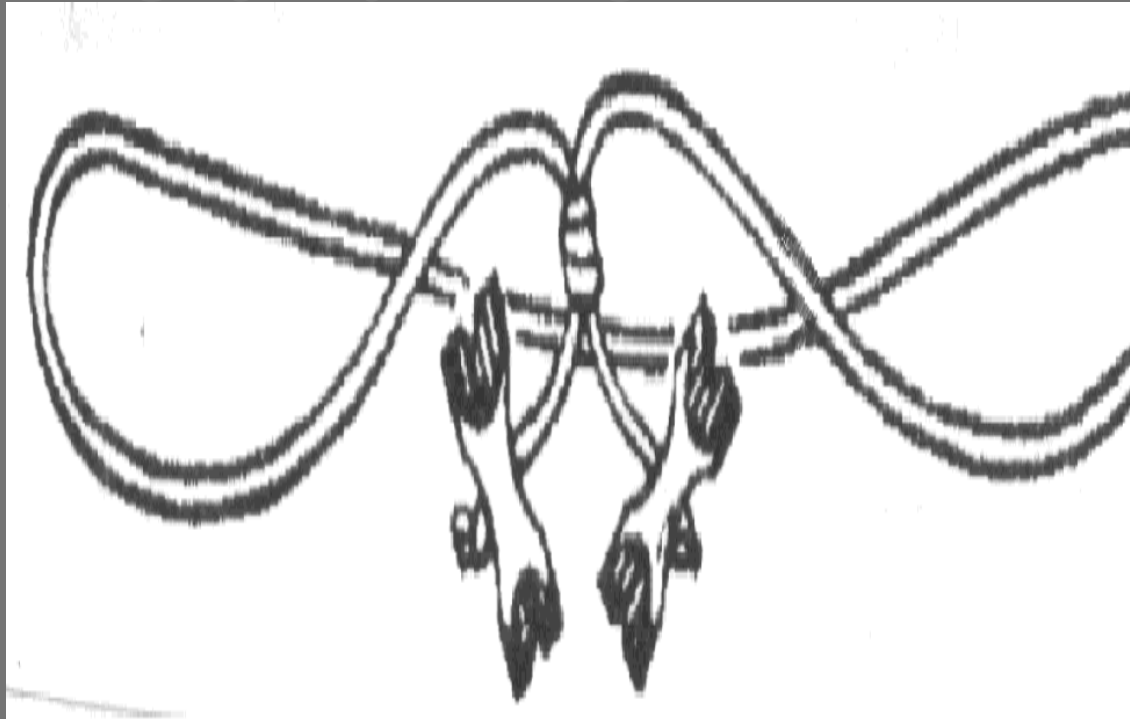


2012

# Kenya Scouts Association

## UNIT LEADER TRAINING MANUAL

### *ITC and PTC*



Training and Development Department



# Kenya Scouts Association

## UNIT LEADER TRAINING MANUAL

### PREAMBLE

One of the most important pillars of scouting is the youth program. In fact all other things that happen in scouting are meant to aid the effective delivery of the program, and adult leader training is no exception. The unit leader needs to thoroughly understand the needs of the young people, the youth program and acquire knowledge and skills that would enable them deliver the program most effectively to its consumers: the scouts, so that they may enjoy the game of scouting the way the Founder envisaged it.

It is also important that the training scheme for adults is standardized so that it is conducted uniformly throughout the country. This document, therefore, stipulates the content for each level of training, the objectives, methodology and it also gives sample session plans for each topic in each training level. Note that each level in the adult leader development tier is expected to address a critical need in the leader.

The manual is divided into two sections representing the successive levels of unit leader training starting from the initial to the preliminary level. For each level the document clearly lists the basic requirements, preparations necessary, sample timetable and generally the course content.

This manual is to be used as a guide by the trainers in their conduct of training. The notes to go with it will be found in another document which can be issued as handout

# **INTRODUCTORY TRAINING COURSE**

## ***(Level one)***

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## Introduction

These notes are a collection of ideas put together to support Trainers planning to run an initial or introductory course for new leaders and those interested in the wood badge training award. Most of the ideas have been taken from the World Adult Resources handbook. It is our hope that this material will be useful for the Association as it endeavors to develop the Training of its Leaders.

Our long-term goal is to develop training materials that are suitable for our Association. These notes are the first step towards achieving this dream. In order for us to come up with a common document we are urging you to send us your feed back after the training, since new training needs keep emerging, so that we can make necessary adjustments.

The draft is not for distribution it is only for internal use by the Association Training Team whose mandate is to develop a local Trainers guide for local training. The handout to support this guide is also being developed, however the trainers in this case have a mandate of developing notes to support the session they are presenting.

I hope you will find this information useful for your adult training.

## 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,
- An 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.

## **The Initial Course (Introductory)**

This introductory Course is designed to introduce new adult leaders to Scouting. It gives a clear idea of the Principles upon which Scouting is based and helps each adult to see how he/she can contribute to Scouting making use of his/her interest and abilities. It is the first part of the Basic Training. The subject being common to leaders of all sections, this part of the Course is to be presented on a combined basis, thus providing an opportunity for establishing a sense of unity of membership of the Movement as a whole. Ideally new leaders should attend the course immediately after their interview with the District Commissioner or the person in charge of recruitment (or initial training). Where the initial Training takes the form of a course this can be combined with the introductory Course particularly for Rural Scout leaders. In this case the course should include basic skills and how to instruct them.

The Course is open to all Adults, Commissioners, Group Scout leaders, and Section leaders. Service Team Members, instructors and other adults interested in the work of the movement.

The Course is normally organized at District level. The District Commissioner or his assistant should make routine arrangements after obtaining approval from the Training Team leader. A member of the training team will be appointed to lead the Course assisted by local experienced leaders who should normally be wood badge holders.

The handbook syllabus is designed for small groups of 5-8 where larger numbers are involved they should be divided into small groups for projects and group discussions under a tutor.

### ***Aim***

The aim of the Introductory Course is to introduce the new leader to the fundamentals and Principles upon which Scouting is based.

### ***Overall Course Objectives:***

At the end of this Course the adult Leader will be able to:

- Explain the Mission Statement of your National Association.
- Explain the meaning of the promise and Law.
- Explain how the structure of scouting works at all levels, National and International.
- Describe the principles and methods of Scouting.
- Describe the support and resources available at all levels of the movement.
- Describe the uniform worn by adult leaders and explain the need for smartness.
- Explain the roles/responsibilities of his/her position in relation to other positions in the scout movement.
- Give an accurate account of the origins of Scouting and its founder.

- Identify further personal training needs and opportunities.

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.

## **ARRANGEMENTS**

### **Venue**

Any Scout Hall or conveniently sized room with reasonable seating with Toilet facilities. Note that with large course space or extra rooms are required to permit groups to work on their own.

### **Equipment**

Table, chairs and writing board, Flip charts, felt pens, name labels etc

### **Catering**

Tea/ coffee to be provided during the mid-morning and afternoon and a light lunch at a minimal charge.

### **Certificates of Attendance**

These will be issued by the Team member supervising the Course he/she will submit to HQ a schedule of Course members and certificates issued on completion of the Course.

## **Notes for Leaders**

The Background notes are given to indicate the content and scope of the introductory talks. You should not talk from the printed notes but make your own notes to suite the participants experience and needs.

The session should be given in your own words (not read) otherwise it will be impersonal and lack conviction. Where appropriate draw on your own experience to illustrate the points made and to help to clarify them and impress them. It is essential to keep to the scheduled time for Session. It is stressed that it is valueless to present the sessions in a form, which is outside the situation and the practical application, by participants. The Course leader must ensure that any necessary adjustments are made so that the Course is of real and practical value.

### **Notes for discussion group leaders**

Where discussion takes place the leader's role is to encourage all to contribute, to draw out the ideas of the members of the group not to impose his/her own or to parade his/her own

knowledge. He/she must do what he can to enable every group member to join fully in the discussion. The value to all comes from the interchange of ideas and experiences. Some are talkative, some reticent but with tactful leadership and treating members as different individuals the resources of the group can be drawn out. Watch must be kept to prevent individuals from dragging in irrelevant topics which may be their own “hobby horses” The skills of any discussion group leader are chiefly those of

- Constructive listening
- Skilful use of questions
- Co- ordination of the group’s efforts, e.g. by summaries

These need preparation before hand to identify key areas to be covered anticipation of possible lines of discussion and how these will be tackled.

## **Initial Course Modules/Sessions**

### **MODULE A. SCOUTING KNOWLEDGE**

#### **1 FUNDAMENTAL PRINCIPLES OF SCOUTING**

- *Mission of Scouting: An overview*
- *Overview of the Scout Method*

#### **2 HISTORY OF SCOUTING**

- *Historical Development of Scouting in Kenya and the World.*

#### **3 WORLD SCOUTING & STRUCTURES**

- *Kenya Scouts Association Organogram/organizational Structure:*
- *World scout Conference & Committees*
- *World Scout Bureau*
- *World Scout Foundation; ISGF, BP Fellowship*

#### **4 UNIT LEADER TRAINING SCHEMES**

- *Overview of the Wood badge Training Scheme*

### **MODULE B. YOUTH PROGRAM**

#### **5 AWARD SCHEME/PROFICIENCIES**

- *Progressive and proficiency award schemes*

### **MODULE C. SCOUTING AND THE ORGANIZATIONAL ENVIRONMENT**

#### **6 COMMUNITY ISSUES**

- *Educational Systems in the Country*
- *Role of Scouting in fulfillment of the National Education goals*



**Proposed Course Program**

<b>Time</b>	<b>No</b>	<b>Session</b>	<b>Duration</b>
0800	1	Course Orientation	30mins
0830	2	Fundamental principles of scouting <ul style="list-style-type: none"> <li>▪ Mission of Scouting: An overview</li> <li>▪ Overview of the Scout Method</li> </ul>	90 min
1000	3	History of scouting <ul style="list-style-type: none"> <li>▪ Historical Development of Scouting</li> </ul>	60mins
<b>1100</b>		<b>Break</b>	<b>30mins</b>
1130	4	World Scouting & Structures <ul style="list-style-type: none"> <li>▪ National Level, Regional Level World Level: Conference &amp; Committees World Scout Bureau World Scout Foundation; ISGF, BP Fellowship</li> </ul>	45mins
1215	5	Unit leader training schemes <ul style="list-style-type: none"> <li>▪ Overview of the Adult Training Scheme</li> </ul>	45mins
<b>1300</b>		<b>Break (Lunch)</b>	<b>60mins</b>
1400	6	Award scheme/proficiencies <ul style="list-style-type: none"> <li>▪ Progressive and proficiency award schemes</li> </ul>	45mins
1445	7	Community issues <ul style="list-style-type: none"> <li>▪ Educational Systems in the Country</li> <li>▪ Role of Scouting in fulfillment of the National Education Goals.</li> </ul>	45mins

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1530	8	Course Evaluation	30mins
1600		End of course	

The timing of the course will depend largely on the situation on the ground. The above timetable is meant to give trainers some ideas especially on the flow of sessions. Trainers are encouraged to develop timings suitable to the environment.

## SESSION GUIDES

### TOPIC 1 A. Course Orientation

#### Session Objectives

At the end of this session participants will be able to:

- State the purpose of the Course
- Identify staff members and the members of the Course
- Explain the purpose of handouts as support material.

#### Method

Plenary (short talk by leader of the course)

#### Support Material

Note file (note books) and Handouts

#### Approach

- Welcome the participants and introduce members of the staff indicating their position and experience in Scouting.
- Outline the purpose of the course and its place in the Adult Leader Training Program.
- To introduce scouting as a modern and active Worldwide Movement directly relevant to the needs of Young people.
- To give a clear idea of the basic principles upon which Scouting is based
- To show how members of the course can contribute to Scouting according to their skills and abilities.
- Invite members of the course to give their names and Groups
- Explain the structure of the course program and routine matters

#### Handouts

Handouts these are designed as part of the session and will be used in most cases in the introductory talk to each session. They contain factual information referred to for future reference. Notes should be taken to amplify the Handouts were necessary and on matters which emerge from ideas brought out in-group discussions.

## TOPIC 1.1 FUNDAMENTAL PRINCIPLES OF SCOUTING (90 MIN)

### Session objectives:

- Discuss the Mission of Scouting
- Explain the fundamentals of scouting
- Discuss the purpose of Scouting including the five areas of growth
- Describe the Scout Method

**METHOD:** Plenary and group discussion

### Reference Material:

- Achieving the Mission of Scouting –WSB
- The Essential Characteristics of Scouting: WOSM
- Personal progression: WOSM
- Symbolic framework: WOSM
- Understanding the patrol system: WOSM, KSA Section Handbooks

### Approach

#### The Mission and the Purpose of Scouting

- Explain the mission of Scouting, how and where it was developed and its purpose

#### The Scout Method

Briefly, explain the Scout Method:

- Promise and Law
- Learning by Doing
- Patrol or Team System
- Symbolic Framework
- Personal progression
- Adult Support
- Life in Nature

## TOPIC 1.2 HISTORY OF SCOUTING

### Session objectives:

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

**METHOD:** Discussion

### Reference Material:

- Sectional Handbooks
- Scouting for Boys
- NSO Publications

### Approach:

#### What Scouting is?

Discuss when Scouts are asked to explain what Scouting means to them, there are many answers, e.g. camps, campfires, games, pleasant things = **FUN**

Another may think of the rugged aspects of Scouting the hikes, the things that take endurance and determination = **ADVENTURE**

Another may think of other members of the Patrol, their friendship +**COMRADESHIP**

Yet another may think of the skill based activities such as drills, First Aid and rope work = **LEARNING**

It is in these ways that Scouts define their activity – their game, the joy of taking part in fun and activities with friends. 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 caregivers. Later, brothers sisters, friends other adults have an influence.

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 behavior 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.

### The Founder

Discuss the founder, Lord Baden Powell.

- 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 British 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 Brown Sea Island in August 1907 and what that means to your Association.
- Discuss his final message when he died in Kenya in 1941.

### **Publications**

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 recognized the merits of working with boys through small friendship groups.

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, through Patrol activities.

### **History of Local Scouting**

Discuss the establishment of Scouting in Kenya, the first training schemes etc.

## **TOPIC 1.3 WORLD SCOUTING AND STRUCTURES**

### **Session objectives:**

- Describe the organizational structures at various levels

**METHOD:** Plenary

### **Reference**

- NSO POR and Constitution
- Constitution & Bylaw of WOSM (1990)

## Approach

### Organizational Structures

Describe the organizational structure:

- Kenya Scouts Association
- World level & World Conference, Committee, etc
- Regional level & committees
- World Scout Bureau
- World Scout Foundation

## TOPIC 1.4 UNIT LEADER TRAINING SCHEMES

### TRAINING SCHEME

#### Session objectives:

- Introduce the Wood Badge Training Program
- Plan specific training in accordance with relevant requirements
- Acknowledge recognition of previous learning and current competencies
- Discuss training obligations

**METHOD:** Individual and small groups

#### Reference Material:

- Resources Handbook- WOSM
- NSO Wood Badge Training Schemes & requirements

## Approach

- **Wood Badge Training Program**

Trainer indicates as part expectations regarding adult membership, the Association offers specific training. It is linked to the Wood Badge training program.

Provide a brief history of the wood badge training of Adults.

### **Major stages of the training scheme**

Using flipchart or other resources, outline the various stages of the wood badge-training scheme. (Introductory, Preliminary & Advance Training, etc). Indicate how this is progressive, sequential and relevance of sequences and content. Also highlight other training opportunities for other categories of adults in Scouting. Kenya Scouts Association takes cognizance of the fact that not all adults in Scouting are meant to run Scout Units. There are other adults in the movement whose roles are equally important and as such they to be empowered through training so that they perform those specific roles more effectively.

### **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, or The Training Team.
- Reinforce the importance of completing Wood Badge and continuing with annual further personal development

## **TOPIC 3.1 AWARD SCHEMES/PROFICIENCIES/ PROGRESSIVE BADGE SCHEME**

### **Session objectives:**

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

**METHOD:** Plenary group discussion

### **Material Reference:**

- Local handbooks on Award Scheme, Scout Method etc
- Personal progression: WOSM



## **Introduction**

Discuss the number of sections your Association has and identify what Award Schemes are in place.

## **Progressive scheme**

Emphasize 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) is a means of encouraging the progressive growth and development of youth members. Relate to the Fundamental Principles and the Scout method

## **TOPIC 5.1 EDUCATIONAL SYSTEMS IN THE COUNTRY**

### **Session objectives:**

- Identify the Educational System of the country and how the age ranges relate to the Youth Program age range and the progressive system.
- Explain the place of Scouting in the general education system of the country.

**METHOD:** Plenary group discussion

### **Reference Material:**

- KSA Scout handbooks on Award Scheme, Scout Method etc
- Age Sections: WOSM

### **Approach:**

#### **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.

- Kindergarten
- Primary School – Junior and senior ages
- Secondary School
- Pre-University or college

## 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 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. In Kenya, the scout sections are linked to school level.

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. Explain and discuss the educational

Objectives for each age in the following section of Scouting:

- Squirrel (Pre-cub section)
- Sungura (Cub section)
- Chipukizi (Junior Scout section)
- Mwamba (Senior scout or Venture scout section)
- Jasiri (Rover section)

## Course Evaluation (Final Session)

### Session Objectives

At the end of this session the participant will be able to:

- Identify further training opportunities for the future.

**Method:** Plenary

### Support Material

Handouts Your Basic Course, Training Studies

### Introduction

### Summing up the Course

We have looked at the wider range of Scouting activities, recalling that young people join for fun, adventure, achievement and fellowship. We must aim to provide this but as adults we have the aim of encouraging the areas of development of young people so that they can make a constructive place in society.

The values Scouting represents must underline all we do our activities are a means to an end this full personal development of young people.

We use appropriate methods for each section at different ages. The activities included in this course will have given you an idea of the variety possible.

We have considered also our role as adult's leaders and the qualities and skills we need and how we can work together as an effective team.

The super structure of scouting is there to support you make full use of it

We hope you have enjoyed the course and found it worthwhile.

This is only the beginning. If we are to be effective in our work in Scouting we must be prepared to learn from the experience of others.

At the end of each stage in your training aimed at Wood Badge Award you are given the opportunity to check what you have learned by completing a questionnaire or study in some cases a project.

Study 1 will be given to you to complete now. It covers matters which have been covered by the Course or which you can find out from P.O.R

If you have any difficulties you should discuss them with your DSC or experienced leaders.

The Handout "The Pre-PTC Manual" sets out details of the next stage in training and you should take any opportunity which comes your way to keep up to date by reading, by taking "skills" courses and any other means of learning from others.

If you are able to do this then you will find your work in Scouting all the more worthwhile and satisfying as you see your cousts benefiting too.

When applying to attend to Courses you are asked to send in your application well in advance (before due date) as lack of response is frequently the cause of cancellation.

### **Course Evaluation**

An opportunity should then be given to course members to ask questions. Any or all of the members of the Team and the Course can contribute to the discussion.

The members of the Course and the Staff should be thanked.

# PRELIMINARY TRAINING COURSE

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## Introduction

Most of the ideas in this document have been taken from the World Adult Resources Policy. It is our hope that this material will be useful for the Association as it endeavors to develop the Training of its Leaders. The draft is not for distribution it is only for internal use by the Association Training Team whose mandate is to develop a local Trainers guide for local trainers. The handout to support this guide is still being developed, however the trainer in this case have a mandate of developing notes to support the session being presented.

I hope you will find this information useful.

## 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.
- An 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.

## The Preliminary Training Course (Level Two)

The purpose of this course is to equip the Adult leader with knowledge and skills to effectively run a Scout Troop. The course is designed to help leaders who have completed the initial or Level one (introductory course) and had some experience of working with the scout troop. Through participation in discussions and projects it aims to assist leaders to put over Scouting principles to the Young people of the Scout age range as exciting, adventures activities and

provide an understanding of the adult's role in the section. Leaders will learn a lot of ideas on the course for immediate use and began to think about several topics, which will be studied in depth during the Advanced, course (level three)

The objectives for each session are given with a suggested method and in some cases alternative methods for guidance.

Experienced trainers will adapt the notes freely to suite the local needs but the less experienced will find them useful in this form. It is important not to go beyond the advanced course.

A tutor group system should be used. Details of the tutor's role appear under "Staff Members and their task". In tutor groups of 5 to 8 people the leaders have an opportunity to contribute to the course and receive personal knowledge.

Patrol names may be allocated to tutor groups but care must be taken that participants do not confuse the tutor groups system with the patrol System in the Scout troop.

### ***Aim of the Basic Unit leader Training***

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

### **Basic Course objectives:**

#### **At the end of the Basic Training course participants will be able to:**

- Describe the educational objectives of the section as part of the whole movement and the method used in the section to achieve the development of the individual member.
- Discuss the Scout Method including the application of the Patrol System.
- Describe the characteristics and developmental needs of young people in the Scout 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 Progressive scheme, Award scheme, and demonstrate the skills required for a Scout up to the third level of Advancement.
- Explain the functions of the Patrol Leaders' Council (Court of Honour).
- Explain the purpose and the ingredients of meetings and other activities in the Scout section, including the use of ceremonies in order to give structure and to encourage the voluntary development of self-discipline and learning
- Develop a list of equipment needed to run a Scout Programme.

- Select and use games and other activities as a training method for youth members.
- Plan, conduct and evaluate meetings with appropriate youth Members participation.
- Demonstrate an ability to maintain troop records.
- Explain Scouting Policies that impact on Youth Program including Safe from Harm, Youth Involvement H.I.V/A.I.D.S and other relevant social issues affecting children and young people.
- Make use of the resources available in the local community that can contribute to effective programming and the concept of citizenship and how scouts can be involved in the activities of the community including Community Service
- Plan, run and evaluate a Scout's Own
- Explain the rules and regulations pertaining to camping and water Activities.
- Explain the importance of the Personal Growth Agreement in Scouting.
- Identify the qualities necessary to be an effective Scout Leader.
- Explain roles and responsibilities of Scout Leaders and helpers.
- Identify his/her further training needs or personal development and the resources and support available to meet them.

### **Implementation**

- All PTC will be conducted in two phases: the pre-PTC phase which involves self-study where all participants hoping to undertake the second part must read and understand properly. A test based on read information is administered on the day the participants arrive for the second phase of PTC. This second phase is rendered in camp mode. The participant must live in a camp for 3 days.
- 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 Preliminary 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.

### **Accommodation**

The participants will need tents, personal effects, food to cook in camp, water, firewood, gadgetting material, etc

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 assist Leaders in areas requiring improvements.

- An interview should be arranged with the trainers or other experienced leaders to assess the achievements of the participants.
- With their own Troop, 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.

### **Participants**

The course is primarily aimed at meeting the needs of leaders in the scout section. Group Scout Leaders and regular instructors are welcome but must not predominate. Information should be widely circulated but personal approach is more effective. District/ County Scout Commissioners must take the lead in identifying participants for PTC.

### **Course recognition**

The County Scout Commissioner should address to Scout HQ application for the recognition of the Course as early as possible before the course is to take place. Forms for this purpose are available from NHQ

On receipt of the course application KSA HQ will send the following:

- Course Recognition number
- Set of handouts (in some cases these may be produced locally)
- Certificates

At the end of the course the course director must send to HQ within 14 days the following:

- Course nominal roll (participant list)
- Course report (detailing how the course has been conducted)
- Course Evaluation forms duly filled by participants

### **Arrangements**

#### **Size of the course**

For effective learning and participation a course of not less than 24 in-groups of 5 to 8 is recommended. Adjustment of the program can be made if necessary to suite a small course.

#### **Venue**

Participants must feel welcome and relaxed and the following facilities to be considered: -



- A good campsite.
- Catering and toilet facilities outdoor area suitable for projects chosen.
- Good tents.

### **Equipment**

- Name labels
- Writing materials: large sheets of paper and felt pens for group work.
- Other materials depending on projects and activities selected.
- Books, National flag and halyard, Game box. (Overhead projector / Power point presentation etc)

### **Catering**

Participants will prepare their own meals in camp. A separate catering personnel will be needed to cook for the facilitators.

### **Fees**

The cost will be determined by the National Training Committee from time to time considering inflation rates. These should include any cost for Handouts, course file or folder, meals, material used etc.

### **Staff members and their tasks:**

#### **Course Director**

A Leader Trainer or Assistant leader Trainer may direct the Course.

His/her job is to: -

- Arrange suitable venue and facilities
- Select and brief staff
- Ensure that course objectives are met in an appropriate way for the participants involved.

#### **Trainers and Tutors**

Trainers whose job is to select the most suitable methods to achieve the session objectives lead the sessions. They may therefore sometimes give a demonstration, lead a plenary discussion, give an introductory talk, comment on report back and summarize findings.

The primary function of a tutor is to enable each participant to assess and meet his own training needs. Each tutor remains throughout the course with the same group and it is important that he/she is available for the whole course.

The tutor encourages all in the group to contribute by drawing out the participant's ideas, not imposing his/her own. It is important that tutors have adequate time and help to prepare themselves for their important role on a course, and they should have an opportunity to discuss before hand with the course director and other staff such points as: -

- The overall objectives of the course
- The objectives, methods and tutors role in each session
- How the level two (intermediate course fits in with the whole training pattern.
- The needs of leaders on this particular course
- The need to be there all the time to maintain the group.
- Non directive tutoring
- The particular information of participants if available
- The course administrative details.

Some members of the Training team may be able to work equally as Trainers or tutors others may have a preference for one role or the other, whilst some may find it difficult to switch from one to another in the some course.

Considering the amount of preparation required for sessions it is preferable not to ask people to work in both capacities on a course when this can be avoided.

Other Adults not members of the training team may also be suitable to help on the course in either capacity. Whilst it is advisable for some but not necessary all of the tutors to be involved in the section forming the subject the course, the ability to help adults to learn is the first essential. It may be that a Group scout leader or commissioner for example could fill this role.

### **Quartermaster**

It is useful to appoint a QM to deal with many of the training services required and the maintenance of equipment. This will facilitate the smooth running of the course and allow the training staff to spend more time with the participants. The QM should not have the responsibility for the catering.

### **Guests**

Guests should be kept to a minimum and where possible invited to mix in an informal way during breaks rather than interrupt the program.

**Support material**

- Course Handbooks
- The current scout basic handbook for each staff member including tutors.

**Course Handouts**

A full set of handouts for each participant must be in place. Some handouts are designed as working papers during the course; others provide information for future reference.

**Course Modules/Topics**

The course will cover the following topics divided into five Modules:

NO	TOPICS	DURATION
<b>A</b>	<b><i>Module 1 SCOUTING KNOWLEDGE</i></b>	
<b>1</b>	<b>Fundamental principles of scouting</b> <ul style="list-style-type: none"> <li>▪ Mission of scouting: key challenges</li> <li>▪ Scout method:</li> <li>▪ Areas of personal growth</li> </ul>	<b>90 min</b>
<b>2</b>	<b>World scouting &amp; structures</b> <ul style="list-style-type: none"> <li>▪ Organizational structure at national level</li> </ul>	
<b>3</b>	<b>Relevant policies</b> <ul style="list-style-type: none"> <li>▪ World adult resources policy</li> <li>▪ World program policy</li> <li>▪ Youth involvement policy</li> <li>▪ Safe from harm policy</li> </ul>	<b>30 min</b>
<b>4</b>	<b>World strategy</b> <ul style="list-style-type: none"> <li>▪ Strategic priorities</li> </ul>	<b>60 min</b>
<b>5</b>	<b>Unit leader training schemes</b> <ul style="list-style-type: none"> <li>▪ Personal development training &amp; support</li> </ul>	<b>60min</b>

		60min
<b>B</b>	<b><i>Module 2 SCOUTING SKILLS</i></b>	
6	<b>Camp craft 1</b>	240 min
7	<b>Pioneering 1</b>	240 min
8	<b>Map and Compass 1</b>	240 min
9	<b>Campfire 1</b>	240 min
10	<b>First aid</b>	240 min
11	<b>Running unit meetings</b>	90 min
	<ul style="list-style-type: none"> <li>▪ Troop meeting 1</li> </ul>	
12	<b>Management</b>	90min
	<ul style="list-style-type: none"> <li>▪ Unit management</li> <li>▪ Registration, record keeping finance, etc</li> </ul>	
<b>C</b>	<b><i>Module 3 YOUTH PROGRAM</i></b>	
13	<b>Award scheme/proficiencies</b>	90min
	<ul style="list-style-type: none"> <li>▪ Progressive and proficiency award schemes</li> </ul>	
14	<b>Working with children &amp; young people</b>	60 min
	<ul style="list-style-type: none"> <li>▪ Stages of development &amp; age section</li> <li>▪ Child protection</li> <li>▪ Needs &amp; aspiration of young people</li> </ul>	
	<b>Educational activities</b>	
15	<ul style="list-style-type: none"> <li>▪ Safety &amp; health</li> <li>▪ Risk management</li> <li>▪ Fixed activities</li> </ul>	240 min
	<b>Leading a unit</b>	
	<ul style="list-style-type: none"> <li>▪ Role &amp; responsibilities of a scout leader</li> <li>▪ Youth involvement</li> </ul>	

16		120 min
<b>D</b>	<b>Module 4 LEADERSHIP</b>	
17	<b>Human relations</b> <ul style="list-style-type: none"> <li>▪ Principles of effective communication</li> <li>▪ Listening &amp; feedback skills</li> </ul> <b>Managerial skills planning</b> <ul style="list-style-type: none"> <li>▪ Planning organizing implementation &amp; monitoring</li> </ul>	60min
18	<b>Leadership issues</b> <ul style="list-style-type: none"> <li>▪ Group dynamics</li> </ul>	90min
19		90 min
<b>E</b>	<b>Module 5 SCOUTING AND THE ORGANIZATIONAL ENVIRONMENT</b>	
20	<b>Community issues</b> <ul style="list-style-type: none"> <li>▪ Needs of the Society and Scouting Role in Society</li> <li>▪ Working with other Youth Movement, NGOs, etc</li> </ul>	60min

## Course program

*Suggested time schedule for a weekend or 3 days course.*

Time	Session no	Session
		<b>Day 1(Friday)</b>
1400hrs		Participants & staff arrive
		Formation of tutor groups (Patrols)
1500hrs	1	Camp Craft 1
1800hrs		Supper
		<b>Day 2(Saturday)</b>
0700hrs		Breakfast
0830hrs		Parade/Flag break/prayers
0840hrs	2	Welcome & Purpose of the Course
0915hrs	3	Fundamental Principles of Scouting
0945hrs	4	World Scout Structures
1015hrs		Tea Break
1030hrs	5	Relevant Policies (WARP)
1100hrs	6	Strategic Priorities
1145hrs	7	Smartness and Good Order
1200hrs	8	Games
1230hrs	9	Youth Involvement (The Patrol System)
1300hrs		Lunch Break
1400hrs	10	Unit Management

1430hrs	11	Youth Program- The Award Scheme
1530hrs	12	Running a Unit Meeting
1630hrs	13	Scouting Skills
1800hrs		Supper
2000hrs	14	Campfire
2200hrs		End of day
<b>Day 3 (Sunday)</b>		
0700hrs		Breakfast
0830hrs		Parade/Flag break/prayers
0840hrs		Scout Own
0900hrs	15	Roles & Responsibilities of a Unit Leader
0930hrs	16	Needs of the Community & the role of Scouting
1000hrs	17	Unit Demonstration Meeting (continuation of Session 12)
1130hrs	18	HIV and AIDS and Scouting (The Red Ribbon)
1200hrs	19	End of Course (Way forward)
1230hrs	20	Camp craft- Breaking of campsite
1330hrs		Closing ceremony
1400hrs		End of Course (packed lunch)

**Please note** that a weekend or 3 days course is suitable for those Unit leaders who have joined the movement as Scouts and went through the Scout Program as young people. They are familiar with scouting skills and methodologies. New leaders joining the movement for the first time will need more time to learn the scouting skills as well as understanding the scout method for this reason a five days course is more appropriate for them as it provides more time.

## **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.

## **TOPIC: 1 (a). Course Orientation (30mins)**

### **Session objectives**

**At the end of this introductory session participants will be able to:**

- State the purpose of the course
- Identify staff members and members of the course
- Explain the purpose of handouts as support material

**Method:** Lecture

### **Support Material:**

- Note file or notebooks
- Nametags
- Handouts

### **Approach**

The following points should be covered.

- Welcome the participants and introduce members of staff indicating their position and experience in scouting.
- Out line the purpose of the course and its place in the Adult Leader Training program
- Invite members of the course to give their names and Scout groups or Units.
- Explain the structure of the course program and routine matters.



**Handouts**

These are designed as part of the sessions and will be used in most cases in the introductory talk to each session. They contain factual information for future reference.

Notes should be taken to amplify the handouts where necessary and on matters that emerge from ideas brought out in-group discussions.

**TOPIC: 1 Fundamental principles of scouting (90 min)****Session objectives:**

At the end of this session participants will be able to:

- 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.

**Method:** Plenary and group discussion

**Support Material:**

**Handout** - Achieving the Mission of Scouting (WSB)

**Sub- topic: The Mission: Key Challenges (20 Min)****Introduction**

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 Reference

- Complementary Nature
- Membership
- Adults
- Relationships and Partnerships
- Unity

## The Scout Method

Revisit the elements of the Scout Method

- Promise and Law
- Learning by Doing
- Patrol or Team System
- Symbolic Framework
- Personal progression
- Adult Support
- Nature

## Areas of Personal Growth

One of the purposes of Scouting is the holistic development of young people.

In-group, discuss these areas of personal growth from the following perspectives:

Social, physical, intellectual, emotional, spiritual and character development

**Allow time for report back in plenary**

## TOPIC 2: World Scouting and structure

### Session objectives:

At the end of this session participants will be able to:

- Updates on organizational structures at various levels

**Method:** Plenary and discussion

### Support Material:

- National POR, Manual, etc

### Organizational Structure at World and Regional levels 15 min

Updates on the latest changes in the structures, committees, etc

**Structure at National level 15 min**

Explain the set-up at national and province/regional/ area or district levels.

Identify the key portfolios and describe their structural relationships.

**TOPIC 3: Relevant policies****Session objectives:**

At the end of this session participants will be able to:

- State the relevant policies of WOSM

**Method:** Plenary

**Support Material:**

- World program policy: WOSM (2005)
- Adult resources handbook,
- Youth Involvement Reference Guide

**Introduction**

Briefly explain the key elements of the following policies:

- World Program Policy
- Adult resources policy
- Youth Involvement policy
- Safe from Harm policy (explain the online course and encourage all participants to register)
- Gender policy

**TOPIC 4: World Strategy****Session objectives:**

At the end of this session participants will be able to:

- Explain the strategic priorities at world level

**Method:** Plenary and discussion

**Support Material:** A Strategy for Scouting:

### **Introduction**

Explain the purpose of the strategy

- The historical development of the strategy
- The Seven Strategic priorities

## **TOPIC 5: Personal development and training & support**

### **Session objectives:**

At the end of this session participants will be able to:

- Identify personal needs
- Discuss further Wood Badge Training Program
- Identify options for future training
- Identify support mechanisms available
- Review specific training in accordance with their requirements.

**Method:** Plenary and small groups

**Support Material:** NSO Wood Badge Training requirements

### **Identify personal needs 15 min**

Discuss the personal needs that new leaders require to perform his/her job better.

### **Identify aspects of Wood Badge training program (15 min)**

Using the issues generated above, explain that the wood badge training is designed to meet those needs and indicate which aspect the needs can be met through the basic and advanced training. You should match these issues to Basic and Advanced Training.

Revisit the structure of training In Kenya.

### **Identify options for future training and support available**

Identify from 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.

**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 others.

## **TOPIC 6: Camp Craft**

### **Session objectives:**

At the end of this session participants will be able to:

- State the benefits of camping as part of the scout program
- Demonstrate how to pitch & strike a tent
- Discuss what to look for when selecting a campsite

**Method:** Lecture cum demonstration

**Support Material:** Tents, Ropes etc

### **Essential of Camping (60min)**

Discuss in groups, how camping assists in the holistic development of young people by Answering the following questions:

- What is camping?
- Why camp?

Discuss what to look for when selecting a campsite

Discuss aspect camp safety and hygiene.

### **Patrol Camp Gear (60min)**

Discuss the essential camping equipment required.

The basic patrol camp gear comprises the following:

**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** - balls, whistle, etc

**Tents**

Describe the different types of commonly used tents for camping and their parts. For example, patrol tent, ridge tent, dome tent, etc.

Discuss how to take care and maintain a tent

Demonstrate how to pitch & strike a ridge tent or an equivalent tent.

Each patrol then commences to pitch and strike its tent.

Note that this part can be done as part of the introduction if the course is being run under camping conditions, participants will then pitch their own tents and continue to use them during the course.

## **TOPIC 7: Pioneering 1**

**Session objectives:**

At the end of this session participants will be able to:

- Explain the 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.

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

**Support Material: Ropes, Poles etc**

### **The Rope Fundamental (60 min)**

Introduce ropes & talk explains their uses and importance.

**The 2 types of ropes:**

Natural Fiber – Manila rope, Italian hemp, Sisal, jute, Coir and Cotton

Man-made fiber - Nylon, polyester, Dacron, polyethylene,

Polypropylene & Kevlar

**Characteristics of ropes:**

#### **Natural Fiber**

**Advantages:** holds knots best & coils well.

**Disadvantages:** rot easily & strength to weight ratio is low

#### **Man-made fiber**

**Advantages:** strong, light, and immune to rot, shock absorbent, Easier to work with.

**Disadvantages:** Work loose in lashings.

#### **Parts of a rope**

Use a “three strand, right hand, and hawser laid rope” to show and demonstrate the Parts in the construction: the strand; the yarn; filament.

Use and ordinary rope to describe its parts: -The standing part –The bight

### **Knots & Lashings (120 min)**

Using the Lecture, demonstration (base system), hands on and peer Learning, demonstrate and teach the following knots & lashings and explain the Purpose of each:

It is recommended that you select knots and lashings that are commonly used in your Youth program handbook.

### **Stopper knots**

- Reef Knot
- Fisherman's Knot

### **Bends**

- Square knot
- Sheet bend
- Carrick bend
- Fisherman's knot bends

### **Hitches**

- Clove hitch
- Round turn and two half hitches
- Sheepshank
- Timber hitch

### **Loops**

- Bowline
- Figure eight loop

### **Lashings**

- Square lashing
- Diagonal lashing
- Sheer Lashings
- Figure of Eight Lashings

### **Application & Practice**

This time can be used to develop camp gadgets and most of these can be developed on dairy bases if the course is under camping conditions.

Construct the following:

- Tripod or A-frame / triangle.
- Flagpole using two poles joining together.



## TOPIC 8: map and Compass 1

### Session objectives:

At the end of this session participants will be able to:

- Explain the parts of a compass & map
- Demonstrate how to read maps & use a compass

**Method:** Lecture, demonstration & practices

**Support Material** - Compasses &, maps, Handout way finding

### Introduction to the Compass

With each person having a compass to handle, explain the following:

- 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 from an object
- How to take a bearing off the map
- The 3 North Cardinals
- Points and inter cardinal points

Explain the latest technology of way finding using GPRS.

### Maps

With each person with a Map and compass, explain:

- Types of maps
- Colors used in maps
- Legends
- Scales
- Contours
- Grid system (MGR)
- Set a map

### Determining Distance

With map & compass, demonstrate & practice how to set:

- Pacing 10, 20 & 50m
- Distance and bearing

**Application & Practice**

Establish some checkpoints in the campsite or suitable area and write down the locations in terms of the bearing, distances, etc.

Give relevant written instructions to the groups, who will be working in pair or trio, take a compass bearing to locate the checkpoints

This is a Practical outdoor exercise of about 1 to 2km in total distance

**TOPIC 9: Campfire****Session objectives:**

At the end of this session participants will be able to:

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

**Method:** Demonstration, plenary and small groups

**Support Material:** Campfire Leader's Handbook,

**Approach**

If possible, this topic should be run over three different time sequences.

- 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 course campfire.

Trainees will critique this at a later time

**Part 2****Introduction (10 min)**

- Trainer seeks response from group as to their experiences with any scout campfire.
- Discuss the benefits of having Scout campfires.
- Reinforce B.P wrote Scouting for Boys on the basis of Campfire Yarns

### **Characteristics of Good Campfire**

In small groups:

- Participants brainstorm ideas as to what makes a good campfire, draws a list on board and discuss.
- Reinforces that it must be fun, have direction and purpose, fellowship, education, citizenship, self-expression, inspiration, confidence etc.
- Other aspects are: the need to ensure that Leaders are aware of purpose, good campfire leader, and suitable fire, relaxed setting, and prepared suitable program.

### **Elements of Program & some Examples**

- Elicits elements of program from participants.
- These include opening, songs, contests, yells, presentations, yarns, prayers, games, applauses, dances, activities, skits, stunts, announcements, and closing. Each group takes some of these and develops on chart papers with suitable examples and hints.
- These are then presented and shared in plenary.

### **Programming ideas**

Indicates how these are programmed together creating high tempo at start and finishing quietly.

Discuss with group how to create this.

### **Planning a Campfire**

Indicates they are holding a campfire to welcome new youth members.

Each team plans a campfire program and advises on site and type of fire.

Trainer and tutors assist closely.

### **Safety Issues**

During report back, seeks specific feedback on safety issues.

### **Part 3. Running a Campfire**

Select different aspects from each group presentation to make up a good, balanced Program. It should contain as many elements as possible but still be a balanced program. Different groups build fire, select site, and prepare safety considerations.

Campfire is run with as many participants as possible involved in leading different parts.

**Evaluate Campfire Program & Conclusion**

At conclusion of campfire, an evaluation of campfire is held.

Trainer leads discussion and covers areas such as Purpose, suitability of site, campfire wood, safety, comfort, and program variety.

Summarize the session.

**TOPIC 10: First Aid****Session objectives:**

At the end of this session participants will be able to:

- Recognize 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, and sprains.
- Recognize 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.

**Method:** Lecture, discussion cum demonstration & practice

**Support Material**

(Refer to any relevant first aid books published by the Red Cross Society, St John Ambulance or equivalent publications)

- First aid supplies for drill and practice session
- Video, pictures or slides for illustration.
- Stretcher Blanket etc
- First aid box and contents

**Wounds****Introduction**

In plenary discuss at least 3 different types of wounds.

**Treatment of simple wounds**

- Cleaning the wound with antiseptic solution and dressing it.
- Explain principle in dealing with complex wounds

## **Burns and Scalds**

### **Types of burns and scalds**

- In plenary discuss types of burns, degrees of burns

### **Treatment of burns**

- Demonstrate and explain the method to treat burns and how to manage simple burns in school or outdoor activities.

## **Bites and Stings**

In plenary describe the differences between poisonous and nonpoisonous snake bites (types of snakes may be illustrated for general interest)

Animal and insect bites may be covered as additional topics if required,

Demonstrate and explain the method of treating snakebites.

Describe the differences between bees and wasps.

Demonstrate and explain the method of treating bee/wasp stings.

## **Sprains and Strains**

- Describe the distinction between sprains and strains
- Demonstrate and explain the method of treating simple sprains and strains using cold compress and bandaging.

### **Practice on the following:**

- Arm sling
- Elevation sling
- Collar and cuff sling
- Improvised slings –
- Roller bandage

## **Shock**

- Explain the causes of shock and discuss the signs and symptoms
- Explain steps to take in treating a casualty suffering from shock

## **Common Illnesses**

### **Constipation**

- Define constipation and preventive measures

### **Food Poisoning**

- Explain signs and symptoms of food poisoning.
- Outline precautionary measures and treatment to be taken.

### **Fainting**

- Discuss 3 common causes of fainting.
- Outline measures to render first aid to a fainting casualty.

### **Packing a First Aid Kit**

#### **Contents of first aid kit**

- Discuss, list and display contents of first aid supplies
- Explain how to use the items and how to maintain each item in the kit

## **TOPIC 11: Practical Troop Meeting**

### **Objectives:**

At the end of this session participants will be able to:

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

**Method:** Plenary and small groups

### **Support Material:**

- World Program Policy
- Sectional Handbook

### **Introduction (5 min)**

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).” Programming is a large and vital

ingredient in successful Scouting. To be successful and 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 the needs of the young people and use as many resources as possible.

### Basic Criteria of a weekly Troop or Unit meeting program (30 min)

Explain that good programs display an awareness of several **basic** and **essential** Criteria.

These include the following:

- **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
- **Organization:** good planning and preparation for success.
- **Review:** evaluation of all programs and activities, recorded for future reference.

In-group, discuss the above elements with the tutor on how to incorporate these in the Program of the unit meeting.

Share views in plenary

### An example of a General Unit meeting Program

Activity	Duration	Run by
1. <b>Opening ceremony</b> <ul style="list-style-type: none"> <li>▪ Flag break</li> <li>▪ National Anthem (optional)</li> <li>▪ Prayers</li> <li>▪ Inspection</li> </ul>	10 min	Unit Leader  Patrol leader on Duty

2. Active Game		Scout (advised in advance)
3. Patrol Corners		Patrol leaders
4. Troop game (Test game)		Assistant Unit Leader
5. Special Topic of the day		
6. Quite Game		
7. <b>Closing ceremony</b>		
▪ Announcements	10mins	Patrol Leaders
▪ Flag down	25mins	Assistant Unit Leaders
▪ Prayer	15mins	Unit leader/ invited Expert
▪ Scout Promise	20mins	Assistant Unit Leader
▪ Dismiss	10mins	
	10mins	Unit Leader
		Patrol Leader on Duty
		Scout
		All scouts

Discuss the ideal time frame for a unit meeting. Generally a meeting should not be more than two hours and not less than one hour.

### Essential Activity

Explain that program needs 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 base on the Particular needs of all Patrols. Some of the essential activities are:

- Award Scheme
- Camping
- Ceremonies
- Community Service and Community Development
- District/Area/Region events
- Games and Stunts
- Group activities and events
- Hiking
- Outdoor activities (other than camping and hiking)



- Patrol activities
- Regular meetings
- Troop activities
- Visits

### **Resources**

Explain resources available to conduct unit meeting, such as:

The advantages of using resource people (e.g. experienced in topic) 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.

Sources of personnel or expert assistance can be obtained from:

- Other members of the Movement
- Service clubs
- Sporting clubs
- Activity Advisers
- Hobby clubs
- Business & Trade Corporation
- Professional bodies
- Government Departments
- Parents, relatives, friends, etc

The resources available to generate ideas of unit meeting program can be obtained from the following sources:

- Scout Handbooks
- Records
- Scouting magazines
- Reference material, projects and charts
- Other Leaders
- Leaders' imagination & creativity
- Periodicals and newspapers
- District Meetings
- TV Programs
- Scout websites

### **Program Analysis**

#### **Group discussion:**

Using an example of a short-term program, identify the basic criteria, elements and resources that could be used.

#### **Share in plenary.**

**Summary**

The more we consider the opportunities the Scout Program presents, the more we realize that we must carefully plan all what we do, **and** use all resources available. Careful planning can make Unit program more varied and relieve pressure on Leaders.

There is a saying, *“Neither wise men nor fools can work without tools”*.

**TOPIC 12: Unit Management: Administration, Record Keeping, Finance, etc****Session objectives:**

At the end of this session participants will be able to:

- Identify the essential administrative records to keep
- Develop appropriate administrative procedures

**Method:** Plenary and small groups

**Support Material:** Handout unit management

**Introduction (5 min)**

Start off with quotations:

*“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. Organization 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” (E. Griffin,)*

Administration procedures become especially useful when dealing with repetitive matters. Where changes, episodes, or occurrences repeat themselves, set procedures are time saving

and descriptive; that is, they describe - by the use of forms or outlined procedures - the steps to follow.

### **Administrative Record- Keeping**

Several files need to open 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

### **Registration & Personnel Record of Members**

The Scout Leader needs to keep and maintain records of all members, youth & leaders, current and past.

#### **Record of Members**

A record of each member and leader should be open to record personal bio-data, training needs, courses and events attended, etc

#### **Registration list**

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.

#### **Information in the Youth Records**

- Full name
- Address and telephone number
- Parents' initials and occupations
- Custody/Career
- 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

### **What method of recording is best?**

#### **Some systems are:**

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.

Some Associations use a Youth File, with annual information updates being discharged, particularly at Census time.

#### **Leader records**

Keep record of leaders as well. Some Associations provide an annual computer printout 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.

The record can be helpful as it provides relevant information especially when recommending a person for an award, training or transferred.

#### **Records of past members are usually kept for the following reasons:**

- To find the names of those who have left when planning reunions and special events.
- To analyze the 'turnover' rate in Sections of the Group.

Accurate record keeping, followed by analysis of the records, will tell much about the performance of the Group.

#### **Confidentiality**

**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.

#### **Inventory Record of Unit Equipment**

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.

There are several important tasks for a Group:

Record of its equipment – an inventory;

System for users of the equipment to book a head receives the equipment and records its return.

There are several points to stress:

## **Guidelines**

### **1. Equipment can be listed under headings Such as:**

- 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.

### **2. A booking system may show the following:**

- Who wants which equipment and when
- Who took the equipment and when
- Who returned the equipment and when;
- What repairs are needed before returning the gear to store.

### **3. Equipment needs to be stored in methodical fashion:**

- In a dry, airy, space that is kept clean
- With anti-vermin measures taken
- 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.

### **4. The inventory needs an annual check:**

- Which equipment is in need of repair, or replacement or disposal?
- Is each piece of equipment accounted for?

## **Financial Records**

For the purpose of audit and accountability, there is need to have 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

### Legal requirements

It is 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 falls into recess.
- 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.

### Group work

#### ***Administration scenario situations***

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?

**Situation One:** *Several groups of people (a Scout Patrol, a Venture 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.*

Which of the following statements are applicable? How do you avoid such issues?

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 – user’s 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...

**Situation Two:** *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).*

Which of the following statements are applicable? How do you avoid such clashes?

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.

## TOPIC 13: The Promise and Law

### Session objectives:

At the end of the session the participants will be able to:

- Interpret the promise and law to scouts in a way appropriate to their age, understanding and ability.
- Describe some suitable practical activities to put over the promise and law in a progressive way.
- Help individual scouts in their understanding and carrying out the promise and law and able to assess to what extent this is achieved.

**method:** Plenary and small groups

**Support material**      Hand out - The Promise & Law

Introduce the subject.

### Project work in tutor groups

This session should give leaders an opportunity to become involved in a practical activity themselves and to gather ideas from other members of the course particularly during report back. The session is designed to help leaders think of practical ways in which the promise and law can be put over in interesting ways to members of the troop.

This session is not intended to help the adult think through his own personal commitment to the promise and law. The advanced course is more concerned about this aspect. At this stage it is more helpful to encourage each leader to focus his/her attention on exploring the

opportunities he can make available to his members to recognise the difficulties he/she may encounter and built up his/her confidence so that he/she can tackle the subject in a way that will produce reaction from his boys and girls that is spontaneous and helpful towards their spiritual and social development.

The course divides into tutor groups (or in pairs if the numbers are low) and the tutor introduces the projects. A project should be selected and worked on in some detail ready to share their ideas with the remainder of the course during the report back. It is wise to ensure that the groups do not select the same project. Some members may like to develop a project which they have devised themselves. The projects suggested below can be used or adjusted or others devised to suite local conditions and participants.

### **Report back to plenary session**

Points may arise which give rise to general discussion and comment by the leader.

If further time can be allocated at this session or some other time in the programme a discussion of the Hand out 'The Promise and Law' would be found useful.

### **Some suggested project**

1. Create a 'centre place' for a troop prayers and with a suitable prayers for it e.g. some specialist equipment such as climbing boots ropes and a rucksack the prayers having some reference to physical activity and the enjoyment of such activity.
2. List the interest, hobbies and creative activities that are included already in the award scheme and proficiency badge scheme. Find pictures in the magazines that best illustrate.
3. Plan an act of worship suitable for the Troop that meets in a suburban area taking as your theme one of the following:
  - a. Helping other people
  - b. Respect for self and others
  - c. Conservation of the environment
  - d. Learning to work and play together in small groups
  - e. Friendship
  - f. Troop standards
  - g. "clothes do not make a man"
4. Write down your three most treasured possessions (material goods – car, stereo) what would be their value if you were shipwrecked on a desert or island? What are the three most treasured possessions of an 11-year-old and a 16-year-old? Are some values unchanging no matter what the circumstances? Can you identify any unchanging values? Are they implicit in the promise and law?
5. Carry out a survey of the building in which the course is taking place.



List the difficulties a handicapped person in a wheel chair would experience - steps, switches, shelves, telephones, toilets, etc.

Make a list of Troop resolutions that could be discussed at the patrol leader council on the theme of 'helping other people'. How could some of these resolutions be introduced and developed in your Troop?

Look at this example:

A mate having a quite smoke in your tent on a hike camp accidentally burns a hole in a tent.

Do you

- a. Give the tent to the quartermaster to repair?
- b. Try to repair the tent yourself if necessary with the QM's advice?
- c. Pretend it was caused by a spark from the fire?
- d. All skip it was your mate's fault and he should repair it
- e. ....

Which answer do you believe is the correct one? Can you think of alternative answer? What issues are at stake? What parts of the promise and law are involved?

8. Devise a modern style mine that illustrates a parable.

9 .Write a rousing song that could become a 'Troop song' or write a quiet song or hymn that could become the 'troop favourite'.

Write short act of worship suitable for the end of a training course. Persuade the course leader to let you use it.

## TOPIC 14: Award Scheme/proficiency badge (90 min)

### Session objectives:

At the end of this session participants will be able to:

- Explain the purpose of an Award Scheme
- Develop guideline in assessing an Award

**Method:** Group and Plenary discussions

**Support Material:**

- Initial Training notes,
- Sectional educational objectives

### **Introduction**

Summarize what has been covered/learned in the Initial Training

### **Progressive Scheme**

- Explain the purpose of the progressive scheme in the total Youth Program.
- Explain the basis on which the age sections are formed.

### **Assessment Guidelines of an Award Scheme**

In small groups, develop guidelines on how to assess an award and ensure standard.

For example some standards of achievement should be absolute, as follows:

- Some standards, particularly for the older ages could be the qualifications of external bodies e.g. Red Cross/ 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 accepts 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.

### **Important Characteristics**

Share findings and produce a composite list to meet agreement of all participants.

Identify the 5-6 most important characteristics.

### **Links to educational objectives**

Discuss how should these characteristics be linked to the educational Objectives of the section?

## TOPIC 15: Games

### Session objectives:

At the end of the session the participants will be able to:

- Demonstrate / describe patrol/troop games in action
- Assess the value of games in scout training
- List games to fulfil different purposes
- Explain some of the methods used to ensure games run successfully
- State the advantages of keeping a personal games book.
- List the basic contents of a games box

### Method

- Two quick games / Lecture
- Brief introductory talk on the use of games as a training method in the Troop.
- Plenary discussion on list types of games e.g. team games, wide games etc
- Plenary discussion to establish the best method of running games successfully
- Inspection of a Game Box and examples of games books and other resource material.

### Support Material

Handouts:

- Games
- Games and how to use them
- Patrol leader hand book
- Equipment for games to be played
- A simple games box
- Flip board for displaying – Games played on the course

### Introduction

Begin with two quick games one suitable as a troop game and one suitable as a patrol game. Care should be taken to choose games that will go equally well for adults as with youths. Do not embarrass anyone who cannot join in.

A sensitive approach to handling the session with adults is necessary. Some trainers prefer to use young people to demonstrate the games.

Suitable games might be:-

**Troop Games**

- Race the ball
- Baboon in the meal field

**Patrol Games**

- knotting in pairs
- tilting
- priest of the parish
- invisible knot

Brief introductory talk on the use of games as a training method in the troop using the first page of the hand out games as a brief. Encourage the participants to identify the purpose behind the two games played.

Using the flip board or blackboard list other types of games suggested by participants. Ask what purpose that type of game fulfils.

Ask, for example: allow participants to describe the game briefly.

Then indicate whether the games are suitable for troop and/or patrol use

(See chart below)

The headings shown in handout types of games and their uses suggests divisions but participants may wish to make their own classification

<b>Type of game</b>	<b>Purpose</b>	<b>Example</b>	<b>Troop/patrol</b>
Team game	Competition Develops team sprit Lets off steam	Change hockey	Troop
Training game	Revision of basic Scouting skills	Rucksack relay	Troop & patrol

## TOPIC 16: Working with Children and Young People (60 min)

### Session objectives:

At the end of this session participants will be able to:

- Explain the main characteristics of the age range.
- Assess the needs of young people in the Scout section and explain how these needs are met by the Scout program.
- Discuss the special needs of young people with difficulties, e.g. young people with physical, mental, or social handicaps, how they can be met and where specialist help can be obtained if necessary.
- Outline the stages of development for children in age group
- Identify the links between these developmental stages and the age sections
- Discuss relevant aspects relating to child protection

**Method:** Plenary and small group

### Support Material:

- Handout Adolescence
- Sectional Youth Program handbook

### Introduction

Give a brief introduction to the subject of adolescence emphasising physical and emotional growth.

### Adolescence what is it?

Some definitions:

“Adolescence is that period in every person’s life which lies between the end of childhood and the beginning of adulthood” **Blair & Jones**

“Adolescence are different. They are no longer little children and they are only beginning to be adults. They differ from each of those and we need to think differently about them when we try to understand them and their problem” **Gallacher & Harris**

“Adolescence means growing up and strictly speaking should apply to a child from birth to maturity”

An adolescent is leaving behind the phase of protective childhood and is becoming independent, capable of going out to fend for himself” **Hadfield**

The scout section is concerned about the growing up process. Used effectively scout training can make a contribution to the transition from child wood to early adulthood. However to do this it is necessary to know some of the processes involved.

- To identify some of the characteristics of the youth between 11 and 17 years
- To express these characteristics in the form of needs.

Then we can identify how scout training program can be utilised and adapted to meet these needs in a way which is helpful to the growing up process.

In groups, identify exciting activities done in the respective section, for e.g. in Cubs, scout, etc.

List the findings and report in plenary.

### **Stages of Development & Age Sections**

Trainer selects scribe for each section, build up a chart and categorize the activities under physical, intellectual, emotional, social, spiritual and character aspects.

Trainer summarizes results asking how these needs are represented in the Award Scheme for each age group

### **Identifying the Needs and Aspirations of Young People 20 min**

Working in small groups, share the results of the pre-course task and report in plenary. Trainer emphasizes the commonalities and differences and the progressive nature of the aspirations.

**Aspects relating to Child Protection 20 min**

- 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.
- 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, and duty of care.

**TOPIC 17: Educational Activities****Session objectives:**

At the end of this session participants will be able to:

- Identify the safety and health measures to take to minimize risk.
- Describe and examine the key components of an educational activity.
- Develop means of effectively evaluate an educational activity.

**Method:** Plenary and small groups

**Support Material**

- Handout: How to manage the program cycle
- Educational Objectives: WOSM
- How to prepare a council meeting: WOSM
- Risk assessment and management system W checklist form

**Educational Activities (120 min)****Introduction 30 min**

Explain the following:

Relationship between educational activity and experience:

**Activity:** What is happening externally, the action, which involves everyone.

**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.

### **Choosing an activity**

There are two possible ways:

1. The leader prepares and proposes 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.

The degree of leader's involvement in managing the activities depends largely on the age sections. For example, the young people in the senior section should be actively involved from start to end of organizing the activity as part of their developmental growth by allowing them to participate in the decision making process.

Meanwhile the junior section might need more guidance and direction from the leaders.

### **Characteristics of an educational activity**

A good educational activity has four characteristics:

**It is challenging:** The activity should present some difficulties, stimulate creativity and inventiveness and encourage the participant to do his or her best.



**It is attractive:** 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 rewarding:** Participating in an activity should give the young person the feeling of having derived some benefit for him/ herself, for pride doing something new.

**It is useful:** The activity should provide experiences, which enable young people to discover and learn new things.

### **Types of Educational Activities 30 min**

Briefly describe the two types and explain the need to maintain a good balance between the two:

#### **Fixed Activities**

- 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 the values.
- Contribute to creating the atmosphere in the Unit and give the young people typically "Scout" experiences.

#### **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

#### **Variable Activities**

- 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 Program 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.

#### **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
- Conducting a photographic report
- Traveling camp to different rural areas of cultural interest, etc.

#### **Balancing fixed & variable activities**

In Scouting, the range of activities is unlimited.

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 program,

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.

#### **Evaluating Activities 60 min**

In groups, discuss ways of evaluating an activity and the areas to focus on.

Share views in plenary.

In short, activities can be evaluated on two levels:

- Firstly, the way the activity was prepared and implemented.
- 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.

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. The Patrol Councils, the Unit Assembly and the Unit Council are also used to evaluate Activities.

### **Risk Assessment and Management System (RAM) in activities**

#### **Introduction**

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.

#### **Principal causes of accidents 20 min**

Explore the principal causes of incidents with course participants. The causes can be due to the following:

- Unsafe conditions
- Unsafe acts
- Errors in judgment

#### **Scouting and Outdoor activities**

##### **Emphasize that scouting is synonymous with outdoor activities in that:**

Risks are inevitable Leaders need to be specifically and adequately trained to assess and manage risks RAMS as a useful tool for leaders to assess potential risks in activities and to find alternatives to reduce or eliminate them.

Emphasize 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 RAMS requires a systematic process to identify Possible hazards in activities and measures to control the risks at all phases of the activity

#### **Risk Assessment & Management System (RAMS) 60 min**

Explain and discuss the 5-step RAMS process:

##### **Step1**

### Hazards identification

- 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 assess or control the risk
- The leader must be vigilant during an activity as hazards not identified earlier may emerge.

### Step 2

#### Risk assessment

- 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 recognize the potential danger infancy situation, to assess the level of risk and determine the potential impact of a hazard on the activity.
- This is best accomplish by the “what if” question

### Step 3

#### Risk control options and decisions

- Leader has to identify as many ways as possible to control the risks then select the most appropriate ones
- 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 next best option is to control it.

**In risk control options and decisions, leader should:**

- 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.**

### Step 4

#### Implementation of control measures

Key activity, for risk management.

- 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

- Leader may need to integrate specific control measures into operation plans, standard operating procedures or Process and procedures

### Step 5

#### Effective supervision

- Ensure the effectiveness of risk controls
- Leader is responsible for enforcing the control measures and will have to be vigilant at all times

### Checklist form 20 min

Explain the use of the checklist form in handout to assess risk.

- 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.

## TOPIC 18: Leading a Unit

### Session objectives:

At the end of this session participants will be able to:

- 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 organizer?

**Method:** Plenary and small groups

### Support Material: Handout:

- Association's Job description handout. (Extracted from the Adult resources policy)
- How leaders can support youth Involvement: WOSM
- Peer education and Leadership: WOSM

- The patrol system: WOSM
- How to prepare a council meeting: WOSM
- How to run a council meeting: WOSM
- 

### **Roles & Responsibilities of unit leader**

#### **What kind of leader do we need?**

Brainstorm the kind of leaders we need. Some answers should include the following:

Adults of different ages and gender, who are mature and balanced.

- Willing to use the Scout method
- Willing to commit time and energy
- Willing to take responsibility for an educational task that benefits young people
- Willing to learn for personal growth

#### **Functions of a unit leader 30 min**

In groups, write a job description for Unit Leader of the Scout section that you will be working with, using the information identified above.

This needs to include:

- Broad Objectives
- Functions-main tasks
- Requirements (as above)
- Responsibilities

Report in plenary and match it to the association's job description, if there is one.

#### **A leader or an organizer**

We must first clearly distinguish leadership from formal authority.

Any organization 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 a leader, but they are charged with specific organizational responsibilities of an Authoritative nature.

Whether they provide leadership is dependent upon their personal approach, their understanding of leadership and the extent to which they are accepted by those with whom they work with. They will not be expected to provide leadership in all situations.

There is a need to differentiate between aspects of your appointment as Unit Leader that are of an organizational 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.

These aspects are better served through more enabling or participative approaches to Leadership.

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.

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 with, and to recognize that these needs and abilities are constantly changing.

There will be occasions when you will have to say *listen guys have you considered the safety, issues?* Remember I am the one who is going to be held responsible. Come on think again! Most of the times, you should endeavor to make the full use of participative methods and serve in the role of consultant to the Section e.g. Patrols, Six etc.

## **Youth Involvement**

### **Sub topic: Small group system and youth involvement**

In plenary group develop a list of reasons why we use the small group system (e.g. Patrol system, six systems etc) and how this involves the youth.

### **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. Consider the following:

- Should the small group leader be elected or appointed?
- What size should the small group be?
- Should each small have its own meetings and activities?
- Should the small group be self-planning?

- To what extent should the members of the small group be involved in decision-making?

Consider each of these questions in the context of each of the age sections in your country.

## **TOPIC 19: Human Relations: Communication Skills**

### **Session objectives:**

At the end of this session participants will be able to:

- Examine ways of communicating effectively

**Method:** Plenary and small groups

### **Support Material**

- Adult Resources Handbook

### **Principles of effective communication**

#### **Introduction 30mins**

#### **Explain:**

The Basic Communication Model and in groups, discuss the barriers to effective communication and how to overcome them.

#### **Listening & feedback skills 30 min**

In groups, identify the behavior required for active listening. Discuss how to give feedback, effectively.

## **TOPIC 20: Managerial Skills**

### **Session objectives:**

At the end of this session participants will be able to:

- Explain the planning process



- Identify the steps in planning, organizing, etc

**Method:** Plenary and small groups

**Support Material:** Handout: Program planning

### **Planning, Organizing, Implementing & Monitoring**

In groups, discuss the purpose and importance of Planning.

Share in plenary.

Explain the planning process as follows:

#### **STAGE 1:** Define Objective-What to Achieve?

Develop “**SMART**” objectives

- **S**PECIFIC
- **M**EASURABLE
- **A**TTAINABLE
- **R**EALISTIC
- **T**IMEFRAME

#### **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 21: Group dynamics

### Session objectives:

At the end of this session participants will be able to:

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

**Method:** Plenary and small groups

### Support Material

Adult Resources Handbook

### Group Norm's

What are the basic principles of group dynamics?

Individuals form a group when they share a similar goal. These goals become the goals of the Group. To achieve its goals, the group will develop norms to impose certain behaviors that will be expected

of group members. To remain a member of the group, and individual must conform to these norms. 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.

### Group Content &Process

Explain the following:

Within a group, a distinction can be made between the *content* the group is discussing and the *process* by which the discussion is being conducted.

Group process involves such things as leadership, Decision-making, communication and controversy.

*Content* is what is being discussed, while the process is *how* the group is functioning. To observe the group process is to observe how the group is functioning.

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.

*Discuss ways of effectively managing group process during discussion. (15 min)*

### **Stages of Group Development**

Explain the Tuckman's model of group Development and its applicability in Scouting.

□ The group process: The stages of group development.

- Forming: Let's get together
- Storming: Establishing order
- Norming: Developing group culture
- Performing: Working well together
- Adjourment: leaving the group

Identify the behavior prevalent at each stage

### **Yourself as a Group Member 30 min**

- Individually write down:
- 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?
- 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 behavior?

After 10 minute, discuss these questions in your small group. What differences have been identified within your groups?

Report back to plenary

## TOPIC 22: Needs of the Society & Scouting Roles

### Session objectives:

At the end of this session participants will be able to:

- Discuss the needs of the 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

**Method:** Plenary and small group discussion

**Support Material:** Handout: Community development projects

### Introduction

Explain Scouting purpose in contributing to the development of young people so that they may take a Constructive place in society.

Discuss in small groups the needs of your society today and especially what it expects of its young people.

### 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.

### Benefit to a scout

What will the Scout learn about his/her community?

Consider this question in the context of the purpose of Scouting.

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.

Discuss what role the Scout will be able to play developing his/her community.

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. 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 and the activities a Scout participates in provides opportunities for him/her to be able to play a role in developing his/her community.

## **TOPIC 23: End of Course (Looking Forward)**

### **Session objectives**

At the end of the session participants will be able to:

- Identify own further training opportunities and how they can be met.

### **Method**

Plenary

Support Material

Handout -

- Your Advanced Course
- Diary giving details of further training opportunities

Every course leader will have something relative to his/her own course to add to these notes and this final session is essentially a personal talk between the Course Leader and the participants.

Thanks should be expressed to participants and staff for their contribution to the course. No course can be successful without the full involvement of the members on it.

Remind the participants that the basic course forms part of the pattern of Adult Leader Training following the introductory course and preceding the Scout Advanced Course.

Explain how the written part or project is going to be implemented, as this is necessary before attending the next course.

Refer to suitable books as useful resources materials available within the Association and World Scouting. Also refer to the course personal file and its use as a readily available ideas book for

running successful units. The file should be added to as new ideas come along. It will be useful during the advanced course, which is the next stage of formal training.

Mention the need for a constant exchange with other youth leaders e.g. attending evening courses or lectures and church conferences etc. the Unit leaders must be involved in the community as a whole and not isolated in his unit room.

The course should end on a note of encouragement. Stress that the experience of Unit leaders on this course should in turn help more young people to enjoy better Scouting. The enthusiasm of leaders is essential if the young people are to get the most out of the activities. Encourage Unit leaders to revise constantly their technical skills and to offer themselves for training at all levels. (There is no such thing, as a fully trained Unit Leader learning does not end)

Emphasize personal qualities that however good technically they are these skills will not compensate for warm-hearted human understanding of young people.

To what extent do they themselves measure up to the principles of scouting?

Unit leaders must not neglect their own home and family commitments these should always have first priority.

Wish them well in their work.

### **Prayers**

Participants may wish to contribute to the final act or worship; they should be invited to prepare the prayers in advance.

### **End of the Course**

**Good Scouting .....**



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