

KENYA SCOUTS ASSOCIATION

**PRELIMINARY COURSE TRAINING
MANUAL**

PRE – PTC SELF STUDY GUIDE

DEVELOPED JUNE 2012

PRE-PRELIMINARY TRAINING COURSE MANUAL

INTRODUCTION

In order to provide better scouting for more young people, it is imperative that more interested, self motivated and Scout- loving volunteers are recruited and trained to deliver the youth programme to young people.

The first stop for Adults coming into Scouting, as Scout Leaders is to understand what the movement is all about. This module aims at introducing the Scout Leaders to the movement by answering the question “What is Scouting?”

As the first edition, this module is meant to arouse interest and provoke reaction, so that future modules can be developed more in line with needs and circumstances. It provides important topics for self study for all those leaders who intend to pursue further training that will empower them to deliver the youth program better.

One of the main objectives of the module is to assist the trainees to initiate activities that will bring about a shift from emphasis on instruction to emphasize on providing trainees with learning opportunities and experiences i.e. making the educational process action oriented and therefore more experiential.. To this effect, there shall be questions on every topic to be answered by the trainees after going through this module to enable them to inculcate the values required for this level of training.

Finally, the trainees who successfully undertake the Pre-PTC training Level shall be expected to undertake the PTC proper. This will be a camp phase session of training that takes three days and answers the question “How is Scouting done?”

Thank you and welcome to Scouting.

Moses O. Danda
Kenya Scouts Association

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UNIT 1

FUNDAMENTAL PRINCIPLES OF SCOUTING

- 1.1 Definition of Scouting
- 1.2 Purpose and Aim of Scouting
- 1.3 3 pillars of Scouting
- 1.4 Scout Promise
- 1.5 Scout Law
- 1.6 Goal of Scouting
- 1.7 Scout Method

Objectives

By the end of the module the learner should be able to:-

- 1. Identify the fundamental principles of Scouting
- 2. Explain the fundamental principles of Scouting
- 3. Apply the Fundamental principles of Scouting in life
- 4. Demonstrate the acceptance of the fundamentals of Scouting

AIMS, FUNDAMENTAL PRINCIPLES AND METHOD

Fundamental Principles of Scouting.

1.1 What is Scouting?

Scouting is a voluntary, non-political, educational movement for young people open to all without distinction of origin, race or creed in accordance with purpose, principles and methods as conceived by the Founder.

1.2 What is the purpose of Scouting?

The Purpose of Scouting is to contribute to the development of young people in achieving their full physical, intellectual, social, spiritual, emotional and character potentials as individuals, as responsible citizens and as members of their local, national and international communities.

PRINCIPLES OF SCOUTING.

These are the fundamental laws and beliefs which must be observed when achieving the purpose .

They are based on:

- (a) Duty to God
- (b) Duty to others

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- (c) Duty to oneself
- (d) Adherence to Promise and Law

Duty to God

This is adherence to spiritual principles, loyalty to religion that expresses them and accepting of duties resulting therefrom i.e working in church; doing what God wants us to do (God's purpose for mankind; respecting and protecting God's creation.

Duty to Others.

This is loyalty to one's country in harmony with the promotion of local, national and international peace, understanding and co-operation.

Participation in the development of society with recognition and respect for the dignity of ones fellowman and for the integrity of the earth, i.e. participation in nation building, being mindful of others well being, helping the needy notably the sick, old, disabled, refugees, challenged etc.

Duty to self.

This refers to the responsibility for the development of oneself – self-development; self respect, self esteem, self satisfaction. All these are summed up in the scout promise. Self-commitment on ones own willingness to service which he/she voluntary accepts to live upto.

Adherence to Promise and Law.

This is self-inspiration. The promise and law embodies the fundamentals of the movement. Law and Promise is vital in achieving the objective of the Scout programme.

1.3 Scout Law and Promise

1. A Scouts honour is to be trusted
2. A Scout is a good citizen who respects God, own Country, parents, employers, scouters and others.
3. A Scouts duty is to be useful and to help others.
4. A Scout is a friend to all and a kin to every other Scout no matter to what Country, Community or religion the other may belong.
5. A Scout is kind and has respect for others.
6. A Scout Learns about nature and is concerned with its environment
7. A Scout obeys lawful orders of those in authority.
8. A Scout is cheerful and brave under all difficulties
9. A Scout makes good use of all things.
10. A Scout is clean in appearance, thought, word and deed.

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1.3.1 The Promise (For Mwamba and Chipukizi Sections)

“On my honour

I promise that I will do my best

To do my duty to God and to my Country,

To help other people at all times,

To obey the Scouts Law.”

The Promise (For Sungura Scout Section)

I promise to do my best

To do my duty to God and my Country,

To Obey the Law of the Sungura Scout Unit,

To help somebody everyday.

Essence of Scouting

The Scouting program is dynamic and adaptable to emerging challenges facing the youth. Scouting has concerned itself with the development of the young person to realize his/her full potentials in a multidimensional way. In recent times it has also included in its program such issues as poverty alleviation, emergency response conflict resolution drug demand reduction and HIV and Aids prevention since these are real emergent challenges that the young people are exposed to. Scouting uses the educational approach, which are related to the national educational goals. In a nutshell, what does a young person get from scouting? The answer to this has been explained in the acronym: FULLCASH.

F – FUN

U – USEFULNESS

L – LEARNING

L – LEADERSHIP

C – CHARACTER, CREATIVITY, CONTROL, CITIZENSHIP

A – ATTITUDE

S – SKILL

H – HABITS, HOBBIES, HAPPINESS

Objectives

The educational approach mainly aims to:

- Make each child aware of his/her potential, acquire self-confidence and develop assertiveness.
- Make each child able to recognize dangers and to ensure his/her safety.
- Make each child able to choose personal objectives starting from short-term decisions to long term projects.
- Help each child develop positive relationships with peers and with adults and acquire increasing readiness to take responsibilities in the community.
- Help each child to develop progressively a personal set of values.

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- Help each child to be progressively responsible for his/her personal development in the various growth areas: physical, intellectual, emotional, social and spiritual.
- Enable each child to understand how to deal with emerging issues like HIV/AIDS, drug abuse and poverty eradication.

Principles

- Each child builds his/her own range of strengths
- Key abilities are more easily acquired by a sequenced format/scheme of personal progression.
- Leaders work in a team to be able to assess the needs of each child, help them to set up personal objectives and evaluate their progress.
- Provide developing activities and assessing the results.

Process

Scouting has the commitment to support a process of personal progression for each child, in which there is a beginning – level of development at which a child enters the movement – and the end – point at which measurable benefit to the child must be established. The process will be developed through the following steps:

- Training the young people on specific knowledge and skill areas selected and tailored for their age and intellectual level needs
- Intensive and regular contacts with the young people.
- Recreational activities.
- Providing a healthy environment and intensive socialization through group life and outdoor activities (travels, camp, community service, etc)
- Following up through contacts with social services, families and tertiary institution, and continued counseling.

SCOUT METHOD

Definition of Scout method

This is a system of progressive self-education through the promise and Law, learning by doing, membership of small groups under adult guidance, progressive discovery and acceptance of responsibility and training towards self-government, the development of character and the acquisition of competence, self-reliance dependability and capacities both to co-operate and lead. Progressive and stimulating Programmes of varied activities based on the interests of the participants, including games, useful skills, and services to the community, taking place largely in an outdoors setting in contact with nature. It is the means through which the objectives, purpose and principles of the movement are achieved.

SEVEN (7) ELEMENTS OF THE SCOUT METHOD.

1. The Patrol System

The main result of applying the Scout method as a whole is that a special environment is created in the unit in the patrols. This special atmosphere is generated by working in small groups called patrols, usually of 8 members under leadership of an adult (Scout Leader). Patrol System facilitates interaction thus enhancing

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socialization. They learn to appreciate others. They develop the skills of common understanding. It provides an opportunity for each member to develop responsibility independence, co-operation, leadership skills and self-governance.

2. Learning by doing

This means that in the patrols and the Scout unit everything is done through activities, which emphasize discovery. It involves active learner centred education – learning by participation. A Scout is exposed to a succession of congenial activities and achievements largely in outdoor setting and opportunities for serving others. In dealing with young people, the scout leader must always bear in mind that they remember more of what they do than what they hear.

The activities selected must always be simple and tied to the young people's personal development objectives.

3. The Progressive Scheme

The Progressive Scheme is the growth pattern for all the members of the movement Squirrel from to Jasiri.

It is easy to forget, at times, that what is done in the troop is only a part of a young person's development. To get the most from Scouting, individuals should ideally do more through all four sections developing as they go.

This is a progressive and stimulating programme for the youth which allows the scouts to develop and progress in totality at their own pace within the section of scouting they are in. The programme must be stimulating through use of a balance of relevant varied activities based on the scout's interest. The activities are programmed in the badge system.

4. Promise and law.

It is important that Scouts clearly understand the meanings of the Promise and Law and are prepared to accept them because they cannot become members of the movement otherwise. Every activity undertaken by the Scout must be with the promise and Law at the back of their minds. This will make the Scouts to understand their meaning and make a commitment to live by them. The Scouts and Scouters on their own free will make a personal commitment to a given code of behavior and accept before a group of peers, the responsibility to be faithful to the given word and to observe ethical values.

5. Symbolic Framework.

Symbols represent and educate. The role of the symbolic framework is to encourage imagination and developing sensitivity; strengthen the sense of belonging to a community that is pulling in the same direction, give the leaders an attractive way to present scout values and help the young people to identify with them; give cohesion to activities and finally to encourage the achievement of personal objectives and make them important to the young people.

6. Life and Nature.

Nature is the Scouts laboratory. It is more than just trees, rivers and blue skies. Nature is three things in one. Nature is a club, a laboratory and a temple where a Scout can feel close to God and worship Him in their own ways. Contact with nature is intended to contribute to the development of the young person in all of the areas of development in a holistic way; provide an ideal setting in which the Scout method can be applied.

A Scout Leader should always strive to make sure that most, if not all, activities are programmed to take place in an outdoor setting.

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7. Relationship between Adults and Young people.

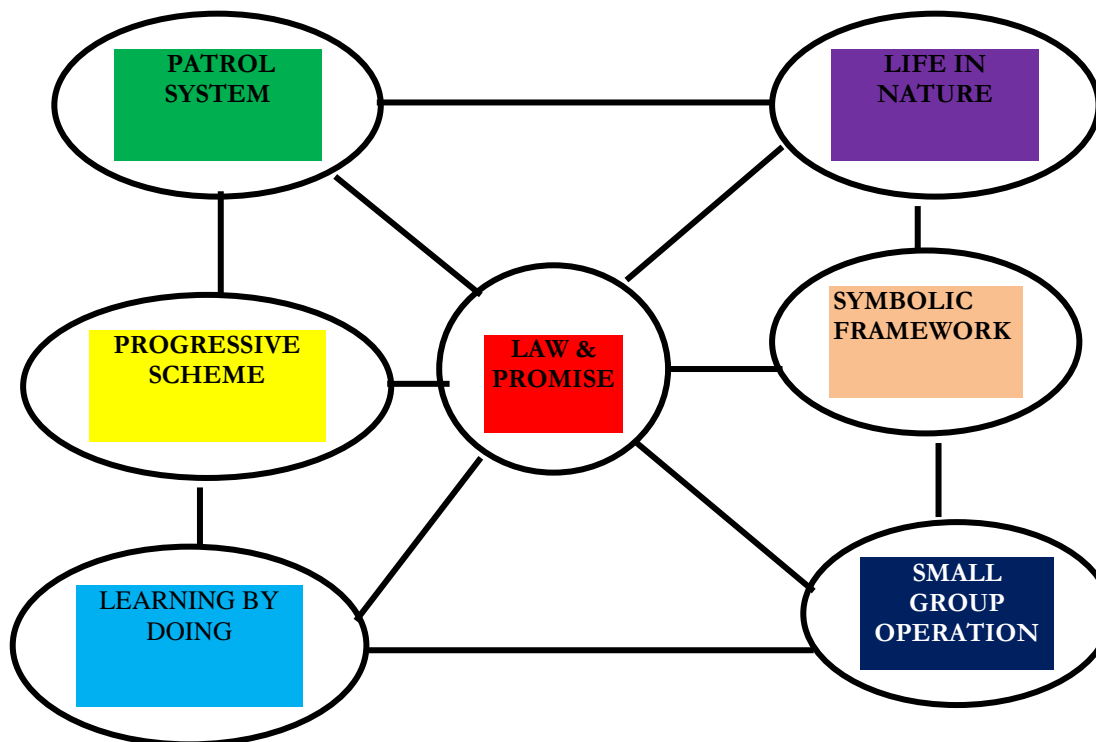
Adults offer invaluable support to the young people in the movement.

They provide financial, human and material support to the young people.

It is of paramount importance to know that the movement is for the young people and that the only point the adults come in is to support.

Logically, therefore, all Scout activities must have the guidance of an adult while the participants must be the young people.

The following diagram gives a clear picture of the seven elements and their relationship.



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UNIT 2:

HISTORY OF SCOUTING

- 2.1 A brief history of the founder
- 2.2 The Origin of Scouting in Kenya
- 2.3 The Status of Scouting Today

Objectives:

By the end of the module, the learner should be able to:

1. Trace the historical development of Scouting.

HISTORICAL DEVELOPMENT OF SCOUTING.

Key dates In the Development of Scouting.

- 1857: the birth of Robert Stephenson Smyth Powell (B.P)
- 1876: B-P passed brilliantly the army examination to become right away an officer without having to be trained at the Royal military College in Sandhurst.
- 1897: B-P promoted to command the 5th Dragon Guards.
- 1899: B-P returned to England from India bringing with him the manuscript of a little book, he had Written, called “Aids to Scouting.” The book described the training he had given to his soldiers Scouts in India.
- 1899: B-P sent to South Africa with orders to raise two regiments of mounted cavalry, as trouble was brewing between the British in South Africa and the Boers.
- 1899: With 9,000 men General Cronje of the Boers Army marched to Mafikeng (Meaning the place of stones in Baralong language). The siege of Mafikeng begun with B.P having only 1000 men to face 9,000 Boers. But being the resourceful man he was, he managed to save the town after Some seven months, ending 218 days of siege. Knowing that he needed all his men who were not injured (400 out of his 1000 were killed in the siege) he accepted the idea of training the boys who were in Mafikeng as Scout cadets so that they could carry out routine jobs and use the men to defend the town militarily. The idea is said to have come from one Lord Cecil who was among B.P’s commanders. The Mafikeng cadets with their leaders Warner Goodyear, made a wonderful contribution to the origins of Scouting. This was the first time a boy was made a Scout, a special corps of the army.

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1907: B-P returns to England.

1908: B-P started providing the concept of Scouting through his original book “Scouting for boys.” The attraction was immediate. Groups began to form all over the world. In the beginning, the movement grew almost faster than support could be provided.

Scouting in Kenya

BP first came to Kenya in 1906 for a holiday tour to get away from his busy schedules. Scouting first started in Kenya on November 24, 1910 with the formation of 1st Nairobi troop at what is now St. Johns church, Pumwani. The first African troop was formed at Alliance Boys High tertiary Institution in 1927, opening the door for many other units later on.

BP visited Kenya again in 1935 and later came to spend the winter here in 1937. In October 1938, suffering from ill-health, BP returned to Africa, which had been very close to his heart for much of his life, to live in Nyeri, Kenya. Even there, he found it difficult to curb his energy, and he continued to write and sketch. He called his little home in Nyeri “**PAXTU**”, that us “**PAX**”, the name of his home in England and “**TU**” is the distortion of two while referring to his second home in Kenya.

He lived until his death on January 8, 1941 at an elderly age of 83. he was buried in a simple grave at Nyeri in the compound of St. peters church within sight of Mt. Kenya. On his headstone are the words “**Robert Baden-Powell**” **Chief Scout of the World** surmounted by the Boy Scout and Girl Guide Emblems.

Lady Olave Baden-Powell, BP’s wife, had been a very enthusiastic supporter of BP’s work and she herself was World chief Guide. Following BP’s death, she continued with his work, promoting Scouting and Guiding around the world until her death in 1977.

Coincidentally, BP and his wife share the same birthday though different years Scouts call this day “**Founders Day**” while Guides refer, to it as “**Thinking Day**”. Scouts and Guides from all over the world, commemorate this day, February 22, as a gesture of honour to the founder, Lord Baden-Powell of Gilwell. The celebration is normally characterized by weeklong activities and is climaxed by prayers and laying of a wreath of flowers at BP’s graveyard in Nyeri, Kenya.

Origin of Scouting in Kenya

In the pre-independent Kenya, Scouting was a branch of the British Scout Association. However, in 1964 the Kenya Scouts Association (KSA) was instituted by an act of Parliament, thereafter referred to as The Kenya Scouts Act chapter 219. The Association aims at developing the youth at their formative ages so that they become responsible citizens through social, physical, intellectual and spiritual development.

KSA is a member of the World Organization of the Scout Movement (WOSM) that comprises all National Scouts Associations across the globe. The mission of the KSA is to promote the development of the Scouts Programme within the country as well as globally.

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Thus, KSA adheres to the fundamental principles of scouting i.e. voluntary membership open to all youth with no form of discrimination whatsoever. The goal is to mould youth by designing Programmes that interest young people and encourage them to realize their full potential. These Programmes are consequently tailor made to meet the ever-changing needs of the young people.

The Status of Scouting today.

Since it's beginning, Scouting has spread to over 216 countries and territories worldwide involving more than 28 million youths. This makes Scouting undoubtedly the largest and most popular youth organization in the world.

From the beginning, Scouting placed the holistic development of young persons at the core of its existence. Early Scouting programs revolved around.

- Instilling positive values such as belief in God and good citizenship
- Personal hygiene and general health
- Environmental protection.
- Avoidance of risky behaviour (i.e. campaign against smoking, drug abuse etc).
- Promotion of self-development
- Positive social attitudes i.e. thinking about others.
- Physical fitness and endurance

The fact that the number of scouts across the globe has continued to rise tremendously attests to this commitment. The 28 million Scouts found in 21st countries in the world continues to work closely with all development partners such as Girl Guides Associations, United Nations organizations e.g. UNFPA, UNDCP & UNICEF, UNAIDS among others.

At camps, expeditions, and in executing the Scout programme, the Scouts are expected to show high standards of achievement in traditional Scouting skills, discipline as well as emerging contemporary issues. The adults in Scouting, Scout Leaders and Rover Scouts are expected to guide the Scouts through the Scout programme. The goal is service, and participating in community development initiatives as well as activities that suit their interest. Details of programs and activities must always change with circumstances or need without eroding the essence of Scouting.

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UNIT 3:

KSA ORGANIZATIONAL STRUCTURE

Objectives

By the end of this unit the leader should be able to

1. Describe the organization Structure of WOSM
2. Define the organizational structure of the Kenya Scouts Association
3. Describe the role of the different levels of the structure

Introduction

Scouting has a world membership of over 28 million youths and adults. There are over 216 member countries and territories. The "World Organization of the Scout Movement" is the name of the organization within which the world conference, committee, Bureau and other elements of international scouting function. The World Organization of the Scout Movement is an international, non-governmental organization, composed of all its recognized national Scouts organizations. Its governing body is the world conference.

World Scout Conference

The conference is the "General Assembly" of Scouting, composed of all member scout organizations. One National Scout Organization is recognized per country, and has six votes. Where there is more than one Scout Association in a country, a federation is formed for world membership. Basics for an organization's recognition and membership include adherence to the purpose and principles of World Scouting, and operation as an independent, non-political and voluntary organization. The conference meets every three years. The conference was held in Kenya in 1973, and it was the 24th meeting.

The World Scout Committee

The World Scout committee is the executive of the World Scout conference. It consists of 12 members from 12 countries elected by the conference. Each member serves a six-year term, one third retiring each conference. The committee meets at any time.

The World Scout Bureau

The Bureau is the secretariat carrying out the instructions of the conference and committee. The head office is in Geneva, Switzerland.

The Bureau has five other regional offices. The offices are:

- Africa Region in Nairobi, Kenya (main office)
 - Operation centers – Dakar in Senegal
 - Cape Town in South Africa
- European Region Geneva, Switzerland

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- Brussels, Belgium

- Arab Region in Cairo, Egypt
- Asia- Pacific Region in Manila, Philippines
- Inter-American Region in Santiago, Chile
- Eurasia region in Yalta, Ukraine (main office)
-Moscow annex, Russia

The Bureau helps associations improve and broaden their scouting by conducting trainings, community development seminars and workshops, preparing publications and advising on organization, financing, communications etc, by visits and by correspondence. It also helps arrange such global events as World Jamborees, and acts as liaison between the World Organization of the Scout Movement and other international bodies.

Kenya Scouts Association

The Kenya Scouts Council runs the Kenya Scouts Association. The council meets annually, and the Chairman is the Chief Scout.

In the Annual General meeting of the Council, an Executive Committee is elected and it meets every two-month. The Executive Committee runs the affairs of the Association on behalf of the Council. The Chairman of the Executive Committee is the Chief Commissioner. The National Executive Committee has other sub-committees that work under it. Examples of the sub-committees are:

- Management Committee
- Programme Committee.
- Training Committee
- Finance Committee
- Resource Mobilization Committee
- Communication and Public Relations Committee
- Campsites Committee

The National Executive Commissioner is the secretary to the Kenya Scouts Council, the National Executive Committee and an ex-officio to all other sub-committees at the National level. An Executive/director of the above department at the Scouts Headquarters is the secretary to the sub committee.

From the National level, each province should have a provincial scout council, headed by an Assistant Chief commissioner- province, as the chairperson. He/she shall be a lay member/non uniformed and will represent the province in the National Executive committee. All Area Commissioners, Traveling Commissioners and Trainers in the Province form the Provincial Scouts Council. The provincial council may co-opt one lay member from each of the local Association in the Province and such other persons as they desire.

Kenya is divided into Areas, corresponding to administrative districts, each of which is headed by the Area Commissioner with one or more local Associations. The extent and boundaries of areas are settled by the Chief Commissioner and should, if possible, be confined to such limits that the Area Commissioner and the Assistants can have constant personal touch with all Local Association, groups, and Scouters within it.

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National Scout Council

This is the supreme policy making of the Association

It is composed of the chairman, vice chairperson; and the members of the Council,

The National Executive committee

This is the committee that meets, discusses and implements the decisions of the Council. It is also supposed to interpret the constitution and other related documents as well as formulate the policy for the Association, for Councils approval.

Normally it is composed of the Chief Commissioner, as the chairman, the Deputy Chief Commissioner, chairpersons of the sub-committees, Honorary Treasurer and other elected and nominated members.

Management Committee

This is the committee charged with executing the resolutions of the Executive Committee on its behalf and carry out any other business aimed at the development of scouting and also manages the secretariat and the finances.

National Secretariat

This is the National Headquarters, which is charged with the responsibility of offering the secretarial and co ordination of scouting nationally.

Ideally these structures should be replicated down the structure to the district and area levels.

The Leadership of the Association at the National level

The Patron

In most cases the patron is elected by the council and has to be a distinguished person. He is supposed to encourage and give all possible support for developing scouting in the country as well as appoint the chief scout.

The Chief Scout

In most cases the patron from amongst the Scouters who will have rendered outstanding and credible service to the movement and the nation does the appointment of the chief scout.

His/her main duty is to help in the development of scouting to the highest standards.

The Chief Commissioner

He is appointed or elected from Scouters of integrity and wide experience in scouting for a given period. His main duties include to supervise and direct generally and specifically the execution of all the directives and decisions of the council.

National Executive Commissioner

This is the professional who heads the National Secretariat /Headquarters' normally he/she is picked after a competitive recruitment process. His main role is to co

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ordinate the activities of the National Secretariat to help in developing scouting.

World Scouts Conference	→	Chairman
World Scout Committee	→	Chairman
World Scout Bureau	→	Secretary General
Region Office - Africa	→	Regional Director
National Scouts Council	→	Patron
	→	Chief Scout
National Executive Committee	→	Chief Commissioner
	→	Deputy Chief Commissioner
Sub Committees	→	Assistant Chief Commissioners
County Scouts Council	→	County Scout Commissioner
District Scouts Council	→	District Scout Commissioner
Unit committees	→	Scout leader
Court of Honour	→	Patrol leader
Patrol		Scouts

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UNIT 4:

PROGRESSIVE SCHEME:

Objectives:

By the end of this module, the learner should be able to:-
Differentiate between the training scheme and the standard scheme.

Standard Scheme

- Squirrel
- Sungura Scouts
- Chipukizi Scouts
- Mwamba Scouts
- Jasiri Scout.

4.1 Definition of the Progressive Scheme

It is a structure that defines the way in which the personal progress of each scout is evaluated. Traditionally badges are used to show achievement.

4.2 The Standard/progressive Scheme

It is the first part of the progressive scheme. It is a series of steps. One after the other like a ladder, which takes a scout through the sections common challenges. It provides kind of a standard in terms of essential knowledge, skills and attitudes for the scouts of a given section.

SECTION	EDUC LEVEL	SECTION COLOUR	MOTTO	PRE-INVESTITURE	STAGE I	STAGE II	STAGE III		HIGHEST BADGE
Squirrel	Pre-School	Sky blue	Be Ready		Pambazuko I	Pambazuko 2	Pambazuko 3		Bingwa
Sungura	Lower Primary	Yellow	Do Your Best		Nyota I	Nyota 2	Nyota 3		Link Badge
Chipukizi	Upper Primary	Green	Be prepared		Zizi	Shina	Tawi	Scout Chord	Chui Badge
Mwamba	Secondary	Maroon	Look Wide		Mwanzo	Mwangaza	Kilele	Bushman Thong	Samba Badge
Jasiri	College /out of School	Orange	Service					CCC	CSA

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4.3 The Proficiency Scheme

This part is made up of a series of tests on a number of particular subject areas, with no hierarchy or compulsion. It allows Scout to for deeper into a subject. A good proficiency challenge should be in three parts; theoretical knowledge, skills and action of service to others.

4.4 The Scouts Sections

(a) The First section

This section is often called Sungura/cubs section. It concerns boys and girls of 6 years to 11 years old .It constitutes the first link of the Scouting chain. It represents the First step of helping the young person learn about principles of scouting. In this section, cubs can undertake interesting activities and discover a lot of things.

(b) The Second section

This section is often called Chipukizi/Junior Scouts section. It concerns young boys and girls of 12 to 15 years old. Life in small groups (Patrol system) gives an opportunity for the young people to face many challenges, which contributes to their progression through experience.

(c) The third Section

This section is often called Mwamba or Senior/Venture Scouts section. It is meant for young people of 15 to 18 years old. It is an intermediary section between the second and the fourth sections to allow a real progression of young people. In this section, they need to exercise responsibilities and to affirm their personalities. This section programme must therefore provide assurance to young people. The progression is characterized by the acquisition of knowledge, skills and attitudes.

(d) The Fourth Section.

Throughout Kenya, this section is called the Jasiri (Rovers) section. The age bracket goes from 18 to 30 years. In the Rover Crew, the progression is mostly done through the proficiency side of the progressive scheme, in order to eliminate undue classification and unfair competition. A Rover is rover! It is only for those who have just joined scouting that there is a necessity of them to go through a short period of orientation. Here young people develop their own Programmes without limiting themselves to the scheme proposals. This is why the acquisition of proficiency badges has a particular meaning in this section. The motto of ROVER/ JASIRI is SERVICE!

Most of the programme has important service oriented activities. This will enhance their understanding of their society and help in their own integration into it.

Personal development Areas

Scouting takes all the dimensions of the human personality into account and therefore identifies six areas of personal development.

These six dimensions have been presented as separate areas in order to make them easier to analyze. However, they are in fact all interrelated and form a whole, the human personality. They are physical social, emotional, intellectual spiritual and character.

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In the Physical Area

The Patrol Leader will help each Scout to take responsibility for the healthy growth and functioning of the body.

In the intellectual area

Patrol Leader will help develop the capacity to think, innovate, plan, execute and evaluate. Each Scout will learn how to get and use information in an original and relevant way.

In the Emotional Area.

The Patrol Leader will help each Scout recognize his own feelings and learn to express them in a manner that will reach and maintain an inner state of freedom, equilibrium and maturity.

In the Spiritual Area.

The Patrol Leader will help each Scout discover the spiritual reality that gives sense to life and learn to reflect that reality in daily life.

In the Social Area.

The Patrol Leader will help each Scout develop a sense of interdependence with others and acquire a capacity to co-operate as well as to lead.

In the character Area.

The Patrol Leader will help young people to be dependable, cooperative, supportive, patient and tolerant. They learn to count on themselves but also to work with others with deep sense of solidarity.

UNIT LEADER TRAINING SCHEME

a) Training Scheme

- Introductory Training Scheme (For adults who have not been in Scouting but wish to become members in adulthood. Not necessarily unit Leaders)
- Pre-Preliminary Training Scheme (self – study)
- Preliminary Training Course (Camping)
- Advanced Woodbadge : Camp phase, Writing Phase and Practical Assessment Phase
-

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The Need for Leadership Training in Scouting.

Because of the popularity of Scouting and the ever increasing number of new scouts, there was need for training new leaders. A course in the fundamentals of Scoutmastership was organized for the original leaders. Using examples and symbols from his experience in Africa, B-P offered the first Woodbadge course in 1919 at a country side location called Gilwell Park located to the North of London.

Scout Leaders were taught the importance of keeping the programme youth centered and ideals oriented. Training has continued to grow in its detail and value, as is key to the success of all who serve in Scouting. Scouting's many symbols, colours, and materials vary around the world, but the ideals of duty to God, to own Country and to fellow man and to self can be found universally.

5.1 What is a Training Scheme?

This is a programme through which a Scout Leader develops as he continually and progressively updates his leadership skills while going through increasingly challenging training levels. For unit leaders the training scheme is referred to as Woodbadge. There are other training schemes for other categories of leaders such as the trainers.

5.2 Modes of Training a leader

Various modes can be used to train a leader depending on the availability of resources and time. The modes may include, but not be limited to the following: -

- Courses
- Personal support
- Modules
- Correspondence
- On the job training

5.3 Training levels

a) Basic Level

i. Introductory Training Level

This is the most basic level. It aims at answering the question “What is Scouting?.” It introduces the learner to Scouting and avails the learner the opportunity to join scouting if they desire to. The level takes between half a day and two days depending on the mode of the delivery. This level is important for those joining scouting in adulthood. It may not be necessary for those adults who experienced the Scouting as young people as such people already know what Scouting is and already have the basics. They can therefore begin their unit leader training journey at pre-PTC level.

ii. Preliminary Training Level.

This is the second level for those aspiring to be unit leaders. The level aims at answering the question “How is scouting conducted.” It targets those who have undertaken the Introductory Training Level especially if they had not experienced the scout Youth Programme, and those who had experienced the Youth Program and are above 25 years of age and wish to/or are running Scout units. The course content is covered in two modes. The first is through self study (by going

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through this manual) and getting tested, and the second part is accomplished through camping where the Scout craft is properly learnt. The camp phase takes three (3) days.

b) Advance Level

This is the most advanced level for a Unit Leader. It is divided into three sections each preparing the leader in a special way.

Woodbadge 1 is a theory paper, which should be undertaken under the auspices of the National Training Committee. Woodbadge 2 is the practical phase. It is normally residential and outdoor in setting. Ideally, it should take about seven days. The participants here learn to apply the skills and attitudes of running a troop.

Woodbadge 3 is the actual running of a Scout troop. Every trainee must be able to start up and run a scout troop for a period not less than three months. The second part is the assignment where a trainee is to do research on a selected programme area.

The participants who successfully finish the three phases of the Woodbadge Training are then awarded a set of 2 – beads necklace which is the highest award a unit leader can achieve.

Summary: Unit Leaders Training Scheme

NO.	COURSE	TRAINING INSIGNIA
1.	Introductory level	Certificate
2.	Preliminary Training (P.T.C)	Certificate & Gilwell Woggle
3.	Advanced Level	
4.	a) Phase I Theory	Certificate
	b) Phase II Camp	Certificate
	c) Phase III Application	Certificate
	e) Patchment	- Gilwell Scarf - Woodbadge beads

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	Specialized Courses (Supplement to all levels)	Certificate
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UNIT 5:

THE ROLE AND FUNCTIONS OF SCOUT LEADER

- 5.1 Role, functions and qualities of Scout Leader
- 5.2 Management skills of a Scout Leader

Objectives

By the end of the module, the learner should be able to:

- 1. Define the role and functions of a Scout leader.
- 2. Demonstrate how to manage a scout unit efficiently and effectively
- 3. State the qualities of a Unit Leader.

ROLES OF SCOUT/UNIT LEADER

- 1. Training of Scouts/Patrol leaders.
- 2. Registration of Scouts with the Scout headquarters and District/County Associations
- 3. Recruiting of the Scouts.
- 4. Planning/programming of Scout/court of honour.
- 5. Co-coordinating and overseeing the running of the day-to-day Scout activities.
- 6. Budgeting and purchasing of Scout equipment.
- 7. Initiating, supervising and monitoring projects i.e. income generating or community development projects
- 8. Mediator/public relations officer between the unit/school administration/scout headquarters/parents/local association
- 9. Testing and grading of Scouts.
- 10. Investing of qualified Scouts
- 11. Fundraising for the unit.
- 12. Evaluating the troop programme
- 13. Guiding and counseling of Scouts
- 14. Keeping of upto date records for the troop
- 15. Presides over democratic election of troop officials
- 16. Answerable to the sponsor and the scout authority
- 17. Guide young people to make informed choices

QUALITIES OF A UNIT LEADER.

- 1. Exemplary – an example to others
- 2. Brave and courageous, confident
- 3. Understanding, rational, friendly and sympathetic

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4. Knowledgeable and up to date
5. Custodian of the scout fundamentals principles
6. Tolerant/patient
7. Tactful – skilled in tackling issues
8. Good planner/visionary
9. Acceptable to the community
10. Flexible and consistent – able to change and adopt to new ideas
11. Impartial
12. Resourceful/creative
13. Good manager of finances and equipments

MANAGEMENT SKILLS OF A SCOUT LEADER

- Leadership
- Communication
- Fundraising
- Public relations
- Team building
- Counseling
- Scouting
- Record keeping
- Accounting (Budget & financial management)
- Monitoring & evaluation
- Planning and programming

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UNIT 6 SCOUT CEREMONIES

Types of Ceremonies

- Investiture
- Going up ceremony
- Flag ceremony
- Scouts own
- Guard of honour/ March passes
- Camp fires
- Flag raising
- Rallies
- National celebrations
- Installation of office bearers

All ceremonies should be planned and organized in advance and should have a specific purpose.

a) Investiture

One only becomes a scout after being invested as a scout. The scout should pass the pre-investiture test for the relevant section. A scout is also not allowed to put on the scout badges before investiture. Leaders who have been invested nor done PTC are not allowed investing the scouts.

It's a ceremony where the young Scout is admitted into the worldwide fraternity of the Scout Movement.

The necessary items for investiture are:

- Kenya emblem
- World badge
- National flag

Investiture Ceremony for Scout Leaders

- All the trainees who undertake the Introductory Training Level/ Pre-PTC Level must then be provided with an opportunity for an investiture ceremony.
- Before performing the investiture, the trainer should explain the Importance of the ceremony especially as a binding oath to the Scout principles.
- The trainer can invite qualified people to help him perform the ceremony on his behalf. The ceremony should be kept very short and simple.

The ceremony

- (Trainees stand in a circle)

- **Trainer: Alert!**

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- (The trainees stand at alert)
- **Trainer: at ease!**
- **Trainer:** Do you want to be a Scout Leader?
- **Trainee:** Yes
- **Trainer:** Why do you want to be a Scout Leader?
- **Trainee:** To contribute to the well – being of young people by volunteering my services to the movement.
- The Trainer shakes the left hand of the trainee saying, “I trust you do your best to keep this promise. You are now a scout leader” A Certificate of qualification is given.
- The above process is repeated for every single trainee
- The trainer then leads the trainees in reciting the Scout Promise.

b) Going up Ceremony

The Sungura Scout who has passed the Link badge graduates to the Chipukizi Scout unit section.

A Group Scout Leader or the Area Commissioner in the presence of the Sungura Scout Leader and the Chipukizi Scout Leader, their assistants and members of the Group Scout Council, will conduct this ceremony.

Procedure

The Scouts make two horseshoe formations, one composed of Sungura Scouts and one composed of Chipukizi Scouts facing each other with a line between them. The Sixer brings the Scout to be promoted to the middle of the two circles and explains to the patrol leader of the Chipukizi unit the position of the new Scout is welcomed by the Patrol Leader of the Chipukizi unit by left-hand shake and crosses the line, the Chipukizi Scouts will make yells and other signs of welcome and the Patrol Leader will lead him/her to his/her new patrol.

c) Camp fire

1. A campfire is an excellent test of the discipline of the troop. While the atmosphere should be friendly and informal, the boys/girls are expected to behave as Scouts and such things as ragging and talking during items should not be tolerated.
2. The atmosphere of a good campfire is naturally the right one for a good yarn by the Scout leader. The old pioneers, as they sat round their campfire swooped yarns and discussed the incidents of the day. It will often be possible to secure a visiting speaker to give a yarn.
 - Campfires are opportunities for introducing songs of some musical value; especially the old traditional folk songs should be sung, not yelled. Scouts instincts to yell at the top of their voices can be satisfied by giving them yells now and again. Any occasional tendency to vulgarity, in the

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words of songs or sketches must be firmly dealt with at once. Hymn tunes used, as the setting for comic words are also to be discouraged.

- Campfires are an integral part of scouting experience. Campfires involve a night of singing, story telling and play-acting around a fire.

At the end of a long day's work, Scouts gather around a fire to relax, share experiences and learn from older Scouts. Campfire is the climax of camping and a very memorable moment.

To have a successful campfire:

- The Scout Leader should use short items like songs, riddles, yells and tongue twisters during the process of facilitation in order to add variety to the learning. These will add fun and make sessions more interesting.
- The campfire should be prepared in advance
- The Scout Leader should inform all those involved of the role they will play or what they are expected to present/perform.
- The Scout Leader should encourage Scouts to come up with songs, yells, plays, poems, and stories etc.
- The campfire should last no longer than one to 1-1/2 hours.
- There should be a planned campfire programme. Activities should flow in a sequential manner.
- Activities should be short, clear and interesting.
- Activities should involve all members.
- Scouts are not allowed to perform plays/actions that involve fire or dangerous items.
- Scouts should be discouraged from abusive, shameful topics/items that do not depict Scouting.
- Building Campfire - Trainer to show by example.

Blanket or Campfire Jacket

Scouts are awarded various badges in this programme. Friends from other countries may give badges as a gift or souvenir. Scouts also attend Jamborees and are awarded meritorious or participatory badges. These badges can be mounted on a blanket for preservation as souvenirs.

Why a Campfire?

B-P's original idea of a campfire was simply a group of Scouts meeting together in a camp at the end of a busy day discussing their achievements during the day and making plans for the following day.

Whether it is song, acting or other activity, what is most important is not quality, it is not the enjoyment of those who hear it or see it. Rather the real virtue is the effort a Scout has made, the self-consciousness, which has been overcome, and the sense of achievement when they sit down to a rousing yell from the rest of the participants. A campfire is more than just a gathering of people around a fire. Rather than being just an isolated event, a campfire becomes an integral part of Scouting in helping boys and girls develop into the men and women we want them to become.

- It instills discipline of the troop
- It should be in a free and friendly atmosphere
- Provides enjoyment

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- Camp fires are opportunities for introducing songs of some musical value
- Helps in creativity e.g. new games, stunts, yells & songs
- Used to Passing messages
- Revising/reinforcing lessons learned
- For Relaxation
- For Motivation

2.2.4 The Fire

It is important to remember that the fire will serve as the focal point for your campfire and particular care must be paid to the planning and laying of the fire. The fire should be designed to provide warmth to the participants, but is equally important to ensure that the intensity of the heat will not develop to a point where participants are forced to vacate their spot on the log to retreat to a more safe distance.

2.2.5 The Campfire Chief

The campfire Chief is responsible for the campfire programme. It is important that the Scout Leader he is ready with a well-planned programme. S/he will normally arrange with others to be involved in leading various parts of the programme. S/he is involved in the opening and closing ceremony of the campfire. The campfire participants should always hold him in respect.

Anyone can be a campfire chief; all it takes is a bit of imagination, good planning and confidence.

2.2.6 The Setting

It is important to consider the location of a campfire circle. Try to make it a special spot, a way from the more lived-in areas of your camp. Make it a spot people will be drawn to.

If it is a spot, which you will use more often, then you will want to take the time to make it something very special.

Careful attention can be paid to comfortable seating and you may want to develop special seating arrangements for the campfire chief, special guests and, possibly other leaders.

2.2.7 Duration and Pace

Duration, pace, content and style are some of the considerations which you will have to attend to long before the first song is sung.

The duration of the program is largely determined by the nature and age of the participants.

The pace has often been described as a mirror image of the fire itself, rising quickly to a pick -out of bright activity and then gradually diminishing, as do the flames, becoming like a glow given off by the firewood.

An Example of a campfire ceremony

1. Opening
2. Welcoming song
3. Action song
4. Yell

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5. Skit
6. Yell
7. Lively or action songs
8. Round
9. Game or skit
10. Yell
11. General Song
12. Presentation (if any)
13. General Song
14. Quiet song
15. Spiritual activity
16. Prayer
17. Closing

Campfire leaders

A camp fire leader must possess:-

1. Sympathy
2. Intelligence
3. Unselfishness
4. Tolerance
5. Good singing voice
6. Friendliness
7. Firmness
8. Patience
9. Humility

He must be prepared to devote a fair amount of time to learning by heart

Opening

Words used in the opening of campfire: -

Brothers/sisters from the North & South

Brothers/sisters from the East & West

As the flames go upward so go our aims.

As the red log glows so may the Scout ideals warm the world.

As the red log goes down let our misdeeds go down.

May good luck come to you Scout

I now declare the campfire officially opened.

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Then all sing

Campfire is burning (sing twice) Draw nearer (sing twice)

Fire fire (sing twice)

Come sing and be merry.

Whatever opening words the leader may use, will at the end say, “Scouts, the Camp fire is open”

Procedure:

The 10th law

Always consider the 10th Scout law for the theme of any yell or song that a patrol gives. It is a rather more serious matter if an offensive song or yell meets with approval, cheers and laughter.

Solutions:

1. A talk with the patrols before hand is necessary
2. A re-orientation of the Scouts own:
 - a. Here, reading and prayers will be chosen on the theme of the 10th Scout law and in the Scouters “talk” will make these points:-
 - b. We must carry the 10th Scout law into every part of our lives
 - c. A regrettable sketch/ song was presented at the campfire. The patrol concerned broke the 10th law but so did all those of you who cheered and approved. Approval of evil is often worse than evil itself.
3. There should be no question of forcing anyone to take part against their will or to try to discover a talent they do not possess.

Applause:-

- o Must be for the effort as well as for the achievement
- o Should be led by a cheer leader who is not a camp fire leader

Grades of applause:-

- o When the whole camp wants to applaud itself simple clapping
- o As a normal token of thanks and appreciation for the ordinary solo or patrol effort- bravo
- o As a token of thanks for a very fine achievement: - either: Good! Good! Good! Very good! Or the singing of:-
 - Bravo, Bravo jolly well done*
 - Bravo Bravissimo X 3*
 - Jolly well done.*
- o For the achievement of the highest level: the troop yell formally led by the cheer leader

Closing

As the campfire approaches the climax, the campfire chief should prepare to end the ceremony.

1. Announcements/ notices should be given about three songs from the end

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2. One of the two verses from the Holy Book might be read by the Patrol leader
 - a. A verse of a well loved hymn
 - b. A verse of the National Anthem might be sung
3. Two or three simple prayers are enough and all should join in the prayer which our Lord Himself taught us {if you are only Christians}
4. A moment of silence:- and then “Good night Scouts, sleep well”

Points to remember:-

Time – should not be too long ½ to 1 hour

Security: - avoid dangerous activities, dangerous tools near the fire

Teaching: - activities performed should display good image of Scouting

Good order: - required because of discipline

Noise: - should be controlled

Involvement: - all Scouts should be involved

Songs: - wrong keys {notes} should be avoided

Activities: - should be simplified for all to understand

- Educative
- From known to unknown
- Avoid fighting games

Language: - a Scout is clean in appearance, thought, word and deed

Activities

- To be simplified for all to understand and to be educative
- Start campfire from known to unknown
- Fighting games should be avoided

d) Flag raising ceremony

The patrol on duty should be informed in advance.

The flag should be hoisted correctly before the ceremony

e) Installation ceremony.

When a scout is to be promoted to a patrol leader or to senior patrol leader

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UNIT 7 CAMPING

Types of camps

1. Founderee camps
2. Competition camps
3. Jamboree camps
4. Training camps
5. Holiday camps
6. Hike/expedition camps etc

Why take Scouts to camp

1. Advantages

- a. Enjoy living together by caring & sharing- socialize
- b. Learn how to communicate
- c. Learn to be self reliant
- d. More activities are carried out
- e. Training is carried out uninterrupted
- f. Chances of exploring new places
- g. Testing can be carried out especially on proficiency badges
- h. There is self assessment of what one can do
- i. Time to enjoy games and also face challenging activities
- j. They learn tolerance
- k. Time to guide & counsel

2. Disadvantages

- a. Take advantage on the others while doing work instead of team work
- b. Poor programme causes indiscipline
- c. Avoid work at home by asking for more days in the camp
- d. Some take the camp as a holiday
- e. Some become unthrifty
- f. Financial burden to parents & sponsors
- g. Time wasting if programme is not properly followed

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Planning for a Camp

Your starting point when planning any adventurous activity is to look at Your Association's "Policy, organization and rules". A large part is given over to activities and includes information and advice on supervision, emergencies, camping, expeditions and rules of some specific adventurous activities such as overnight camping. These rules are for the safety of the Scout Leader and for those for whom he/she is responsible.

1. Programme on how to spend the days in the camp
2. Menu to be used at the camp
3. Permission from sponsors and parents
4. Proper camp equipment
5. Source of water and source of fuel
6. Security and medical care
7. Wild animals and biting deadly insects

Camp layout

1. Positioning:- tents, kitchen, toilet, cloth line, stores, gadgets, tools
2. Movement within the camp- is it easy?
3. Obstructions- e.g. stumps, stones

Camp equipments

1. Tents
2. Tools
3. Cooking utensils
4. Ropes, cords and strings
5. Lamp, oil
6. First aid kit
7. Water containers
8. Games equipment

Camp hygiene

1. Toilets
2. Wet and dry pits
3. Disposal of litter
4. Collection of litter round the compound
5. Airing the tents and blankets/ sleeping bags
6. Cleaning lamps
7. Keeping food covered

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8. Keeping all utensils clean and dry
9. Not mixing food with soap, salt etc which might spoil
10. Storing different things in separate stores
11. Drying all the wet clothes and ropes
12. Potato, bananas and fruit seedlings should be disposed off immediately
13. No eating of wild fruits around the camp unless sure of safety camp gadgets
14. All gadgets must be made use of
15. Gadgets must have space for ease of movement

Camp rules

1. No playing about the tent, gadgets and fire place
2. No going out of the camp without permission
3. Sickness should be reported to the scout leader immediately
4. Sleeping and waking up time to be observed strictly
5. Camp language should not be abusive but polite
6. Security- some areas, there should be night guards and day guards
7. No playing on trees
8. No swimming without permission and a life guard must be present
9. Duties must be shared well
10. All must cooperate to make the work easy

Note:

- At the end of the camp, there must not be left any trace of camping
- Clean the area, collect litter and burn or bury that which cannot be burnt
- Leave the place as natural as you found it
- Make sure the fire is completely extinguished

Equipment and Material

Emergency funds

The Scout leader should ensure that appropriate preparations are made to cover the budget and all requirements during the camping trip. The Patrol should also carry emergency rations (to be used only in the event of an emergency).

Equipment

The Court of Honour should ensure that necessary camping equipment is obtained in advance. There should be a checklist of both Patrol camping equipment and

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personal camping equipment.

- **Patrol camping equipment includes items** such as:
 - Tents
 - Water containers
 - Utensils (like sufurias, frying pans, knives)
 - Tools (like jembe, panga, slasher)
 - Lamps
 - First aid kit
 - Map and compass
 - Games equipment

Personal equipment includes

- Uniform and spare clothes
- Toilet kit (toothpaste, toothbrush, comb, soap, towel, tissue paper)
- Rucksack
- Water bottle
- Spotlight
- Sleeping bag/camp blanket
- Cutlery (plate, fork, knife, spoon)

Camp Programme

The camp programme should

reflect all the activities to be done in the camp and the time when they will be done. The camp program should be developed by the Court of Honour and should reflect the objective(s) of the camp. The campers should adhere to the camp programme.

Camp Rules

The Court of Honour must establish camp rules to be followed by all. These rules should be read to campers before setting out for the camp.

- The camp should always be guarded.
- The camp should be kept clean and orderly
- No one should leave the campsite without permission
- Sickness or accident should be reported immediately
- All the Scouts should obey and live by the Scout Law and Promise in the camp
- Each member should perform duties assigned to him/her
- Camp programme should be adhered to

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- All Scouts should take care of the environment and protect it
- Equipment should be obtained through the Quartermaster.

Duty Roster

Duty roster for certain tasks such as cooking, guarding and cleaning should be drafted in order to maintain good order and discipline.

Camp Layout

You should arrive at the campsite before sunset. Upon reaching the campsite, campers should make a camp layout, set up necessary equipment, and erect their tents. A Scout camp should be well organized with each object in the right place.

Before setting up your camp consider the ground and its drainage capacity as well as the direction of the wind and other weather conditions. This will guide you on where to put the kitchen and latrine. Select level ground near a water source

Menus

On camps and activities, often with long days, Scouts will need considerably more energy than usual and will probably eat far more than usual to get it.

If backpacking and carrying all food, particular care must be taken that meals are nutritional balanced and sufficient for the energy expended. Never allow food quantities to be cut as a means of reducing carrying weight.

Travel

Methods of travel need to be considered and care taken not to overload vehicles with people and/or equipment. Make it clear if the scouts will be offering petrol money or expenses.

Cost

This might come first or last depending on circumstance. The cost can be calculated in two ways. One method is to add up all of the costs and then add 10% to cover emergencies and divide by the number of people going. Alternatively you can add up fixed costs, which at minimum might be good, and the cost of a particular activity then fix a price that is acceptable and do whatever else you can for that amount of money.

Safety and Risk Management

In planning for a camp, safety is of paramount importance. All parties must be trained in the use of route plans. They must also carry emergency contacts and have preplanned good and bad weather alternative routes.

It is very important that First Aid kit be carried every time during camping. It should be placed in a very accessible place and if possible as many Scouts as possible should be conversant with basic First Aid

Purpose of Inspection During Camping

1. Personal – cleanliness & tidiness, identifying & sorting problems
2. Group – pride in patrol, orderly living
3. Clothing- sorting the wet from the dry, sorting the clean from the dirty ones

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4. Food – hygienic cooking & storage, hygienic waste disposal
5. Crockery and cutlery- cleanliness and storage
6. Fires- control of size, provision of wood & safety
7. Stores- storage of food & maintenance

What standards should leaders expect?

1. This is dependent on age, experience & existing standards within the patrol
2. Younger boys need greater attention and more detailed guidance
3. Older boys should be encouraged to set high standards for themselves and for their younger members

How regularly should inspections occur?

1. This is dependent on the age, experience of the patrol
2. Younger boys appreciate regular routine
3. Older boys require reminders
4. Inspections should not be a ritual controlled by adults
5. Spot inspections and informal tours by leaders & patrol leaders should be encouraged
6. Morning inspections during the early days of the camp help to establish routine of tidiness and order on the patrol site

Who should be responsible for inspections?

- Initially the leader and the assistant leader
- Shared with senior patrol leader and the patrol leaders.

How can Scouts be encouraged to achieve high standards?

1. They should appreciate the purpose of inspection
 2. Praise them rather than criticize them
 3. Reward good efforts; attempt to acknowledge all high standards not just the best
 4. Training should be part of the pre-camp training programme
 5. Use of books. Enjoy camping and Scout camping
 6. Encourage a tradition of high standards in the patrol at patrol leader's council
- Make individual comments to the patrol leader from time to time using praise or helpful suggestions as necessary

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UNIT 8 REVISION QUESTIONS

UNIT 1

1. Make a simple gadget using locally available materials. These gadgets can be a cloth line, rubbish disposal bag, a scarf or a Woggle.
2. Lead the trainees in a song yell or mime for five minutes.
3. Ask the trainees to name and describe the colours of the National Flag.

UNIT 2

1. Ask the trainees to explain how they think scouting can be used to better lives in their neighborhoods.
2. Ask the trainees to tell short stories of people who made a mark in their history of their communities.
3. Ask the trainees to act as short skit showing the importance of leadership.

UNIT 3

1. Ask the trainees to demonstrate the knowledge of the Government structure by describing how governance takes place from top to bottom.
2. Ask each trainee to name a ministry, its minister and its functions
3. Ask the trainees to explain how in their opinion, scouting can contribute to national development.

UNIT 4

1. Ask the trainees to describe some of the physical and emotional changes associated with puberty.
2. Ask the trainees to list the different rites of passage that are used in their countries.
3. Ask the trainees to demonstrate four games that can be proposed to young people.

UNIT 5

1. Ask the trainees to act 5 minutes skit depicting importance of continuous learning
2. Ask the trained to explore the immediate environment and identify five real or potential health hazards.

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3. Ask them to suggest possible solutions to the above.

UNIT 6

1. Ask the trainees to name and describe the National Holidays in their countries.
2. Ask the Trainees to demonstrate the cultural dances from their communities
3. Ask the trainees to mention 5 challenges facing their communities and suggest solutions for them.

UNIT 7

1. Name ten outdoor activities
2. Make a design of a camp layout.
3. Prepare an outing for two days for your troop

NOTE:

- *You will also need to read on Child Psychology and the needs of young people as these are essential to your future role as a leader of young people.*
- *Practice fastening basic knots and lashings. Use the illustrations and notes annexed to this document.*