



# LEADERSHIP DEVELOPMENT PROGRAM

## Advanced Training Pre-Course Workbook

Name: \_\_\_\_\_

Membership No.: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Group Leader \_\_\_\_\_ Phone: \_\_\_\_\_

District Commissioner \_\_\_\_\_ Phone: \_\_\_\_\_

Personal Leader Adviser \_\_\_\_\_ Phone: \_\_\_\_\_

All claims made on this document and in the attached evidence are true and correct and my own work.

Participant's Signature:

Date:

**Scouts Australia Institute of Training**  
**Victorian Branch**  
**Leadership Development Program**  
**Part of Advanced Training for Adults in Leadership positions**  
**Part of Certificate IV in Leadership & Certificate IV in Frontline Management**  
*Advanced Training Pre-Course Workbook*

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# Verification of Competence in the Workplace

The following people can be contacted to verify my competency in this Unit of Competence. Anyone who verifies any of the activities in this workbook needs to have their details recorded in this chart:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| 1. <b>Name:</b>                  | 5. <b>Name:</b>                  |
| <b>Phone:</b>                    | <b>Phone:</b>                    |
| <b>Position:</b>                 | <b>Position:</b>                 |
| <b>Relevance to participant:</b> | <b>Relevance to participant:</b> |
| <b>Signature:</b>                | <b>Signature:</b>                |
| 2. <b>Name:</b>                  | 6. <b>Name:</b>                  |
| <b>Phone:</b>                    | <b>Phone:</b>                    |
| <b>Position:</b>                 | <b>Position:</b>                 |
| <b>Relevance to participant:</b> | <b>Relevance to participant:</b> |
| <b>Signature:</b>                | <b>Signature:</b>                |
| 3. <b>Name:</b>                  | 7. <b>Name:</b>                  |
| <b>Phone:</b>                    | <b>Phone:</b>                    |
| <b>Position:</b>                 | <b>Position:</b>                 |
| <b>Relevance to participant:</b> | <b>Relevance to participant:</b> |
| <b>Signature:</b>                | <b>Signature:</b>                |
| 4. <b>Name:</b>                  | 8. <b>Name:</b>                  |
| <b>Phone:</b>                    | <b>Phone:</b>                    |
| <b>Position:</b>                 | <b>Position:</b>                 |
| <b>Relevance to participant:</b> | <b>Relevance to participant:</b> |
| <b>Signature:</b>                | <b>Signature:</b>                |

9. **Name:**  
**Phone:**  
**Position:**  
**Relevance to participant:**  
**Signature:**

13. **Name:**  
**Phone:**  
**Position:**  
**Relevance to participant:**  
**Signature:**

10. **Name:**  
**Phone:**  
**Position:**  
**Relevance to participant:**  
**Signature:**

14. **Name:**  
**Phone:**  
**Position:**  
**Relevance to participant:**  
**Signature:**

11. **Name:**  
**Phone:**  
**Position:**  
**Relevance to participant:**  
**Signature:**

15. **Name:**  
**Phone:**  
**Position:**  
**Relevance to participant:**  
**Signature:**

12. **Name:**  
**Phone:**  
**Position:**  
**Relevance to participant:**  
**Signature:**

16. **Name:**  
**Phone:**  
**Position:**  
**Relevance to participant:**  
**Signature:**



# Introduction

This Workbook is designed to assist you through the self-paced activities required to complete your advanced training, as well as prepare you for the Advanced training course associated with your appointment.

The activities in this Workbook can be undertaken in any order, but it is expected that all will be completed within the 6 months prior to your course. All the activities in this workbook should be completed prior to your attendance at the Advanced training course. However, if you are unable to complete them all, the following **must be completed before you attend your Advanced Common Core Training for Leaders of Youth and Advanced training for Leaders of Adults**:

- Attachment 4.05
  - Attachment 4.12
  - Attachment 4.13
  - Attachment 4.14
  - Attachment 4.15
  - Attachment 4.16
  - Attachment 4.38
  - Attachment 4.43
  - Attachment 4.45
  - Attachment 4.50
  - Attachment 4.53
- Read 'What are we really trying to do?' (page 85)

You need to bring these with you to your Training Course.

The term Team Leader is used regularly throughout this workbook and at other times through your training. The Team Leader is a specific role that is there to assist you. Your Team Leader will be either:

- your District Leader – Sectional, or
- your Group Leader if you are a Leader of Youth going into a section within a Group, or
- your District Commissioner if you are a Group Leader or a District Leader.

Whatever assistance you may receive, only you can decide how much help you want and only you can do the learning – learning you will transfer to your role, so that the young people can enjoy the fun of Scouting and absorb some of the ideals that we believe are important for young citizens in Australian society today. Your Personal Leader Adviser is also there to support you through these activities. If you need a Personal leader Adviser, contact your District Leader Sectional to provide the contact details.

You need to complete all the activities contained in this workbook, as well as the other workbooks you will receive later in your training. Once you have completed these workbooks and they have been assessed you will receive your Certificate of Advanced Adult Leadership (your Woodbadge).

This workbook also forms part of a nationally recognised award program that is linked to your training to become a highly trained Leader. By completing your Advanced Training, you may qualify for a Certificate IV of Business (Frontline Management). As well, by undertaking First Aid training you may qualify for a Certificate IV in Leadership.

At the completion of your training, you will ensure that this workbook, particularly those 'Attachment' activities form part of your evidence. Keep these records to assist you in receiving your award. You will also need to bring this workbook to your Training Course.

Remember, you are required to complete this training and these workbooks to become a Woodbadged Leader and continue on your journey to providing exciting opportunities to the young people in your care.

## **PLEASE NOTE:** Who can sign your workbook?

It is preferable that your Personal Leader Adviser sign in the verifier signature block. If there is no Personal Leader Adviser allocated to you, then any of the following Scouting personnel listed may sign as a verifier:

Group Leader, District Commissioner, Section Team Leader, Other Section Leaders, any Leader with a Commissioner or District Leader appointment.





Scouts Australia Institute of Training (Victorian Branch)

DATE	ACTIVITY	YOUR ROLE, COMMENTS

I verify that the above activities have been completed by me:

Participant: \_\_\_\_\_ Date: \_\_\_\_\_

Verifier: \_\_\_\_\_ Date: \_\_\_\_\_

# Copy of Personal Development Plan

## Attachment 4.03

**You need to attach a copy of your Personal Development Plan.**

Your development plan was begun during your Basic Training. This has probably been further developed in discussions with your Group Leader or Personal Leader Adviser. Or as a Leader of Adults, with your immediate Commissioner or Personal Leader Adviser. Rovers would have had discussions with their Crew Leader and Activity Leaders with their Team Leader. Please attach a copy of this plan here, with further development plans for the next two years.

This development plan may include activities, people development and role development.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# My Role and Strategic Plan

## Attachment 4.04

*(This activity links to Attachment 4.03)*

Obtain a copy of the Strategic Plan of Scouts Australia – Victorian Branch. Consider the Key Performance Indicators (KPI) identified. Complete the following.

Select three KPIs that link to your role and that of your team, within Scouting. Outline one aspect of your role that links to each of these.

Key Performance Indicators	Impact on your role and your team

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# My Role and the Scout Method

## Attachment 4.05

The Scout Method is defined by the World Bureau of Scouts. It is outlined in the Policy and Rules documents of Scouts Australia. Its aspects are also listed below.

Provide at least one example of how you use each of the following aspects of the Scout Method in your role.

Method	How this is used
Increasingly self governing for youth	
Commitment to Code of Living based on Promise and Law	
Wide range of activities	
Learning by doing	
Activities in small groups	
Award Scheme in most sections	
Opportunities for Leadership and responsibility	

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Example Application of Scout Method

## Attachment 4.06

Attach evidence that demonstrates your successful application of at least one aspect of the Scout Method.

<b>Example</b>
<b>How used</b>

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Promoting Scouting within Scouting

## Attachment 4.07

Provide at least two examples when you promoted the values and method of Scouting within the movement. Attach at least one example of this as Attachment 4.08.

<b>Example 1.</b>
<b>How</b>
<b>Verification:</b>
<b>Contact details:</b>

<b>Example 2.</b>
<b>How</b>
<b>Verification:</b>
<b>Contact details:</b>

<b>I verify that the above activities have been completed by me:</b>	
<b>Participant:</b> _____	<b>Date:</b> _____
<b>Verifier:</b> _____	<b>Date:</b> _____



# Evidence of Promoting Scouting within Scouting

## Attachment 4.08

Attach photos, programs, etc, as evidence of your promotion of Scouting within Scouting. (These may be copies of the examples listed as part of Attachment 4.07.)

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Promoting Scouting Outside the Movement

## Attachment 4.09

Provide at least two examples when you promoted the values and method of Scouting outside the movement. Attach at least one example of this as Attachment 4.10.

<b>Example 1</b>
<b>Purpose</b>
<b>Verification:</b>
<b>Contact details of verifier:</b>

<b>Example 2</b>
<b>Purpose</b>
<b>Verification:</b>
<b>Contact details of verifier:</b>

<b>I verify that the above activities have been completed by me:</b>	
<b>Participant:</b> _____	<b>Date:</b> _____
<b>Verifier:</b> _____	<b>Date:</b> _____





# Attach an Example of Promotion of Scouting Outside Scouting – To The Wider Community

## Attachment 4.10

Attach photos, programs, etc, as evidence of your promotion of Scouting outside Scouting. (These may be copies of the examples listed as part of Attachment 4.09.)

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Long Term Plan

## Attachment 4.12

Attach a copy of a Long Term Plan. This could be a Yearly Plan for a Section, an annual calendar for a Region, District or a Group or a long term program for your team.

**\*\*\* Note: You will need to bring this with you to your Advanced Training Course \*\*\***

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Medium Term Plan

## Attachment 4.13

Attach a copy of a Medium Term Plan. This could be a three monthly plan for a section, or three month calendar for a District, Crew or a Group or team.

**\*\*\* Note: You will need to bring this with you to your Advanced Training Course \*\*\***

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Short Term Plan

Attachments 4.14, 4.15, 4.16

Attach three copies of a Short Term Plan. These could be weekly programs for a Section, or agendas and minutes for a District, Crew or a Group meeting or your Team activities.

**\*\*\* Note: You will need to bring this with you to your Advanced Training Course \*\*\***

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_





# Evaluation of a Weekly Activity

## Attachment 4.17

**\*\*\* Note: You will need to complete and bring this with you to your Advanced Course \*\*\***

Based on the three copies attached in Attachments 4.14 to 4.16, select one plan and evaluate this after you have run it. These could be a weekly plan for a Section, or an agenda for a District or a Group meeting or a team activity.

Indicate the Attachment No. you are using (i.e. Number 14, 15 or 16) \_\_\_\_\_

Provide details of at least three areas that went well and why you consider this happened.

Area that went well	Why?

Provide details of at least two areas that could be improved. Outline why you consider these need to be improved. How would you do this?

Areas for improvement	Why?	How?

Identify how the plan relates to the five Scouting aspects

<b>Physical</b>	
<b>Intellectual</b>	
<b>Emotional</b>	
<b>Spiritual</b>	
<b>Social</b>	

Outline at least one contingency arrangement that you made for this program.

Outline the highlight of this program

List three comments made by participants regarding the program/plan.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Evidence of a Weekly Activity

## Attachment 4.18

Provide evidence of your involvement in the meeting you evaluated in Attachment 4.17. This could be a photograph, audio tape, letter of verification, etc.

Provide evidence that the program was run (e.g. photos, letter of support, copy of minutes, Log)

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Supporting Leadership

## Attachment 4.21

This activity relates to a special activity or program undertaken where you **played** an important part in organising this with other team members.

### Make informed decisions based on a program plan

Provide a program plan for the activity chosen. Note: Group Leaders respond to a Pack Holiday program and DCs respond to a District Activity Program, etc. This plan is to be attached as Attachment 4.22.

State the purpose of the activity.

--

State why this is appropriate for the age group:


Outline relevant legislation that you needed to consider that will impact on this activity


Outline relevant policy and guidelines that you needed to consider that impacted on this activity


Outline at least two specific considerations you needed to alert your team to assist in planning this activity.


List those in your team who assisted when developing this program. Consider the desirability of using other Leaders, resource personnel, youth members. If you are a GL or DC, respond by listing those you would expect to be involved.


Outline examples of decisions that these groups of members were involved in.


List four issues that need to be considered when developing this program

<b>Issues e.g.</b>	Weather, Equipment, safety, Venue, etc

Provide an example of one issue. What other options were considered.

Issue
Option 1
Option 2

Identify risks involved in each of these options.

Option 1
Risks
Option 2
Risks

List three methods that you and your team use to ensure decisions are communicated in a timely manner?


Why was the program plan helpful or unhelpful?

--

List any amendments that were necessary

--

List any ideas for improvement to the program plan

--

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# The Program Plan for Chosen Activity

## Attachment 4.22

Place a copy here of the program/plan you used in Attachment 4.21.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_





# International Activity

## Attachment 4.27

Attach evidence of an internationally themed activity you took part in (eg. International program, International event, etc. Explain what this was and its purpose.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Risk Evaluation/Control Form

## Attachment 4.31

**\*\*\* Note: You will need to complete and bring this with you to your Advanced Course \*\*\***

You are to complete the following attachment based on a venue used for your program eg. Scout Hall. At the course, the results will be discussed with others in group and ideally with the Group Leader or Leader responsible for the facility.

Building: ..... Date: .....

Further Action Required? Yes  No

<b>RISK EVALUATION/CONTROL CHECKLIST</b>		<b>YES</b>	<b>NO</b>	<b>Risk Control Comments</b>
<b>Can you please check compliance with the following (tick in the yes or no column)</b>				<b>If non-compliant, how is it being attended to?</b>
1	Is there a fire evacuation plan visible for the premise?			
2	In the year has a fire drill been conducted for this group?			
3	Is there a safe assembly area indicated on the evacuation plan?			
4	Are fire extinguisher locations clearly visible and signed?			
5	Have the annual check of fire extinguishers been completed?			
6	Are emergency exit lights working correctly?			
7	Are all exit doors clearly marked?			
8	Is all equipment used in good working order? (If not remove, repair or replace)			
9	Does the entrance, path or steps to the premises have adequate lighting at night?			
10	Does the path or steps have non-slip protection fitted where necessary? (This may depend on the surface or construction materials used)			
11	Are hazardous materials (gas bottles and/or fuel) stored in a secure area?			
12	Do you have designated off limit areas to youth members and are they clearly marked?			
13	Are there in and around your premises any loose or unsecured objects that might be deemed to be unsafe or hazardous?			
14	Are all tables and chairs in good condition and safe to use?			
15	Do your premises have any loose or temporary floor coverings?			
16	When was the last time your checked the grounds and buildings?			

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Scout Safe Checklist

## Attachment 4.32

Consider your skills as an experienced Leader in Scouting. Complete the checklist, rating each of the following statements on the scale provided. Get your Verifier to rate this also using the same scale. Discuss the results.

1 Not Known    2. Very Poor    3. Poor    4. OK    5. Good    6. Very good

I consider that I can:	Participant	Verifier
provide information to the team about health and safety policies and procedures		
provide information about identified hazards and outcomes of risk assessment and control		
implement and monitor participative arrangements for the management of Safety		
explain the importance of effective consultative mechanisms in managing health and safety risks		
raise issues and pursue these in accordance with organisational procedures		
implement and monitor the Association's procedures for meeting Safety training		
support coaching and mentoring to team and individuals regarding safety issues		
implement and monitor procedures for identifying hazards and assessing risks		
identify and report hazards in accordance with safety policies and procedures		
implement and monitor the Association's procedures for controlling risks		
implement procedures to control risks using the hierarchy of controls and Scouting requirements		
report and record individual, site, activity or equipment that poses a given minimal risk		
implement and monitor the organisation's procedures for maintaining OHS records for the team		

<b>I verify that the above activities have been completed by me:</b>	
<b>Participant:</b> _____	<b>Date:</b> _____
<b>Verifier:</b> _____	<b>Date:</b> _____

# Work sample - Local Involvement

## Attachment 4.33

You are to provide evidence that you have been involved in managing risks at your local level. This may be a copy of minutes where safety issues are discussed, an Incident Report, Accident Report etc. This could be minutes describing the discussion arising from the outcomes of Attachment 4.31.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Program Needs of Young People – Scouting Fundamentals

## Attachment 4.38

**\*\*\* Note: You will need to complete and bring this with you to your Advanced Course \*\*\***

---

*Discussions on the Aim and Principles, Promise and Law and Duty to My God have proved to be of great interest and help create a better understanding of our role in the Movement. You are to research information so that you can take an active part and contribute fully in group discussions. Your personal research may also be helpful in deciding your Individual Project topic.*

---

1 Information is to be gained by informal discussion with:

- (a) Four youth members, two from your Section and two from the Section above
- (b) Three Leaders from your Group (from different Sections)

You may find 'Introducing Scouting' useful as a resource for deciding the questions you discuss on:

- Aim and Principles of the Movement
- Promise and Law
- Duty to My God

**Note:** Questions can be *based* on the following suggestions but they are only starters for your discussion. You may want to use other questions.

### **Promise:**

- How do you keep the Promise when you are with your family, at school/work/ college, at Scouting activities, etc?
- Did making the Promise make you think more seriously about something you did before?
- Do you ever hear people talking about the Promise and the Law?
- Do you ever remind others of their Promise?

### **Law:**

- Do you or your friends/colleagues think about the Law when you are playing games, when studying/working, or at other times?
- Does any part of the Law have special meaning to you?
- Does the Law affect discipline in the Section and friendships and citizenship outside the Section?

- Do you ever remind others not to give in?
- Does the Law affect discipline in Scouting activities, friendships, and/or citizenship outside Scouting activities?

**Duty to My God:**

- Do you think about your God when you are at home, at school/work, etc?
- Do you go anywhere where a prayer or a grace before meals is said?
- How does Scouting affect your religious belief?
- What special feeling have you experienced during a Scouts' Own service?
- How do your parents feel about Scouting's approach to religion?
- What do you think God is like?
- How do you decide the difference between the right and wrong thing to do?

2 **In your own words** define 'Moral' and 'Spiritual' (*Do not use a dictionary!*)

**Moral:**.....  
.....  
.....  
.....  
.....

**Spiritual:**.....  
.....  
.....  
.....  
.....

\*\*\*Remember to bring your notes to the course\*\*\*

<b>I verify that the above activities have been completed by me:</b>	
<b>Participant:</b> _____	<b>Date:</b> _____
<b>Verifier:</b> _____	<b>Date:</b> _____



# Management and Information Systems

## Attachment 4.41

Make notes of how you could monitor the work performance or achievements of at least one adult or youth member in your team. It could be their use of e.g. Award scheme, membership records, Leader training, waiting lists.

List examples of at least two types of records, reports and recommendations for improvements which impact on your role. Consider Incident/Accident Reports, notes from training courses, sessions, meetings, Group Council, nationally convened Section reviews etc.

Discuss how you deal with each of these.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Example: Management and Information System

## Attachment 4.42

Attach examples of the Management Information Systems that you use.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Investigating Project Ideas

## Attachment 4.43

**\*\*\* The following three items must be completed and brought to the first weekend of your Advanced course \*\*\***

These will be referred to during various sessions of the course and may be used as a basis for further discussion and group activity.

To qualify for this course the three activities must be completed.

### 1. AIM OF SCOUTING

Prepare a program for your section on an aspect of the Aim of Scouting and be able to explain how it applies.

### 2. PROMISE AND LAW

Prepare a list of activities (at least 10) that you could use with your section that relate to Promise and Law.

### 3. DUTY TO MY GOD

Prepare a Scouts' Own for use by your section at an outdoor activity (eg Pack Holiday, camp, hike, etc).

OR

Arrange an activity for your section that highlights duty to my God and be able to explain how it highlights this.

Good Luck with this activity. If you have any questions, contact your Team Leader, the Course Leader, your District Leader Adult Training Support, ARC Adult Training and Development or BC Adult Training and Development.

**\*\*\* Note:** Any notes you make when planning this activity are to be attached to Attachment 4.44 and the material you develop is to be placed as part of Attachment 4.64 \*\*\*

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Goal Setting and Assessment Paper

## Attachment 4.44

Attach any notes and additional ideas used to develop the activities for Attachment 4.43.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_





# Developmental Needs of Youth

## Attachment 4.45 (LoY)

\*\*\* Note: You will need to complete and bring this with you to your Advanced Course \*\*\*

- 1 Select three youth of varying ages from your Section who show one of the following characteristics:
 

Attention Seeker	Bad-tempered	Immature
Noisy	Non-Participator	Popular
Sports minded	Stubborn	Talented
- 2 Write a short outline on each using the headings shown. (See example below.)
- 3 Report your findings to your tutor group later.

First Name	Age	Characteristic	Needs	What Offers
Max	8.2	Shy	Confidence To feel secure Routine	Security Learn confidence Routine Hiding in a group activity until feeling safe Feel one of group Familiarity

Joey Scout Leaders need to complete the additional profile in the additional activities.

**Attachment 4.45 (LoA– Group Leaders, District Commissioners and Activity Leaders)**

**\*\*\*Note:** You will need to complete and bring this with you to your Advanced Course \*\*\*

1 Identify three issues that are affecting recruitment and/or retention in your area.	
2 How does your Scout Region Plan address this?	
3 List at least five ways you could improve recruitment and/or retention.	

<b>I verify that the above activities have been completed by me:</b>	
<b>Participant:</b> _____	<b>Date:</b> _____
<b>Verifier:</b> _____	<b>Date:</b> _____

# Operational Plans

## Attachment 4.46

1.	List the names of “youth bodies” used to assist Leaders develop their program plan.
2.	Identify workable numbers of youth to be in a Joey Scout Mob, Cub Scout Pack, a Scout Troop, a Venturer Unit or a Rover Crew.
3.	What are the processes used by Scouts Australia (Victorian Branch) to sign up a new Leader?
4.	List at least two Leader recruitment methods that are effective
5.	List at least two youth recruitment methods that are effective
6.	List where information relating to Outdoor and overnight activities can be found
7.	What is the name of the document that Adults in Scouting use for monitoring personal development?
8.	Outline the basic Grievance process used by Scouts Australia
9.	List two structures available to support Leaders in their role
10.	List two specialist groups that exist within Scouting to operate specialist activities

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Work Sample: Report

## Attachment 4.48

Attach an example of a report you have prepared and presented. This could be to the Group Council or Annual General Meeting.

Nature of report:
Your comments about this
How could this be improved
<b>Presented to:</b>

<b>I verify that the above activities have been completed by me:</b>	
<b>Participant:</b> _____	<b>Date:</b> _____
<b>Verifier:</b> _____	<b>Date:</b> _____

# Self-Rating Sheet

## Attachment 4.50

\*\*\* Note: You will need to complete and bring this with you to your Advanced Course \*\*\*

Rate yourself honestly in the **first column** for each of the following skills. Gradings are as follows:

- E = Not required
- D = low level of confidence, knowledge or ability
- C = passable level of confidence, knowledge or ability
- B = competent level of confidence, knowledge or ability
- A = high standard of confidence, knowledge or ability

In the **second column** make a positive statement about training need or assistance that could help raise your grading (if necessary).

Do not enter anything into the third column at this stage. It will be completed at the end of your Advanced Training course.

ITEM	Rating	Requirements	Rating
<i>My level of confidence, knowledge, ability is:</i>			
<b><u>Ceremonies</u></b>			
1.1 Opening			
1.2 Closing			
1.3 Control			
<b><u>Flag</u></b>			
2.1 Hoisting			
2.2 Folding			
2.3 Breaking			
2.4 Procedure			
<b><u>Prayers</u></b>			
3.1 Writing			
3.2 Involving youth members			
3.3 Involving other Leaders			
<b><u>Welcoming</u></b>			
4.1 Procedure			
4.2 Atmosphere			
4.3 Parent involvement			
4.4 Leader(s) involvement			
4.5 Attitude of other youth members			
<b><u>Going up</u></b>			
5.1 Link Badge			
5.2 Youth and Leaders' cooperation			
5.3 Location			
5.4 Ceremony			

**Scouts Australia Institute of Training (Victorian Branch)**

ITEM	Rating	Requirements	Rating
------	--------	--------------	--------

*My level of confidence, knowledge, ability is:*

**Programming**

6.1	Preparation.		
6.2	Planning.		
6.3	Involvement of self.		
6.4	Involvement of youth members.		
6.5	Timing.		
6.6	Story Telling.		
6.7	Singing.		
6.8	Playacting.		
6.9	Crafts.		
6.10	Outings.		
6.11	Good Turns.		

**Fundamentals**

7.1	I am aware of the Aim of the Scout Movement as stated in Policy and Rules.		
7.2	I am aware of the Religious Policy of the Movement as stated in Policy and Rules.		
7.3	I have a clear idea of what "Duty to My God" means to me personally.		
7.4	I can guide a new member of my Section to an understanding of the Promise and Law.		
7.5	I can sincerely lead:		
	4.5.1 prayers for all faiths.		
	4.5.2 a Scouts' Own for all faiths.		
7.6	I can lead young people to an understanding of citizenship through the Section activities.		

**Leadership in Relation to Adults**

8.1	I understand my role in the Group Council.		
8.2	I understand the purpose of District Meetings.		
8.3	I know how to maintain close links with other Leaders.		
8.4	I know how to communicate with the parents of all youth members.		
8.5	I can use adult helpers as Advisers.		
8.6	I know how to recruit Advisers.		
8.7	I know how to maintain Group property and gear.		
8.8	I have the necessary knowledge to keep adequate records of money transactions.		
8.9	I am confident in speaking to groups of adults.		

**Leadership Skills in Relation to Young People**

9.1	I am confident in working with young people.		
9.2	I have the skills to talk to youth members who are upset.		

ITEM	Rating	Requirements	Rating
<i>My level of confidence, knowledge, ability is:</i>			
9.3 I have confidence in delegating Leadership to other Leaders.			
9.4 I am capable of programming situations in which young people learn by doing.			
9.5 I need help with the following difficulties in leading young people:			
9.5.1			
9.5.2			
9.5.3			
9.6 I have developed skills to ensure youth members:			
9.6.1 physical growth			
9.6.2 moral sense development			
9.6.3 spiritual development			

**Personal Commitment**

10.1 I rate my ability to use available time for effective leadership as			
10.2 I rate my ability to learn, listen and share ideas as			
10.3 I rate my ability to encourage Assistants and other Leaders with ideas and support as			
10.4 I know clearly what is expected of me following the completion of Advanced Level Training.			
10.5 I know the importance of In-Service Training.			
10.6 I am clear about the functions of a Personal Leader Adviser.			
10.7 I know how to gain information about further training.			

**Leaders of Adults Only**

**Ceremonies**

11.1 I am clear on my role in the investiture of a new Leader.			
11.2 I am clear on my role in the investiture of a Joey Scout, Cub Scout, Scout, or Venturer.			
11.3 I am clear on my role in Going-up or Advancement Ceremonies.			
11.4 I know my role in opening/closing ceremonies of Mob, Pack, Troop, or Unit.			

**Provide representation**

12.1 I can report succinctly on the progress and state of the Group to the Group Leader's meeting.			
12.2 I am clear on how to represent the views of the Leaders to the Group Leader's meetings.			
12.3 I can report on meetings with the Group Leaders to the Group Council.			

ITEM	Rating	Requirements	Rating
<i>My level of confidence, knowledge, ability is:</i>			
12.4 I am clear on my role in the adoption of decisions established by the Group Leaders' meeting.			
<b><u>Assessing Needs</u></b>			
13.1 I am clear on the need to keep a record of the Leaders in each Section.			
13.2 I can prepare an annual forecast statement on Leader requirements that shows:			
13.2.1 Leader numbers required to maintain status quo:			
13.2.2 Leader numbers required to provide growth.			
13.2.3 Anticipated future needs.			
13.3 I can keep records of the current strength of each section.			
13.4 I can collate and update information, then produce an annual forecast statement on each section's capacity for new members.			
<b><u>Recruitment Strategies</u></b>			
14.1 I am aware of the need to have a recording system for noting parents' interests and following interviews.			
14.2 I am clear on the need to gain support from section Leaders for youth member recruitment.			
14.3 I am aware of the need to prepare a written recruitment strategy for the Group that has the following features:			
14.3.1 use of parents/community members as resource personnel			
14.3.2 utilising various approaches to recruitment			
14.3.3 using a method or methods for asking people to become Leaders.			
14.4 I am clear on the need to implement a panel to plan for Leader and youth recruitment.			
<b><u>Recruitment Publicity</u></b>			
15.1 I can develop a recruitment strategy that includes such features as:			
15.1.1 press			
15.1.2 accurate details			
15.1.3 radio			
15.1.4 public speaking at service clubs, public occasions.			
15.2 I ensure the message carried in publicity includes:			
15.2.1 positive image			
15.2.2 print media (posters, fliers, etc)			
15.2.3 enthusing tone			
15.2.4 promoting a vibrant Scout Movement.			



ITEM	Rating	Requirements	Rating
<i>My level of confidence, knowledge, ability is:</i>			
<b><u>Selecting Leaders</u></b>			
16.1 I can interview prospective Leaders.			
16.2 I can show where rules and procedures concerning issuing and withdrawal of Certificates of Adult Leadership are found in P&R.			
16.3 I can assess outdoor content of programs:			
16.3.1 indoor preparation for outdoor activities			
16.3.2 outdoor programs.			
16.4 I am aware of my role in visiting outdoor activities.			
<b><u>Inducting Leaders</u></b>			
17.1 I am aware of the need to met the new Leader's family.			
17.2 I am clear on my role in relation to:			
• the accurate completion of the Leader's application for a Certificate of Adult Leadership			
• signing the form			
• submitting the form to the District Commissioner			
17.3 In my role I have checked that the new Leader			
• has a copy of the current Training Calendar			
• is enrolled for the Basic training.			
17.5 I am clear on how to place the new Leader in a Section, using the criteria of the personal interests and needs of the new Leader and the needs of the Group.			
17.6 I am clear on my role in checking with the Leader and the Section Leader on a regular basis concerning the process of induction in the Section/Scouting.			
<b><u>Evaluating Performance</u></b>			
18.1 I am clear on the need to evaluate each Leader's performance on an annual basis.			
<b><u>Recognising Achievement/Performance</u></b>			
19.1 I am clear on the various Awards presented by the Association.			
<b><u>Leadership in Action</u></b>			
20.1 As a Leader of Adults, I can describe a task function of a Commissioner/District Leader.			
20.2 As a Leader of Adults, I can state one current goal of the District/Region/Branch.			
20.3 As a Leader of Adults, I can describe a team building function of a Leader of Adults.			
20.4 As a Leader of Adults, I can state one morale building strategy being used.			

**Scouts Australia Institute of Training (Victorian Branch)**

ITEM	Rating	Requirements	Rating
<i>My level of confidence, knowledge, ability is:</i>			
20.5 As a Leader of Adults, I can describe an 'individual development' function of a Commissioner/District Leader.			
20.6 As a Leader of Adults, I display constructive approaches to blocking, dominating, or withdrawing behaviours in discussions.			
20.7 My overall areas of success as a Leader of Adults are rated as...			
20.8 I would rate my achievement of objectives for the next six months as ...			
20.9 As a Leader of Adults my ability to recognise when a helper's role is required is...			

<b>I verify that the above activities have been completed by me:</b>	
<b>Participant:</b> _____	<b>Date:</b> _____
<b>Verifier:</b> _____	<b>Date:</b> _____

# Profile

## Attachment 4.53

**\*\*\* Note: You will need to complete and bring this with you to your Advanced Course \*\*\***

*During your Advanced Training, a number of topics require you to have knowledge of the individual members who make up your Group/Section/Team.*

*To assist you during these sessions you are asked to bring the following information. You may copy this chart for each team.*

*Please also consider the individual characteristics and needs of each member. You may like to discuss this assignment with other Leaders in your Group to assist your preparation for Advanced Training.*

### FOR SECTION LEADERS:

Name of Group:			
Youth Leader	Age	Time in Group	Badges
Youth Second	Age	Time in Group	Badges
Other Group Members	Age	Time in Group	Badges

**FOR OTHER LEADERS:**

Name of Group/ Team:		
Leader	Time in Group	Training
Assistant	Time in Group	Training
Other Group Members	Time in Group	Training

<b>I verify that the above activities have been completed by me:</b>	
<b>Participant:</b> _____	<b>Date:</b> _____
<b>Verifier:</b> _____	<b>Date:</b> _____

# Branch Approval Form

## Attachment 4.56

Please attach a copy of a Branch Approval Form for an activity.

How do you obtain approval for an activity?

---

---

---

What do you receive to show that you have approval to conduct an activity?

---

---

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**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Parent Letter

## Attachment 4.57

Please attach a copy of parent letter for an activity.

What things must you consider when sending home a letter to parents about an activity?

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**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_





# Parent Approval Form

## Attachment 4.58

Please attach a copy of Parent Approval Form for an activity.

What must you consider when developing an approval form for an activity?

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**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Menu

## Attachment 4.59

Please attach a copy of menu.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Ration List

## Attachment 4.60

Please attach a copy of the ration list for the menu used in Attachment 4.59.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Risk Analysis

## Attachment 4.61

Consider an activity you are planning or have planned. List six areas of risk you identified and how you managed them.

Area of Risk	How Managed
1	
2	
3	
4	
5	
6	

Any Additional Comments:

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_





# Budget

## Attachment 4.62

Please attach a copy of budget you have developed.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_



# Transport Details

## Attachment 4.63

Please attach a copy of transport details for an activity.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Complete Woodbadge Project

## Attachment 4.64

Attach a copy of the material you have developed to meet the requirements of Attachments 4.43 and 4.44.

**I verify that the above activities have been completed by me:**

**Participant:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Verifier:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# **Additional Pre-Course Activities**

**The activities listed in the following pages are additional activities that you require for your Advanced Training.**

**Some are required to be completed prior to commencing the course. Others are required prior to the end of the course.**



## Developmental And Learning Profile Of Joey Scout Aged Children

Individual differences between children at any given age are great. A Mob should be accepted as a group of children having individual and differing characteristics and therefore needs.

It is accepted that no definitive description of the characteristics of children aged five to eight will apply in every case. Again there are not sharp distinctions between children in this age range and those who are younger or older. However, there are some generalisations that will help Leaders to run a successful Mob.

### BEFORE JOEY SCOUTS

At the Joey Scout stage young children are moving from stage one of their development where they have hopefully learned to feel safe. They have recognised their need to trust adults with whom they have contact. They have had opportunities to explore the world and themselves - their bodies, their capabilities. By Joey Scout age they have learned there can be conflict between initiative and guilt.

It is important that adults do not make children fearful or they will not feel free to explore. Children have a need to feel secure but not over-protected.

### GENERAL CHARACTERISTICS

**Physical Maturity:** Children aged five to eight years are still maturing physically. Therefore, skills such as fine motor and perception are undeveloped because they are related to nerve maturity, brain hemisphere function and kinaesthetic development. Joey Scout Leaders need to be aware of the capabilities of each child and not expect skills beyond their present level of physical development.

**Concepts:** Children of this age do not have the adult understanding of concepts such as time, number, logical sequence. Their understanding is very 'concrete' and based on personal experience.

Children see situations mainly from their own point of view and find it difficult to see their actions from another viewpoint unless this is clearly demonstrated in a practical way. They understand cause and effect only in terms of actual experience.

**Attention Span:** This age range have long attention spans when fully engrossed. They have little voluntary control which is needed to pay attention for long periods or to control 'split attention' as in talking and crossing a road at the same time.



**Motor Skills:** Basic motor skills are achieved by age six or seven but refinement develops slowly through later childhood. Joey Scouts enjoy and need frequent opportunities to let off steam through (large muscle) activities such as hopping, skipping, sliding, running, climbing and general rough-and-tumble play.

**Language:** Five to eight year olds are refining their knowledge of their language. Some children may be using more than one language. Joey Scouts will benefit from short sentences using simple descriptive words.

The 'colour' or 'emphasis' in the voice of a Leader is very important and gives clues children may miss in the actual words.

Joey Scouts will not respond to abstract discussion about desired behaviour such as, "*We should share*", but will respond to questions such as "*Who would you like to work with on this craft?*"

**Relationships:** Friendships at this age are important but often short-lived. Children are beginning to experiment with rule-governed group behaviour. Their level of skill will depend on their opportunity to interact with varying groups of children.

Joey Scouts are usually very protective of their possessions but may have little understanding of other's similar rights. They may act in what is considered a selfish manner.



**Emotional Maturity:** Joey Scouts are still very young and need a great deal of nurturing as well as challenges. Attention and approval are very important as well as freedom to set some goals of their own. They are eager to learn, curious and get great satisfaction from gaining new skills and practising old ones.

Their home is a major source of security and difficulties at home may be reflected in disturbed behaviour at Mob meetings. Difficulties experienced at school are also often reflected in their behaviour at Joey Scouts.

**Gender bias:** It is important that Joey Scout Leaders do not, intentionally or unintentionally, model gender bias or restrictions. All members of the Mob, adults and children deserve respect and equal opportunity.

Gender equity policies are gradually eliminating gender-based discriminatory practices but the more subtle biases will remain as long as adults have different expectations of boys and girls, men and women, particularly when the underlying assumptions and values are deep-seated and largely not recognised or acknowledged.



## THE CHILD

Children are similar. They are:

- (a) curious
- (b) creative
- (c) active Learners
- (d) decision Makers

Despite these similarities **each child is unique.**

## WHAT DOES A CHILD BRING TO JOEY SCOUTS?

A child brings:

- (a) a cultural background
- (b) an accumulation of experiences that began before birth
- (c) natural eagerness and ability to learn
- (d) curiosity and a sense of wonder
- (e) a need to feel secure at all times
- (f) a need to feel loved and accepted and to be valued as a person
- (g) a need to experience success in a variety of situations
- (h) a need to have space and time to be alone
- (i) a need to explore, experiment, evaluate, enquire, discover, communicate and make decisions
- (j) a need for stability in relationships with people, the security of a familiar environment and of known routines.
- (k) a desire for expression through various media
- (l) knowledge, skills, attitudes, feelings and interests resulting from previous experiences
- (m) *a unique personality*

*What does this mean for my leadership?*

## WHAT INFLUENCES INDIVIDUAL DIFFERENCES?

Individual differences are influenced by:

- (a) prior experiences
- (b) cultural/linguistic background
- (c) diversity in child-rearing practices
- (d) size of the family
- (e) position in family
- (f) hereditary factors
- (g) differing roles within families
- (h) family climate and relationships, particularly parent/guardian/child relationships
- (i) alternative family groupings
- (j) relationships with others outside the family
- (k) demographic factors, eg isolated areas, high rise areas, nutrition
- (l) disabilities
- (m) the child's expectations about Joey Scouts
- (n) the Parent's expectations of and attitudes towards Joey Scouts.

*What does this mean for my leadership?*

### **WHAT ARE THE PHYSICAL NEEDS OF THE CHILD?**

The child needs:

- (a) adequate nutrition
- (b) adequate sleep
- (c) adequate activity and adequate rest
- (d) adequate fresh air and sunlight
- (e) a safe and healthy environment
- (f) guidance in developing and maintaining a healthy body
- (g) opportunities for gross motor development, eg climbing, jumping, balancing, large arm movements
- (h) opportunities for fine motor development, eg drawing, cutting, pasting, threading, sewing.

*What does this mean for my leadership?*

### **WHAT ARE THE EMOTIONAL NEEDS OF THE CHILD?**

The child needs:

- (a) positive self-image, self-esteem and self-confidence
- (b) strong feelings of trust and security
- (c) love, understanding and acceptance
- (d) positive attitudes towards learning
- (e) support and guidance in dealing appropriately with feelings

*What does this mean for my leadership?*

### **WHAT ARE THE SOCIAL NEEDS OF THE CHILD?**

The child needs opportunities to:

- (a) feel part of the social group
- (b) use initiative and be self-directed
- (c) work/play/interact with different groups in various settings
- (d) be involved in activities free of stereotyping
- (e) develop social skills and relationships

*What does this mean for my leadership?*

### **HOW DOES A CHILD LEARN?**

The child learns to communicate, investigate and express through:

- (a) play
- (b) exploring the environment
- (c) sensory experiences
- (d) informal interaction with others
- (e) role play
- (f) participation in activities that involve first hand experiences
- (g) interaction in a variety of situations for a variety of purposes
- (h) the reactions and response of others
- (i) motivation, stimulation and the opportunity to try new things
- (j) having the confidence to persevere

*What does this mean for my Leadership?*

## **THE LEADER**

### **WHAT DOES A LEADER BRING TO THE JOEY SCOUT MOB?**

A Leader Brings:

- (a) an accumulation of life and professional experiences
- (b) training
- (c) knowledge and beliefs about the ways children develop and learn
- (d) unique skills and talents
- (e) attitudes towards self, children and others

### **WHY ARE LEADER'S ATTITUDES IMPORTANT?**

Because they influence:

- (a) children's and parents' attitudes towards Scouting
- (b) children's attitudes towards learning, both now and in the future
- (c) children's attitudes towards other people
- (d) children's feelings about themselves
- (e) children's confidence in their own ability

### **LEADERS ARE SIGNIFICANT ROLE MODELS FOR CHILDREN**

### **HOW DO LEADERS CONTRIBUTE TO THE NATURE AND QUALITY OF THE JOEY SCOUT MOB?**

Leaders contribute by:

- (a) acknowledging that their actions serve as a model of behaviour
- (b) recognising that the quality of the leader's interaction with children creates the climate in which children:
  - enjoy being Joey Scouts
  - develop confidence
  - want to learn
  - experience success
  - develop a positive self-image
  - are willing to persevere
  - feel valued
  - have effective social interaction with other adults and children
- (c) Recognising that the quality and frequency of the leader's interaction with parents creates a climate in which parents:
  - are confident to talk to leaders
  - feel accepted and valued
  - feel that they have a role to play in their children's Joey Scout activities
  - feel informed.
- (d) Structuring a program which caters for individual needs and differences.

## **HOW DO PARENTS CONTRIBUTE TO THE NATURE AND QUALITY OF THE JOEY SCOUT MOB?**

Parents contribute by:

- (a) providing the care which influences their children's personalities and ability to relate to others in a group situation
- (b) acting as motivators through their interest in the children's learning
- (c) sharing their unique talents and skills
- (d) having a real and valued role in the Joey Scout Mob
- (e) interacting with children
- (f) supporting and reinforcing Joey Scout programs at home.

### **CULTURAL INFLUENCES**

Children's competence is culturally shaped to a significant degree. It is almost certain that every culture imposes some different constraints on children's development and this could lead to misunderstanding or misreading expectations. Care needs to be shown in this area.

### **GROUP WORK**

Effective teaching of Joey Scouting must be child-centred, informal and based on a wide variety of active, hands-on activities. The activities must begin with children's existing experiences and interests and then build on them.

Joey Scouts should work in groups of varying sizes (individually to small group) and come together for part of the meeting.

### **LEADER ATTITUDES AND TECHNIQUES**

Successful leadership in the Joey Scout Section depends on:

- (a) seeing the world through children's eyes
- (b) identifying the interests and skills of each Joey Scout
- (c) understanding the principles of child development
- (d) understanding how to help each child learn in a fun and effective way
- (e) recognising the ability of each child and not imposing stressful expectations on them
- (f) using themes applicable to child interests
- (g) role-modelling correct behaviour and attitudes and demonstrating consistency
- (h) correct adult/child ratio to cater for individual needs.

**Pre-Course Activity - Profiles Of Joey Scouts**

After you have read and considered the pre-course reading material you should observe the Joey Scouts in your Mob and choose six of the Joey Scouts to record details of their backgrounds, their needs, their behaviour and any other details that would assist you to know these children. **It is very important that you bring these profiles with you to the ‘Management Skills’ Topic.**

NAME &	BACKGROUND DETAILS	DESCRIPTION OF BEHAVIOUR	INTERESTS NEEDS
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	Age .....		
	School .....		
	Position in Family		
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	Family Background		
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	Age .....		
	School .....		
	Position in Family		
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	Family Background		
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	School .....		
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You may need more room to note down details of the Joey Scouts. Use these headings as a guideline to your Joey Scout profiles.

## What are we really trying to do?

*This article is adapted from John Huskins' article in Scouting, (UK 1973) and is just as relevant today as when it was written.*

*Please read it in conjunction with the chart the Guidelines for Scout Leaders and the Award Scheme Handbook showing the Personal Development Areas Encouraged by Scouting.*

### THE QUESTION

Time and again on Leader Training courses the question arises "Why are we doing this or that activity?" Why should a young person know something about the history of Scouting, for example? If this is merely a test then it can be rather dull. On the other hand it can come very much alive if the Leader's enthusiasm is transmitted. In the end the success of your Scouting depends on that enthusiasm.

### ENTHUSIASM

What determines your enthusiasm? Why do you give up so much time to Scouting? Why do you put so much effort into the programs week by week? You only do all this because you enjoy the fellowship and the activities. In addition, we hope that satisfaction comes from "encouraging the physical, mental and spiritual development of young people so that they may take a constructive place in society".

Put another way, we want to help young people because we think it is important and worthwhile - and because we like doing so.

### AIMERS AND GAMERS

Some have divided Leaders into 'aimers' and 'gamers' - those who put greater emphasis on the Aim as given above and those who lay greater stress upon the activities or game of Scouting. For the 'gamers' Scouting is meant to be fun and they don't want to think any more deeply than that. Of course, this is an over-simplification and an exaggeration but still contains an element of truth. The 'Aim' is the most important part of what we do, but it can only be achieved through the fun of

the 'game', the activities for which the young people join.

### PRIORITIES

The cries heard in Scouting today include shortage of Leaders, shortage of money, too much paperwork and too little time, therefore we must have our priorities right. Before priorities can be determined we must be quite certain what our real purpose or aim is. Then, any activity can be judged by whether or not it promotes that purpose or aim.

What, then, are we really trying to do? Is 'fun' the end or the means. As a 'gamer' you might learn about young people's interests from the popularity of team games, television, holiday camps and the like. On the other hand, from the point of view of helping young people to 'grow' within the principles represented by the Promise and Law, identifying those principles more precisely will be helpful. Then we can plan how to achieve them through the activities that interest young people most.

### THE AIM, PROMISE AND LAW AND PERSONAL DEVELOPMENT

Look at the charts in your Scout Leaders' Handbook. The Aim, Promise and Law have been written out (page 25) under eight headings (columns 1 and 2). This may all seem a little complicated but this is the adults' point of view, not that of the youth members. What we mean under each of these eight headings is explained further in column 3. If you find this too heavy, stick to columns 1 and 2, expressing the headings in your own words.

Achieving this development of young people is a mammoth task. Many factors influence a young

person - family, school, church and so on. We must adapt our approach accordingly and concentrate on those areas where most help is required, principally the spiritual (including moral) and social development.

The balance and content of our activities should reflect the areas where the young people need the most help.

The Section method and training schemes have been devised to encourage this balance. Column 4 describes these in outline.

### THE SCOUT SECTION METHOD

In the Scout Section most of this depends on the full use of the Patrol System and completing the training scheme through the many varied activities (principally out- doors) which together make up Scouting.

Ask yourself - did the activities in my Troop over the past few months help individuals in each of these areas or were the meetings and activities unbalanced?

### GROWTH AREAS ENCOURAGED BY SCOUTING

A Scout Leader's checklist covers the following:

**Physical:** eg do the older Scouts get sufficient challenge, are they given the opportunity to extend themselves?

**Mental:** eg how well are badges encouraged to extend a Scout's interests? Do you discuss these with each Scout to stimulate new hobbies?

**Religious concept:** eg Is this 'real' in the Troop and deepening? Is prayer natural within Patrols, or imposed by the Leaders?

**Values:** eg does the 'atmosphere' of the Troop set a high standard? Is this discussed at the Troop Council?

**Personal Relationships:** with individuals. How well do you know your Scouts, and how well do they know you?

**Social relationships:** particularly within the Patrol. Do you really give the Patrol System a chance to work by letting them make mistakes?

**Community:** eg What 'service' activities has the Troop undertaken recently?

**Environment:** eg Have you continued these activities? Have you discovered and promoted current activities and issues?

### PROGRESSIVE TRAINING

From the youth members' point of view, the progressive training scheme is designed to provide them with challenge and adventure through enjoyable activities that they join for - all in the company of their friends.

A useful exercise is to write out the progressive training scheme (Scoutcraft Badge, Pioneer badge, etc) Section by Section under each of the suggested eight headings:

- What aspects of a young person's 'growth' is each intended to encourage?
- How does one lead on to the next?
- Where are the gaps which have to be filled in other ways?

### LEADER RESPONSIBILITY

'How does all this affect a Leader?

Well! if you think for a while about what your Troop is really doing for its members in terms of their personal growth, you may identify the main weaknesses and so see where encouragement needs to be given. This may be in the area of service activities or in supporting the Patrol Leaders to operate the Patrol System more effectively. It will also help you to understand the purpose behind the training scheme tests and so use them more successfully by adapting them to meet individuals' needs.

### INDIVIDUAL NEEDS

*The important point is to think about the Scouts as individuals, as people who matter, as having different characteristics and so requiring different things from Scouting. Thinking about their 'growth' as people will help you to see the emphasis you*



should be putting on the activities. As an adult Leader you will try to relate those activities more closely to their personal needs, guided by these eight areas. The chart and illustration sum this up.

### **PLANNING**

If we really do mean business, if we really do consider the Aim (interpreted through the Promise and the Law) to be the basis of Scouting then there is no alternative - we must plan how we can achieve it.

Leaders who are satisfied merely to pay lip service to our ideals will lose their incentive to put so much into Scouting. I would hope that our

idealism, tempered by a sense of reality, would remain and prevail.

*If we are to make maximum use of our limited resources we must plan how to help our Scouts as 'growing' individuals. Thinking about the Scout Aim, Promise and Law under the suggested eight headings can provide one way of doing this.*

### **THE QUESTION AND THE ANSWER**

In the end it will depend on the answer you give to the question, "What are we really trying to do?"

***Thinking about the Scout Aim, Promise and Law under the eight 'Areas of Personal Growth' headings can provide a way to help our Scouts grow as individuals.***



**Personal Development And Needs Sheet**

**A During this course, I particularly wish to learn about:**

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

**B Area(s) in which I would most like to develop in effectiveness is/are:**

*Please circle your choice(s) and/or indicate other topics in the space provided.*

5. Assertive Behaviour	6 Counselling
7 Chairing Productive Meetings	8 Positive Thinking
9 Trauma Management	10 Stress Management
11 Time Management	12 _____
13 _____	14 _____

**C. Social Issues I would like to know more about are:**

15 Health Education	16 Alcohol and Drug Abuse
17 _____	18 _____

**D. Issues I would like to know more about directly relating to the image of Scouting in the Community:**

19 Environmental Conservation	20 Adventurous Activities
21 _____	22 _____

**E. My particular area(s) of expertise or interest is/are (Please include career, general interests and recreational skills):**

23 _____	24 _____
25 _____	26 _____

Name: \_\_\_\_\_ Adviser or Crew Leader: \_\_\_\_\_