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LEADER'S TRAINING GUIDE.

INFORMATION FOR SECTION LEADERS AND ASSISTANT
SECTION LEADERS WORKING TOWARDS THEIR WOOD
BADGE



EDITOR'S NOTE

The original version of this booklet was designed by Greater Manchester East Scouts County using information from The Scout Association. Solihull Scout County Training Team acknowledges with grateful thanks their willingness to let us adapt this for our own use. Please see www.gmescouts.org.uk/adults for other useful training documents.

If information in this booklet and The Adult's Personal File appears to differ, advice should be sought from your County Training Manager.

The information here reflects the full standard Wood Badge for a Section Leader or Assistant Section Leader. Other resources are available for other training requirements. Such as, manager and supporter schemes and changing sections.

ABOUT THIS BOOKLET

This booklet is designed for Section Leaders and Assistant Section Leaders to guide you through the training you need to complete the Wood Badge for your role.

Other roles, such as Sectional Assistants, Executive Committee members, Supporters and Managers are supported by other tools and details can be obtained from the County Training Manager.

This will give you an overview of the Adult Training Scheme, some information about the modules that you should complete for your role and how to go about becoming a trained leader.

Other Modules are available but are not essential to your role; they have been omitted from this guide.

HELP FOR YOU

A Training Adviser's role is to support you through the training process, to help you identify your learning needs and validate the modules you complete. It may be that you have been allocated a Training Adviser already. They will support you throughout the training process.

If a Training Adviser has not been allocated we offer a number of validation drop in sessions to help you get up and running and to guide you through the training process. If you would like to contact the **Solihull Scout County Training Team** or email training@solihullscouts.org.uk.

A TRAINING SCHEME TO SUPPORT YOU

The training scheme is broken into modules to help you plan and then validate your training. The modules required depend upon your role; we have identified the ones you probably need in this booklet.

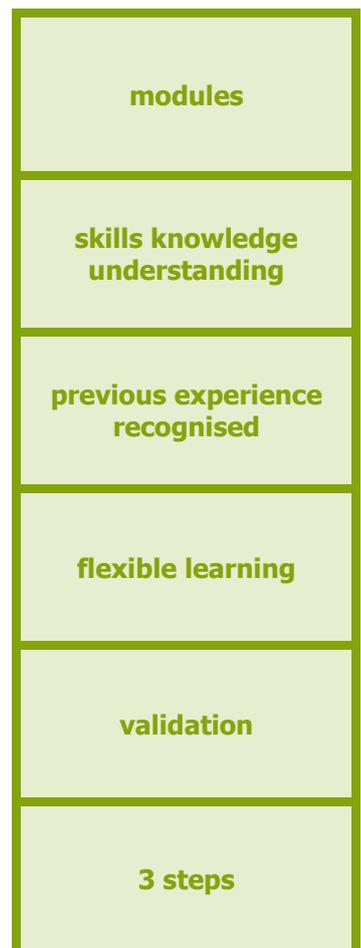
Modules available ensure you have the skills, knowledge and understanding to be a successful leader in Scouting.

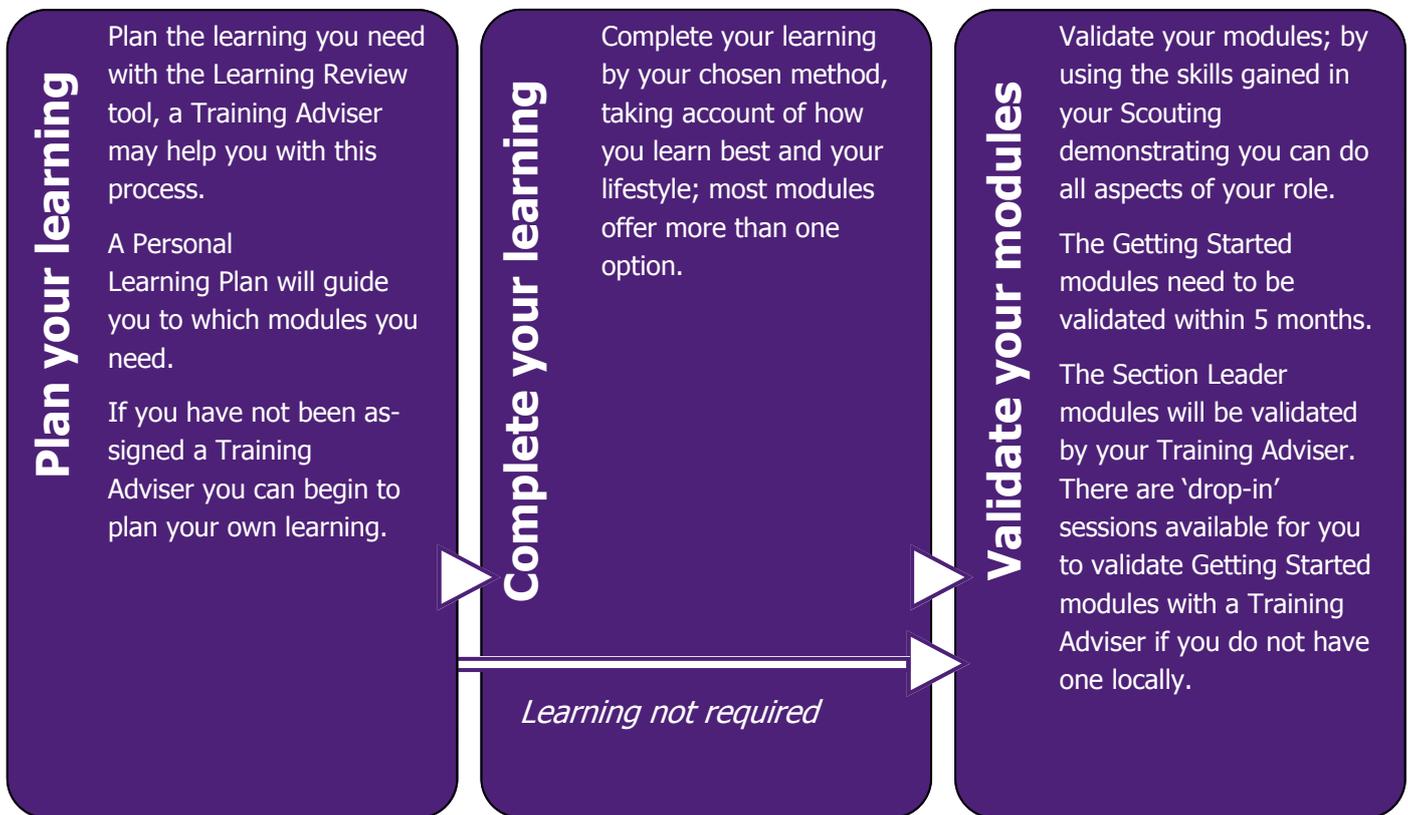
The Scout Association's adult training scheme allows you to recognise your previous experience from within and outside of Scouting when planning your learning.

Flexible local learning opportunities are available to help you learn best in a way that suits the life you lead

Validation activities formally demonstrate to all, within and outside of Scouting that you are a trained leader, recognising your commitment to young people.

Completing learning is a three step process: planning, doing, validating.





STEP ONE: PLANNING YOUR LEARNING

You will need to complete the modules on the Section Leader's Personal Learning Plan. They include modules 1-3 and 5-19. Details of all the required modules are included in the second part of this guide.

You may already have skills and knowledge that you have gained through your education, employment, life experiences or other voluntary roles which you can readily apply to Scouting. If you have the skills and abilities needed for a module there is no need to do extra learning. If you have some of the skills, or are unsure about some aspects, you may choose to complete learning for just those bits that you need.

The Learning Review Tool will help you to decide if you need to undertake learning for each module. You will find it useful to complete this before you meet with a Training Adviser to create your Personal Learning Plan.

"Which modules do you need?"

"Do you require learning?"

| Module | Module content | What experience do you already have? | Not Confident | Confident |
|--|--|--------------------------------------|------------------|-----------|
| GETTING STARTED PLUS | | | | |
| 1 Essential Information | Do you know what we do, why we do it and how we do it? Have you got a 'yellow card' and know how to use it? Do you know the Key Policies of the Association? Do you have experience of Safety and Risk Assessment? Do you know Scouting's Structures and the support available to you? Do you know what POR is and how to use it? | | 1 2 3 4 5 | |
| 3 Tools for the Job (Section Leader) | Do you know how your section works? Do you know how your section leadership team works and your responsibilities within it? Do you know where to get programme ideas? Can you run games and know why they are important? Do you know how to run the key ceremonies for your section? | | 1 2 3 4 5 | |
| 6 Changes in Scouting | Do you know about the history of Scouting and how Scouting has changed to meet the changing needs of society? | | 1 2 3 4 5 | |
| GETTING GOING | | | | |
| 7 Valuing Diversity | Do you understand how to implement Scouting's Equal Opportunities policy? Do you know where to find information, advice and support to help you cater for young people with special needs? Do you know the cultural, social and religious diversity of your local community and do you know how adapt your Scouting to make it accessible to all young people? | | 1 2 3 4 5 | |
| 11 Administration | Do you know the records you must keep for the section? Do you know how to maintain the records for your section? Do you know about your financial responsibilities and responsibilities around data protection? Do you know what to do in the event of an accident? Do you know about Scouts insurance requirements? | | 1 2 3 4 5 | |

| | | | | |
|--------------------|--|--|--------------------------------------|------------------|
| 12 | Providing a Balanced Programme | Do you know what the term 'a balanced programme' means? | | 1 2 3 4 5 |
| | | Can you create a balanced programme? | | |
| | | Do you know how to involve young people in decision making? | | |
| | | Do you know how the badge and award scheme works? | | |
| 14 | Young People Today | Do you know how to review your programme and why it is important to review? | | 1 2 3 4 5 |
| | | Do you know how the other sections operate in Scouting? | | |
| | | Can you describe how Scouting helps young people develop? | | |
| 15 | Challenging Behaviour | Do you know what influences the Young people in your section? | | 1 2 3 4 5 |
| | | How do you adapt your Scouting to meet the changing needs of young people? | | |
| | | Can you identify times when you experience challenging behaviour and why it happened? | | |
| 10 | First Aid | Do you know positive strategies to use to manage behaviour? | | 1 2 3 4 5 |
| | | Do you know how to effectively deal with challenging behaviour? | | |
| | | Do you hold an in date qualification in First Aid equivalent or in excess to the requirements of First Response? | Qualification: Date of award: | |
| GETTING OUT | | | | |
| 16 | Introduction to Residential Experiences | Do you understand the importance of residential experiences in Scouting? | | 1 2 3 4 5 |
| | | Do you know your role in preparing to include residential experiences in the balanced programme? | | |
| 17 | Activities Outdoors | Do you know the organisation and administration requirements for running a residential experience? | | 1 2 3 4 5 |
| | | Do you recognise the importance of outdoor activities in the balanced programme? | | |
| 17 | Activities Outdoors | Do you know the rules and guidance you must follow for outdoor activities and where to find them? | | 1 2 3 4 5 |
| | | Do you know how to plan and carry out outdoor activities safely, including assessing risks and managing a group? | | |
| | | Are you aware of the Activity Permit scheme? | | |

| | | | | |
|-------------------|---------------------------------------|---|--|------------------|
| 18 | Practical Skills | Do you know a range of practical Scouting skills that would be appropriate to use with your section? | | 1 2 3 4 5 |
| | | Are you able to teach these effectively to others? | | |
| 19 | International | Do you know about Scouting worldwide? | | 1 2 3 4 5 |
| | | Do you know the range of different International Events and Activities? | | |
| | | Can you build international ideas into your programme? | | |
| GETTING ON | | | | |
| 5 | Fundamental Values of Scouting | Do you know the values of Scouting and how to put them into practice? | | 1 2 3 4 5 |
| | | Do you know about Scouting's Personal Development Areas? | | |
| 8 | Skills of Leadership | Do you understand your role in incorporating faiths and beliefs into the programme? | | 1 2 3 4 5 |
| | | Do you know how to systematically plan an activity? | | |
| | | Do you know about leadership styles and understand how different styles are suitable in different situations? | | |
| 9 | Working with Adults | Do you know how to develop the leadership skills of other adults or young people? | | 1 2 3 4 5 |
| | | Do you find it easy to settle into working with a team of adults? | | |
| 13 | Growing Your Section | Can you explain how you chose to use different communication methods and the benefits and drawbacks of each? | | 1 2 3 4 5 |
| | | Can you represent others views? | | |
| | | Do you know your role in the decision making structures and communication channels of The Scout Association? | | |
| 13 | Growing Your Section | Do you know how to encourage transfer between sections? | | 1 2 3 4 5 |
| | | Do you know about the recruitment, induction and retention of adults? | | |
| | | Do you know your role in development planning for the group or section? | | |
| | | Do you know how you could co-operate with other local organisations to benefit Scouting? | | |

STEP TWO: COMPLETE LEARNING

In Solihull we have a number of different ways to access learning:

- On a course
 - See www.solihullscouts.org.uk/leader-resources/training for dates of forthcoming courses in Solihull, Birmingham, Coventry and Warwickshire
 - Or contact the Training Team for a Group training session for four or more leaders
- One to one
 - Discuss with your Group Scout Leader or a member of the Training Team
- E-learning or Workbooks
 - See www.scouts.org.uk/learnersresources

“Completing the learning calendar will help you plan when, where and how you will do the learning you require”

Our learning opportunities are grouped and ordered to help you gain from them at the time you need them most; Getting Started, Getting Going, Getting On and Getting Out. However you are free to complete them in the order which is most helpful to you.

GETTING STARTED PLUS

This is the key information needed when starting off in a role within Scouting. This section also includes a Personal Learning Plan that will identify the learning you require. It should be completed before the rest of the Wood Badge. Modules in Getting Started include; Essential Information (1), Personal Learning Plan (2), Tools for the Job (3), Changes in Scouting (6).

GETTING GOING

These modules will help you early on in your role and ideally you should aim to complete and validate these modules within a year. Modules in Getting Going include; Valuing Diversity (7), First Aid (10), Administration (11), Providing a Balanced Programme (12), Young People Today (14), Challenging Behaviour (15).

GETTING OUT

These modules will help you with the outdoor and active aspects of our programme, understanding activity guidance and help you ensure all our young people broaden their experience. You should aim to complete and validate these modules within three years. Modules in getting out include; Introduction to Residential Experiences (16), Activities Outdoors (17), Practical Skills (18), International (19).

GETTING ON

These modules will help you develop in your role and support you in providing quality Scouting for young people. You should complete and validate these modules within three years. Modules in getting going include; Fundamentals of Scouting (5), Skills of Leadership (8), Working with Adults (9), Developing your Section (13).

LEARNERS PLAN AND COMMENTS

- write in your plan
- use the training calendar on www.solihullscouts.org.uk/leader-resources/training to help you

| Month | | Month | | Month | |
|--|---|------------------------|---|------------------------|---|
| 1st <i>Insert your starting month</i> | <i>Hold your provisional appointment</i> | 13th | | 25th | |
| 2nd | | 14th | | 26th | |
| 3rd | | 15th | | 27th | |
| 4th | | 16th | | 28th | |
| 5th | <i>You must have completed any learning and the validation for Getting Started (Modules 1, 2 & 3)</i> | 17th | | 29th | |
| 6th | | 18th | | 30th | <i>Any learning should be completed by now.</i> |
| 7th | | 19th | | 31st | |
| 8th | | 20th | | 32nd | |
| 9th | | 21st | | 33rd | |
| 10th | | 22nd | | 34th | <i>Complete final validations.</i> |
| 11th | | 23rd | | 35th | <i>All modules validated. Ensure your Training Adviser or Group Scout Leader notifies the County Training Manager</i> |
| 12th | <i>Recommend you have completed any learning and validated Getting Going (Modules 7, 10, 11, 12, 14 & 15)</i> | 24th | <i>Recommend you have completed any learning and validated at least six of the Getting Out and Getting On modules</i> | 36th | |
| Training Adviser remarks | | | | | |

STEP THREE: VALIDATING MODULES

Validation is essential for every module. It is the process where you show that you can put the knowledge skills and understanding into practice in your role in Scouting.

There are a number of different validation methods which you will be able to choose from. Guidance on what you can do to validate each module is given on the module pages towards the back of this file. The validation activities should be something you are doing as part of your Scouting role. You should ensure that any validated modules are recorded on your PLP by your Training Adviser and this is emailed to **training@solihullscouts.org.uk** each time it is updated. You will receive a certificate each time a module validation is added to your training record.

BEING AWARDED YOUR WOOD BADGE

The Wood Badge is the internationally recognised Scouting training insignia awarded to adults by The Scout Association once you have completed the training required for your role. The Wood Badge consists of two wooden beads threaded onto a leather thong which is worn with Scout uniform.

In order to receive the Wood Badge you need to ensure that confirmation of completion of your training is sent to **training@solihullscouts.org.uk** by your Training Adviser or Group Scout Leader. Your training record will be checked and the County Training Manager will recommend the award of your Wood Badge. Headquarters send a certificate and your wood beads to your District Commissioner who will arrange to present them at an appropriate time.



ONGOING LEARNING

Even though you have completed your Wood Badge, there will still be opportunities to learn new skills through on-going learning. Leaders are expected to complete a minimum of 5 hours of on-going learning each year. On-going learning for the first year should be agreed with the Training Adviser before confirming completion of the Wood Badge.

CHANGING YOUR ROLE

It is not unusual for an adult to change roles in Scouting. If you change your role in Scouting it is important to ensure that any additional training needs are addressed. Different roles require different knowledge and skills. However you don't start from scratch. If you were to change section in Scouting you would need to revalidate Tools for the Job (3), Providing a Balanced Programme (12), Growing the Movement (13), Young People Today (14), Challenging Behaviour (15) and Practical Skills (18). This reflects the differing needs of the different age ranges.

Please contact the County Training Manager if you move into a manager or supporters role such as a Group Scout Leader or Assistant District Commissioner.

GETTING STARTED

This is the key information needed when starting off in a role within Scouting. This section also includes a Personal Learning Plan that will identify the learning you require.

LEARNING OPPORTUNITIES

module session | e learning

MODULE 1: ESSENTIAL INFORMATION

The basic information that all adults in Scouting need to know:

- understanding the purpose, principles and method of The Scout Association
- understanding the importance of The Scout Association's Child Protection Policy and your role in protecting young people from harm
- identifying the support available to help you in your Scouting role
- getting support from other people
- working within the policies and rules of the Movement

TO VALIDATE THIS MODULE YOU WILL NEED

TO:

Discuss the fundamental principles and key policies of Scouting with a Training Adviser to demonstrate your understanding. The discussion should include the Child Protection and Equal Opportunities Policy, and should cover what an adult should do if abuse is suspected and/or reported.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Carry out a risk assessment of a meeting place.
- 2) Produce a District/County structures chart listing support mechanisms available to them, including the Scout Information Centre.
- 3) Describe the actions to take following an accident/incident (or the report of an accident/incident) during a Scouting activity.
- 4) Plan and carry out a briefing where you explain the Promise and the Law and how you relate to the fundamentals of The Scout Association to an adult new to Scouting.
- 5) Explain the key policies of The Scout Association (equal opportunities, child protection and safety).
- 6) Any other ideas, subject to agreement with a Training Adviser.

CHECKLIST:

- Do you know what Policy, Organisation and Rules is and where you can see it?
- Have you read The Scout Association's Child Protection Policy (the 'yellow card')?
- Do you know what to do if you think a child has been abused or if someone tells you that this might be happening?
- Do you know the Equal Opportunities Policy and Safety Policy?
- Do you know who to inform if someone is hurt during a Scouting activity?
- Do you know where to find the rules and guidance about activities?
- Do you know who to go to for help?
- Do you know what the Scout Information Centre does and how to contact it?
- Can you explain the purpose, principles and method of Scouting?

WHAT LEARNING DO YOU REQUIRE?

HOW ARE YOU GOING TO VALIDATE?

MODULE 2: PERSONAL LEARNING PLAN

Creating a plan to help you fulfil the requirements of your role, taking into account existing knowledge and skills.

- identifying the skills needed to do the role
- planning the training, learning and support needed to fill any gaps
- showing that you can do the role.

CHECKLIST:

- Have you identified which modules are relevant to your role?
- Have you decided which modules you can already complete?
- Have you met and agreed a learning and validation plan with your Training Adviser or Group Scout Leader?



TO VALIDATE THIS MODULE YOU WILL NEED TO:

- 1) Create a Personal Learning Plan agreed by a Training Adviser or Group Scout Leader.

HOW ARE YOU GOING TO MAKE YOUR PLAN?

WHO IS GOING TO HELP YOU AND AGREE IT?

MODULE 3: TOOLS FOR THE JOB

Some basic information about the role, and practical help for working within a section.

- recognising the main features of your section
- participating in the planning and running of section meetings
- using games as a key part of the programme
- knowing what should happen at a section meeting and why
- understanding your role in Scouting.

CHECKLIST

- Do you know where to find programme ideas?
- Can you run a game or activity within the section?
- Can you explain what adults do in the running of the section?
- Can you explain what young people do in the running of the section?
- Do you know what the main features of the section are? (for example: age, theme, decision-making, ceremonies etc.).

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Outline the main features of your section.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Plan and run an activity appropriate to the section and explain why different types of games are an important part of the programme.
- 2) Plan and run a ceremony appropriate to the section.
- 3) Plan and run a game appropriate to the section, outline the important criteria for games in Scouting.
- 4) List sources of 'ready made' programme ideas.
- 5) Any other ideas, subject to agreement with a Training Adviser.

WHAT LEARNING DO YOU REQUIRE?

HOW ARE YOU GOING TO VALIDATE?



MODULE 6: CHANGES IN SCOUTING

An overview of the Movement's history, with a focus on how it has changed to meet the needs of society.

- explaining how Scouting started
- understanding how Scouting has adapted to suit the way young people have changed
- knowing about the growth of Scouting – nationally and internationally
- outlining the Movement's history, focusing on its development to meet the changing needs of society.



CHECKLIST

- Do you know how Scouting started?
- Do you know what the major milestones in Scouting are?
- Do you know if Scouting is growing or shrinking (nationally and internationally)?
- Can you explain how Scouting has changed to meet the needs of young people?

WHAT LEARNING DO YOU REQUIRE?

HOW ARE YOU GOING TO VALIDATE?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Complete the questionnaire on the next page and confirm with a Training Adviser that 80% or more has been completed correctly.

AND COMPLETE ONE OF THE FOLLOWING:

- 1) Describe Scouting's development to another adult or adults.
- 2) Explain to adults or young people how Scouting has adapted to changing social needs whilst maintaining its fundamental principles.

MODULE 6: CHANGES IN SCOUTING

- 1) Who started the Scout Movement?
 - a. Robert Baden-Powell
 - b. Lord Somers
 - c. Robert Louis Stephenson
- 2) Where was the experimental camp held that led to Scouting being developed?
 - a. Mersey Island
 - b. Brownsea Island
 - c. Isle of Wight
- 3) What year was the experimental camp?
 - a. 1905
 - b. 1907
 - c. 1909
- 4) What book did Baden-Powell write to launch Scouting?
 - a. Boer War Scouts
 - b. Scouting Today
 - c. Scouting for Boys
- 5) What section was started in 1916 for younger boys?
 - a. Beaver Scouts
 - b. Cub Scouts
 - c. Rover Scouts
- 6) What section was started in 1919 for older boys?
 - a. Beaver Scouts
 - b. Cub Scouts
 - c. Rover Scouts
- 7) What Movement did Baden-Powell establish for girls?
 - a. Girls Brigade
 - b. Girl Guides
 - c. Girl Scouts
- 8) When were females allowed to become leaders?
 - a. From the start
 - b. 1932
 - c. 1966
- 9) How many Scouts are there in the world today (summer 2009)?
 - a. 2 million
 - b. 12 million
 - c. 28 million
- 10) How many countries and territories in the world have Scouts today (summer 2009)?
 - a. 147
 - b. 187
 - c. 217
- 11) Name at least three things that have changed since Scouting began to keep the Movement up to date?
 -
 -
 -
- 12) Name at least three things that have stayed the same since Scouting began?
 -
 -
 -

GETTING GOING

These modules will help you early on in your role and are designed to give you the basic skills required to run a successful section.

LEARNING OPPORTUNITIES

module session | residential | 1 to 1

MODULE 7: VALUING DIVERSITY

Ensuring that Scouting is available to all and that diversity is valued.

- identifying The Scout Association's policies that promote diversity
- considering how you in your role can help to make Scouting available to all
- promoting The Scout Association's policies on co-education, equal opportunities and special need
- valuing cultural, social and religious diversity.

CHECKLIST

- Do you know The Scout Association's policies on co-education, equal opportunities and special needs?
- Do you know the cultural, social and religious diversity in your local community?
- How can you ensure that Scouting is available to all young people?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Outline the Equal Opportunities Policy and how it applies to your section or role.

AND COMPLETE ONE OF THE FOLLOWING:

- 1) Show evidence of how you are making Scouting more accessible to one or more of the following:
 - a. girls and young women
 - b. those with special needs
 - c. those from ethnic minorities
 - d. those of differing religious backgrounds
 - e. those of differing social backgrounds.
- 2) Incorporate aspects of the Equal Opportunities Policy into an educational activity in your section programme.
- 3) As part of a recruitment exercise, pass on the key aspects of the equal opportunities policy to a new member of The Scout Association.
- 4) Produce a plan to increase diversity in the area for which you are responsible.
- 5) Increase awareness of special needs by running an activity for either young people or adults.
- 6) Any other idea, subject to agreement with a Training Adviser.

WHAT LEARNING DO YOU REQUIRE?**HOW ARE YOU GOING TO VALIDATE?**

MODULE 11: ADMINISTRATION

The records and procedures necessary to effectively administer a section.

- keeping accurate records about section members
- handling the finances according to the rules of The Scout Association and the law
- maintaining records in the manner required by the law
- understanding the insurance arrangements for section activities.

CHECKLIST

- Do you know what records must be kept about section members and why?
- Do you know how section finances must be handled, what the rules are for section finances and the reporting required to the Group Treasurer?
- Do you know what records must be kept about accidents?
- Do you know how the Data Protection Act affects record keeping in the section?

WHAT LEARNING DO YOU REQUIRE?

TO VALIDATE THIS MODULE YOU WILL NEED TO COMPLETE TWO OF THE FOLLOWING:

- 1) Provide evidence that you follow procedures in keeping financial records.
- 2) Describe The Scout Association's insurance cover for adults and young people.
- 3) Demonstrate accurate and appropriate maintenance of records for your section.
- 4) Outline the financial responsibilities and procedures of your section and Group (or Unit for Explorer Scouts or Network for the Scout Network).
- 5) Outline the provisions of the Data Protection Act as they affect record keeping in your section.
- 6) Explain the benefit of and methods for effective communication with parents and other members of the Group Council (or District Scout Council for Explorer Scouts or County Scout Council for the Scout Network).
- 7) Any other ideas, subject to agreement with a Training Adviser.



HOW ARE YOU GOING TO VALIDATE?

MODULE 12: PROVIDING A BALANCED PROGRAMME

Ways in which a successful and balanced programme is planned and run in the section.

- providing a balanced programme for your section
- running a balanced programme
- generating exciting and relevant programme ideas
- involving young people in the decision making for your section
- reviewing and enhancing the programme
- understanding, in outline, how other sections operate.

CHECKLIST

- Is your programme varied and challenging?
- Do you know how the Programme Zones and variety of methods are used to help provide a balanced programme?
- Do you have a wide variety of sources and themes to produce an exciting and relevant programme?
- Do you know how the awards, challenges and badges are incorporated into a balanced programme?
- Do you know how young people are involved in the planning and running of the programme?
- Do you know how the programme is reviewed and enhanced?
- Do you know how the other sections operate (in outline)?

TO VALIDATE THIS MODULE YOU WILL NEED

TO:

Explain to a Training Adviser how a balanced programme meets The Scout Association's educational objectives generally and for your section. Produce a monthly/quarterly/yearly programme plan, demonstrating that all of the Programme Zones have been incorporated over that period of time.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Run a meeting incorporating three of the programme methods for your section.
- 2) Describe how the other sections operate and how the programme continually develops young people.
- 3) Be involved in the planning and running of a themed event, for example a fun day, or incorporating a variety of Programme Zones.
- 4) Review your programme and show how your review has improved future programmes and the programme planning process.
- 5) Outline the various sources, methods and themes that can be used to generate exciting and relevant programme ideas.
- 6) Produce notes of a meeting with young people to show your involvement in the programme planning process.
- 7) Any other ideas, subject to agreement with a Training Adviser.

WHAT LEARNING DO YOU REQUIRE?

HOW ARE YOU GOING TO VALIDATE?

MODULE 14: YOUNG PEOPLE TODAY

Identifying and meeting the needs of young people in the section.

- understanding your role in supporting young people as they develop through the sections
- understanding the changes in young people as they get older and move between the sections
- knowing the characteristics and needs of young people in the age range for your section
- being aware of the social influences on young people in your section

CHECKLIST

- Do you know the characteristics and needs of young people of the age range for your section?
- How does the programme try to meet their needs?
- Do you know what influences society has on them?
- Can you describe the effects of peer group pressure?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Produce evidence of how you are responding to the needs of the young people you are involved with in your role.

AND COMPLETE ONE OF THE FOLLOWING:

- 1) Outline the changing characteristics and needs of young people in the age range with which you are working and of those who are older and younger.
- 2) Plan and run a game or activity to help your section members identify their own needs.
- 3) Plan and lead an activity involving three characteristics, needs and/or influences you have listed and review the activity with young people in your section.
- 4) Plan and run a game or activity to meet a specific need you have identified.
- 5) Collect and review information from outside The Scout Association on the needs of young people in your section's age range.
- 6) Any other ideas, subject to agreement with a Training Adviser.

WHAT LEARNING DO YOU REQUIRE?

HOW ARE YOU GOING TO VALIDATE?



MODULE 15: CHALLENGING BEHAVIOUR

Preventing and managing challenging behaviour in the section.

- being able to identify challenging behaviour
- knowing the causes of challenging behaviour of young people
- using methods of prevention and management of challenging behaviour in the section.



CHECKLIST

- Do you know the causes of challenging behaviour among young people?
- Do you know how to prevent or avoid incidents of challenging behaviour?
- Do you know how to deal with challenging behaviour should it occur in your section?

WHAT LEARNING DO YOU REQUIRE?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss with a Training Adviser the types, causes and triggers of challenging behaviour. Consider the appropriate action to take in different situations.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Develop and implement a section code of conduct with the young people with which you work.
- 2) Demonstrate how acceptable standards of behaviour may be agreed with both young people and the adult leadership team.
- 3) Identify actions that could be taken to reduce those triggers/causes of challenging behaviour which are within your control.
- 4) If applicable, explain how you have dealt with challenging behaviour successfully and appropriately in the past.
- 5) Identify sources of additional help and support in dealing with challenging behaviour.
- 6) Plan and run a game or activity with your section members to explore acceptable and unacceptable behaviour.
- 7) Any other ideas, subject to agreement with a Training Adviser.

HOW ARE YOU GOING TO VALIDATE?

MODULE 10: FIRST AID

The skills and knowledge necessary to enable adults to manage an incident and provide basic first aid.

- being prepared to provide first aid in any situation.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

- 1) Hold a current first aid certificate that meets or exceeds the minimum standard of First Response.

Further guidance can be found in the factsheet *First Response: Definition and Equivalents* (FS310547).

N.B. Your first aid certificate must also be current at the time that you are awarded your Wood Badge and at your appointment review.

If you hold a first aid qualification that is not First Response please send a copy of your certificate to training@solihullscouts.org.uk for validation.

HOW ARE YOU GOING TO VALIDATE?

CHECKLIST

- Do you know how to deal with a first aid incident?
- Do you have a current first aid qualification (minimum first response)

DO YOU HOLD A FIRST AID QUALIFICATION ALREADY?

COURSE DETAILS:

EXPIRY DATE (USUALLY 3 YEARS AFTER THE COURSE):

TRAINER'S NAME:



GETTING OUT

No matter what age people are they love to have an adventure. These modules will help you with the outdoor and active aspects of our programme, understanding activity guidance and help you ensure all our young people broaden their experience.

LEARNING OPPORTUNITIES

module session | residential | 1 to 1

MODULE 16: INTRODUCTION TO RESIDENTIAL EXPERIENCES

An overview of the role of residential experiences for young people in Scouting, and their organisation and planning.

- understanding the role that residential experiences have in the development of young people
- understanding the organisation and administration of residential experiences
- knowing how to identify the skills required within a team running a residential experience
- understanding the Nights Away Permit Scheme
- knowing where to go for support and further information when planning a residential experience.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Explain to a Training Adviser the role that camping and residential experiences have in Scouting and how they contribute to the development of young people.

AND COMPLETE THREE OF THE FOLLOWING:

- 1) Outline the main aspects of organisation and administration that should be considered when planning a residential experience.
- 2) Describe the issues to consider when selecting a staff team and explain why it is important to have an appropriate adult to young person ratio.
- 3) Describe the Nights Away Permit Scheme and where to go if more information or support for a residential experience is needed.
- 4) Assist with planning and supporting a residential experience.

CHECKLIST

- Do you know the role that residential experiences have in the development of young people in Scouting?
- Are you familiar with the organisation and administration requirements for a residence experience?
- Do you know The Scout Association's policies and rules for planning and running a residential experience?

WHAT LEARNING DO YOU REQUIRE?

LEARN THE SKILLS FOR RESIDENTIAL EXPERIENCES ON MODULE 38.

HOW ARE YOU GOING TO VALIDATE?

If you hold a Nights Away Permit, this will validate this module



MODULE 17: ACTIVITIES OUTDOORS

Running a wide range of activities outdoors for young people.

- understanding the importance of outdoor activities as part of a balanced programme
- understanding the safety aspects of providing activities outdoors
- understanding the importance of planning and managing outdoor activities appropriately
- planning and running activities outdoors
- knowing how to get the appropriate permits required for activities outdoors
- knowing how to assess the risks involved in activities outdoors and how to manage groups undertaking those activities.

CHECKLIST

- Do you know the importance of activities outdoors in the delivery of the Balanced Programme?
- Do you know the rules and guidance about activities outdoors and where to find them?
- Do you know how to plan an activity outdoors?
- Do you know how to assess the level of risk in an activity outdoors?
- Do you know how to manage groups of young people undertaking activities outdoors?

TO VALIDATE THIS MODULE YOU WILL NEED

TO:

Plan, run and review an outdoor activity. Describe to a Training Adviser what steps you took to ensure it was safe.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Describe your role and responsibilities, and those of your line managers with regard to activities that do not require formal activity permits (weekly meetings, visits and trips, activities in terrain zero, class C waters etc).
- 2) Explain how *Policy, Organisation and Rules* and activities factsheets detail the requirements and provide guidance for a wide range of Scouting activities and how to access this information.
- 3) Carry out a risk assessment on an activity and explain how and why risk assessments should be undertaken both before and during activities outdoors.
- 4) Explain the importance of InTouch, and parental permission systems and provide evidence of having used these for outdoor activities. Explain the emergency and reporting procedures to be implemented in the event of an accident or incident.
- 5) Discuss the identification and selection of adequate and appropriate clothing, footwear, personal and group equipment taking into account both the activity and the weather conditions.
- 6) Plan and run an outdoor activity new to you taking into account the age, experience, fitness, adult to young person ratio, special needs of the group, the activity involved and the anticipated weather conditions.
- 7) Manage the process of planning an outdoor activity, outlining how groups were managed during the activities through the appropriate use of delegation, decision-making, group control and good communication.
- 8) Any other ideas, subject to agreement with a Training Adviser.

WHAT LEARNING DO YOU REQUIRE?

HOW ARE YOU GOING TO VALIDATE?

MODULE 18: PRACTICAL SKILLS

Gaining and developing practical skills to assist with the programme for young people in the section.

- learning or improving a wide range of practical skills that would be appropriate to include in a section programme
- developing your ability and understanding of two practical skills
- using one of your new or developed skills in your Scouting role
- being able to pass on those skills to young people.

CHECKLIST

- Do you know some practical skills that are suitable for the section in which you are working?
- Do you know some good ways to help young people learn practical skills?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss with a Training Adviser the importance of the development and use of practical skills in providing a balanced programme, and how you have gained or improved a skill in at least two subjects for the benefit of your section.

AND COMPLETE ONE OF THE FOLLOWING:

- 1) Demonstrate the use of at least two practical skills.
- 2) Demonstrate the use of at least one new or developed skill in your Scouting role.
- 3) Instruct or demonstrate at least two practical skills to a young person.
- 4) Any other ideas, subject to agreement with a Training Adviser.

WHAT LEARNING DO YOU REQUIRE?



HOW ARE YOU GOING TO VALIDATE?

MODULE 19: INTERNATIONAL

Providing an international dimension to a section.

- knowing about the worldwide family of Scouting
- being able to incorporate international aspects into the Programme
- using international events and activities
- knowing international programme ideas.

CHECKLIST

- Do you know about the worldwide family of Scouting?
- Can you incorporate international aspects into a section programme?
- Can you include international events and activities into a section programme?
- Can you demonstrate a selection of programme ideas on an international theme?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Explain how you have enabled young people to take part in international activities or how you have incorporated them into a balanced programme.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Explain the role of the World Badge to a young person or adult new to Scouting.
- 2) Plan and run an international themed event.
- 3) Help plan and run an international trip, for example a camp abroad.
- 4) Explain the worldwide nature of Scouting to young people or an adult new to Scouting.
- 5) Obtain a range of resources, ideas and material to support the international aspects of a Section's programme.
- 6) Organise and run an international activity for young people.
- 7) Establish a link and exchange information with a Scout Group outside the UK.
- 8) Any other ideas, subject to agreement with a Training Adviser.

WHAT LEARNING DO YOU REQUIRE?

HOW ARE YOU GOING TO VALIDATE?



GETTING ON

These modules will help you develop in your role and support you in providing quality Scouting for young people.

LEARNING OPPORTUNITIES

module session | residential | e learning

MODULE 5: FUNDAMENTALS OF SCOUTING

The relationship between the values of Scouting, the Balanced Programme badges and awards.

- understanding the role of faith and beliefs in Scouting
- understanding the values of Scouting and how these are expressed in the purpose, principles and method of Scouting
- including the values of Scouting in a balanced programme
- demonstrating Scouting values in your behaviour.

WHAT LEARNING DO YOU REQUIRE?**CHECKLIST**

- Do you know what the purpose, principles and method of Scouting are?
- Can you explain how the Balanced Programme is linked to the values of Scouting?
- Can you include, or advise others how to include, the values of Scouting into a balanced programme for a section?
- Do you know how to help young people take part in prayer and worship?
- Do you know The Scout Association's religious policy, and how it affects you and your role?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Describe the values of Scouting to a Training Adviser, how they are demonstrated in the Programme and how you demonstrate the values of Scouting in your role.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Using your programmes, show how young people are developing in different ways through a balanced programme.
- 2) Show the progress of one of your section members, including their badge progress sheet, and describe their personal development.
- 3) Demonstrate the explicit use of spiritual development in a meeting.
- 4) Give practical examples of how faith and beliefs can be incorporated into a balanced programme.
- 5) Outline The Scout Association's religious policy and your role in implementing that policy.
- 6) Make a presentation to explain Scouting values to either young people or adults.
- 7) Explain how Scouting can meet the needs of diverse communities.
- 8) Any other ideas, subject to agreement with a Training Adviser.

HOW ARE YOU GOING TO VALIDATE?

GETTING ON**LEARNING OPPORTUNITIES**

module sessions | residential | 1 to 1

MODULE 8: LEADERSHIP SKILLS

Having the knowledge, skills and attitudes required to be an effective leader.

- planning systematically
- using the action centred leadership model
- using appropriate leadership styles
- developing leadership skills in others.

WHAT LEARNING DO YOU REQUIRE?**CHECKLIST**

- Do you know how to plan systematically?
- Do you know and can you use the 'action centred leadership' model?
- Do you know and can you use various leadership styles as required by circumstances?
- Can you develop leadership skills in others (both adults and young people)?

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Use a systematic planning tool to complete a task and discuss with a Training Adviser the leadership functions and styles used in your role.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Explain the functions of leadership in terms of the task to be done and actions to achieve it, actions to make the group effective and actions required to meet the needs of individuals within the group.
- 2) Explain the different leadership styles and outline situations in which they might be appropriate.
- 3) Describe an event or activity during which your leadership style changed a number of times.
- 4) Identify your preferred leadership style using a questionnaire or similar tool.
- 5) Give examples of deliberately experimenting with different leadership styles to increase your range.
- 6) List five examples of using different styles with different age ranges and abilities.
- 7) Run a game or activity to develop leadership skills in young people or adults.
- 8) 8. Any other ideas, subject to agreement with a Training Adviser.

HOW ARE YOU GOING TO VALIDATE?

MODULE 9: WORKING WITH ADULTS

Working effectively as a member of an adult team.

- communicating effectively
- helping others to solve their own problems
- knowing the decision-making structures of the Movement
- representing others.

TO VALIDATE THIS MODULE YOU WILL NEED TO:

Discuss with a Training Adviser the skills needed to work with other adults.

AND COMPLETE TWO OF THE FOLLOWING:

- 1) Review a meeting or activity during which you worked in a team of adults and describe your effective contribution.
- 2) Draw the decision making process of The Scout Association and explain it to another adult.
- 3) Represent others at a Group/District or County meeting and report back on the decisions made and the reasons for them.
- 4) Describe how you have helped someone make their own significant personal decisions (without breaking confidentiality).
- 5) Demonstrate different aspects of verbal and non-verbal communication and appropriate responses.
- 6) Describe the techniques of effective listening.
- 7) Any other ideas, subject to agreement with a Training Adviser.

CHECKLIST

- Can you communicate effectively with other adults?
- Do you know how to help other adults solve their own problems?
- Do you know the decision-making structures of The Scout Association and how you take your part in these?
- Do you know how to collect people's views before a meeting, represent them effectively within the meeting, and report back to them afterwards?

WHAT LEARNING DO YOU REQUIRE?

HOW ARE YOU GOING TO VALIDATE?



MODULE 13: GROWING THE MOVEMENT

Planning and achieving growth of Scouting in your Group and section.

- ensuring transfer between sections
- devising and implementing development plans for the Group and section
- co-operating with other agencies outside Scouting.

CHECKLIST

- Do as many young people as possible transfer from your section to the next?
- Do you know how to recruit, support and retain adults?
- Can you produce and use a development plan to ensure that Scouting grows in your section?

WHAT LEARNING DO YOU REQUIRE?

TO VALIDATE THIS MODULE YOU WILL NEED TO COMPLETE TWO OF THE FOLLOWING:

- 1) Work with others to produce and implement a development plan for your Group.
- 2) Identify new Members who have joined Scouting as a direct result of action you have undertaken. Explain the actions you took to enable this to happen.
- 3) Explain the transfer methods between sections, your role in Moving on, Membership Awards and age range flexibility, and how you could improve the methods of transfer of young people from one section to the next
- 4) Any other ideas, subject to agreement with a Training Adviser.

HOW ARE YOU GOING TO VALIDATE?



NOTES

NOTES

USEFUL CONTACTS:

Solihull Scout County Training Team

Email: training@solihullscouts.org.uk

Web: www.solihullscouts.org.uk/leader-resources/training

Your Training Adviser

Name:

Email:

Tel:

Your Manager

Name:

Email:

Tel:

OTHER COUNTIES:

Birmingham: www.birminghamscouts.org.uk

Coventry: www.coventryscouts.org.uk

Warwickshire: www.warwickshirescouts.org.uk

OTHER RESOURCES:

E-learning, online video and workbook resources:

www.scouts.org.uk/learnersresources

GME Wood Badge Scout Active Support Unit

gmescouts.org.uk/support-for-adults/woodbadgesas/