • How to become culturally sensitive to others from different cultural background <p>(Refer to section 802.7)</p>	<p>Adult Resources Handbook- Section 802: WOSM (2005)</p>	<p>40 min</p>